

HCPC major change process report

Education provider	University of Huddersfield
Name of programme(s)	BSc (Hons) Physiotherapy, Full time BSc (Hons) Physiotherapy (Degree Apprenticeship), Work based learning
Date submission received	18 May 2021
Case reference	CAS-17005-M8H9Z2

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details	2
Section 3: Requirements to commence assessment	3
Section 4: Outcome from first review	3
Section 5: Visitors’ recommendation	5

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:

Fleur Kitsell	Physiotherapist
Anthony Power	Physiotherapist
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1997
Maximum learner cohort	Up to 80
Intakes per year	1
Assessment reference	MC04886

Programme name	BSc (Hons) Physiotherapy (Degree Apprenticeship)
Mode of study	WBL (Work based learning)
Profession	Physiotherapist
First intake	01 September 2021

Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC04887

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 informed us of their intention to develop a degree apprenticeship out of their existing programme. The learning outcomes remain the same as the current approved undergraduate programme. However, the mode of delivery has been significantly amended, to suit an apprenticeship, with a 60-20-20 split between workplace training, academic activities and clinical practice.

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.

3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: The visitors understood that there was a plan in place for recruitment, to ensure sufficient staff resourcing for the apprenticeship. The plan did not contain clear timescales, however, with the result that they were not clear on when the recruitment

would take place, and therefore require further evidence to demonstrate that the standard is met.

Suggested evidence: A staffing recruitment plan which gives an idea of timescales and dates for the process.

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

Reason: The visitors were not clear from the evidence supplied how the various new modules and their learning outcomes were linked to the standards of proficiency (SOPs). They therefore require the education provider to demonstrate how the learning outcomes ensure that all the learners are able to meet the SOPs.

Suggested evidence: A SOPs mapping document.

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

Reason: The visitors noted that two of the documents submitted featured track changes, and so were not clear that they represented the final versions. These two documents were:

- BSc (Hons) Physiotherapy Programme Specification (April 2021)
- BSc (Hons) Physiotherapy combined module specification (April 2021)

The visitors considered that if they had not seen the final versions of the documentation, then they were not making an appropriate decision about whether the standards were met, because they were potentially working with incomplete information. To ensure that their decision is appropriate, they took the view that they required clarification that these documents were the final versions, and if not would like to review the final versions.

Suggested evidence: Final versions with no track changes of the documents mentioned above.

4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.

Reason: The visitors were able to view a detailed timetable of the programme structure for year one, which was in Appendix 7 of the submission. However, they were not able to view a similar document for subsequent years (two and three). They were therefore unable to determine whether the learning and teaching methods used in those years were appropriate and effective.

Suggested evidence: Documentation giving details of the learning and teaching activities for years two and three of the programme.

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 25 August 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](#).