

HCPC major change process report

Education provider	University of Huddersfield
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time BSc (Hons) Occupational Therapy (Degree Apprenticeship), Full time
Date submission received	01 March 2021
Case reference	CAS-16916-M3N7L3

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Jennifer Caldwell	Occupational therapist
Jane Grant	Occupational therapist
Rabie Sultan	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2005
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	MC04848

Programme name	BSc (Hons) Occupational Therapy (Degree Apprenticeship)
Mode of study	FT (Full time)
Profession	Occupational therapist

First intake	01 September 2021
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	MC04849

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has proposed to run a degree apprenticeship programme, from September 2021. The proposal includes to have a maximum of up to 15 learners per annual cohort.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Reason: From reviewing 'Appendix 1', the visitors noted discrepancies regarding the length of the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship). It

was stated on page one that this will be a three years programme, whilst under section 13 on page four it stated the programme will be delivered over 42 weeks. The diagram on page 61 of the same document made reference to year four of the programme. Based on this, it was not clear what is the actual duration of the proposed programme and how will this information be made clear to applicants during the admissions process. As such, the visitors could not make a judgement on whether the admissions process will give the applicant the information they need to make an informed choice about whether to take up an offer of a place on the programme.

Suggested evidence: The education provider must clarify the length and duration of the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme and how will this information be conveyed to potential applicants, as part of the admissions process.

2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.

Reason: Visitors had reviewed the 'Programme specification' document, detailing the enrolment process for apprentices onto the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme. It was noted in the mapping document that an initial needs assessment will be undertaken collaboratively with the learner and employer, by university academic staff prior to enrolment on the programme. This initial needs assessment will also be used to explore any previous learning and inform accreditation of prior experiential learning (APEL) to the apprenticeship programme. However, the visitors could not see any information regarding what previous learning and experience of applicants will be considered. Considering the nature of the programme, it was not clear what APEL criteria will apply for apprentices who may not have the minimum formal academic qualifications requirement. As such, the visitors could not determine what APEL process will be used and applied with regards to admission to the degree apprenticeship programme.

Suggested evidence: The education provider must demonstrate what APEL process will be in place, with regards to admission to the degree apprenticeship programme. Additionally, what APEL will apply to for apprentices who do not have the required formal academic qualifications for entry onto the degree apprenticeship programme.

3.1 The programme must be sustainable and fit for purpose.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Reason: From reviewing the evidence submitted for these standards, the visitors noted the statement in the mapping document, confirming the proposed degree apprenticeship programme was developed as part of a successful bid from the Occupational Therapy programme team with North East & Yorkshire NHS Trusts and Health Education England. From reviewing the evidence submitted, the visitors could not see any information showing what input and support has been provided by the employers. Without seeing information regarding the employers' input, the visitors could not determine whether there has been feedback or analysis about whether the proposed programme will be fit for purpose.

Additionally, visitors could not see information regarding what collaboration has taken place between the education provider and practice education providers, regarding the

proposed degree apprenticeship programme. As such, visitors could not also determine how regular collaboration will be going forward once the programme commences. Therefore, the visitors could not make a judgement on the quality and effectiveness of the collaboration between the education provider and practice education providers. Based on this, the visitors could not determine whether the programme will continue to be fit for purpose.

Suggested evidence: The education provider must demonstrate what input and support has been provided by the employers, to ensure the degree apprenticeship programme will be fit for purpose. Additionally, the education provider must also confirm what collaboration has taken place with practice education providers and how regular will it be going forward.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: The education provider stated in the mapping document that the placement arrangements will be overseen and managed by an experienced placement unit team. Additionally, the Occupational Therapy programme team will utilise their current experience to manage placement capacity on the proposed degree apprenticeship programme. From reviewing the evidence submitted, the visitors could not find any information regarding the availability of placements for the proposed programme. Whilst it was clear the placement unit team will manage and oversee the process, there was no information to suggest what communications have taken place with practice education providers to discuss and arrange placement capacity on the degree apprenticeship programme. Additionally, the visitors reviewed the email contents regarding resources and placements. The email confirmed appointment of staff, but mentioned about intention and no confirmation regarding securing placements for the degree apprenticeship programme. Based on this, the visitors could not gather whether practice placements have been secured for the first year, and how will it be ensured that future demand for placements will be met as the programme continues to year two and further on. Therefore, it was not possible to determine what process exists to ensure the capacity and availability of practice-based learning for all learners.

Suggested evidence: The education provider must demonstrate the process in place to determine the capacity and availability of practice-based learning for all learners, on the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme. The education provide must clarify if any communications and arrangements have been agreed between them and practice education providers and how will it work going forward, to ensure the process is effective going forward.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: The education provider stated in the mapping document that the curriculum, modules and learning outcomes for the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme, will remain the same as the existing BSc (Hons) Occupational Therapy programme. Visitors reviewed 'Appendix 9' and 'Appendix 3' documents that highlighted the modules that will be taught over three years. Within 'Appendix 3' document on page one, it was stated that it is yet to be confirmed if there

are any existing modules with any revisions. From this, it was not clear whether existing modules under the BSc (Hons) Occupational Therapy programme will have some modifications made for the degree apprenticeship programme. Additionally, as noted under standard 2.1 it was not clear whether the proposed degree apprenticeship programme will be delivered over three or four years. Based on these findings, the visitors could not determine whether all of the standards of proficiency (SOPs) will be covered by the learning outcomes in the programme. As such, they could not make a judgement on whether learners completing the degree apprenticeship programme will be able to meet all the SOPs. This in turn also meant that there was lack of clarity around the curriculum and modules to be taught on the degree apprenticeship programme. Therefore, the visitors could also not make a judgement on whether the programme will reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Suggested evidence: The education provider must demonstrate and clarify which modules will be taught on the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme, and whether any of the modules will need to be modified. Additionally, the education provider must provide clarity regarding whether the same curriculum of the existing BSc (Hons) Occupational Therapy will apply on the proposed degree apprenticeship programme. From the above mentioned points, the education provider must clarify how will it ensure that learners will be able to meet the SOPs for the relevant part of the Register.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Reason: The education provider stated in the mapping document that there are two modules where learners will share the module and work inter-professionally with physiotherapy learners. From reviewing the modules, it was not clear how this will work in practice if learners on the degree apprenticeship programme attend lectures only once a week. The 'Appendix 3' document had a statement underneath the list of modules on page one stating about combined modules on physiotherapy and occupational therapy programmes, but it was not explicitly clear which modules this refers to. Additionally, visitors noted this statement in 'Appendix 6' document on page three: "The apprentice learners will be taught completely separately to the BSc course". From these findings, the visitors were not clear how and what approach will be taken for the inter-professional learning (IPL) on the degree apprenticeship programme. Therefore, the visitors could not determine how learners will learn with, and from, professionals and learners in other relevant professions.

Suggested evidence: The education provider must demonstrate how the shared modules will ensure IPL takes place on the degree apprenticeship route, including clarity on which are the shared modules. Additionally the education provider must also clarify how learners will learn with and from other learners and professionals, on the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme.

5.1 Practice-based learning must be integral to the programme.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Reason: There was no evidence provided regarding these two standards, as per the mapping document submitted. From reviewing other submissions provided for this

major change, the visitors found limited or no information regarding placements for the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme. For example: There was no indication of where the placements will be for the proposed 15 learners per year on this programme. The 'Appendix 6' document and email content provided as evidence confirmed staff and physical resources, but there was no information confirming how additional placements will be secured and what range of placements will be on offer for this programme. As such, the visitors could not determine how practice-based learning will be an integral part of the degree apprenticeship programme

From reviewing the 'Appendix 1' document, visitors noted that on page nine in section 13.6 it was stated that placement was 1042 hours, whilst on page 65 it stated that "Total placement hours over 3 years is 1082.5". Additionally on page four of the same document under section 13.3, visitors noted this sentence: "The learner will complete the course with 1000 hours of practice which is a requirement of the HCPC". Considering these references as examples, the visitors could not gather what are the exact number of placement hours on this programme. Additionally, being a regulator HCPC does not set any specific limit on the number of hours for practice-based learning.

Without exact information on duration of practice-based learning, it was not clear how will it support the structure. As such, the visitors could not make a judgement on how the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency (SOPs).

Therefore, the education provider must demonstrate what placements will be available on this programme for 15 learners per year. Additionally, they must clarify how the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and SOPs.

Suggested evidence: The education provider must demonstrate what placements will be available on this programme for 15 learners per year, including information regarding the range of placements. Additionally, they must clarify how the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and SOPs.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Reason: It was stated in the mapping document that the assessment strategy for the proposed degree apprenticeship programme will largely remain the same as the existing BSc (Hons) Occupational Therapy programme. Additionally, there will be an end point assessment towards the end of the programme. From their review of assessment layout under 'Appendix 6' document, the visitors noted there was no information to suggest what assessments will take place during practice-based learning on the degree apprenticeship programme. As such, the visitors could not determine how the assessment strategy will ensure learners will be able to meet the learning

outcomes during practice-based learning on the programme. From this, it was not clear how learners will meet SOPs before completing the programme.

From reviewing the assessment layout, the visitors also noted there seemed to be at least two assessments for most of the modules. Additionally they also noted that six of the assessments are either individual, group or poster presentations along with practical examinations. Considering the nature of the degree apprenticeship programme, where learners are expected to attend lectures one day a week it was not clear how will this be achievable. It was difficult to determine how learners on the degree apprenticeship programme will achieve the learning outcomes with the same assessment strategy, as they will be spending less time on campus compared to learners on the BSc (Hons) Occupational Therapy programme. Based on this, the visitors could not determine whether the assessment methods used will be appropriate to and effective at measuring the learning outcomes on the degree apprenticeship programme. Additionally, it was also not clear how this will ensure assessments will provide an objective, fair and reliable measure of learners' progression and achievement.

Suggested evidence: The education provider must provide information demonstrating:

- what assessments will form part of practice-based learning on the proposed BSc (Hons) Occupational Therapy (Degree Apprenticeship) programme;
- how will the assessment strategy ensure learners will be able to meet the SOPs for the relevant part of the Register;
- how the assessments will ensure they are providing an objective, fair and reliable measure of learners' progression and achievement; and
- whether the assessment methods will be appropriate to and effective at measuring the learning outcomes.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 06 July 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#)