

## HCPC major change process report

Education provider	University of Leeds
Name of programme(s)	BSc (Hons) Radiography (Diagnostic), Full time
Date submission received	02 August 2018
Case reference	CAS-13647-G9B6Q3

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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:

Linda Mutema	Radiographer - Diagnostic radiographer
Martin Benwell	Radiographer - Diagnostic radiographer
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Radiography (Diagnostic)
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2003
Maximum learner cohort	Up to 55
Intakes per year	1
Assessment reference	MC04007

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.

Following the last programme review, the internal panel requested that the programme team accommodate two discovery modules at levels 4 and 5. The education provider has said that the final number of credits for the full programme will be 340 rather than 360 as the two 10 credit modules are not part of the awarding of the degree. This change will apply from September 2018

**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.

<b>Required documentation</b>	<b>Submitted</b>
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.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Reason:** The visitors reviewed the evidence provided. The programme is introducing two ten credit discovery modules at levels 4 and 5. The discovery modules are not part of the degree final calculation. The visitors also noted that four other modules were identified as having had a five-credit reduction. Other changes listed indicated that there was a reduction in module hours for two modules, reduction of essay word count in one module, and reduction in assessment in another. Having reviewed these changes, it is unclear to the visitors how learners continue to achieve the learning outcomes for the

programme. The visitors were unable to determine how learners continue to achieve the learning outcomes from the submitted documents and therefore meet the standards of proficiency for the radiographer Register. It is also unclear to the visitors if a learner takes a discovery module, how the degree will be calculated. Therefore, the visitors require further evidence that demonstrates that the reduction in modules to accommodate the discovery modules will still ensure that the learners can meet the standards of proficiency.

**Suggested evidence:** Evidence that clearly demonstrates how learners opt to take the discovery modules and how the modules are delivered, and the main learning outcomes for the discovery modules.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**6.4 Assessment methods must be employed that measure the learning outcomes.**

From the visitors reading of the documentation, the programme information indicates that there are changes in the assessment of some modules. They include reduction of essay word count in one module, and reduction in assessment in another. From the submitted documentation, the visitors were unable to determine if, the changes, to assessments will enable learners to continue meeting the learning outcomes for the programme and therefore meet standards of proficiency (SOPs) and when a learner opts to take a discovery module, how the discovery module will be assessed. The visitors require details of the assessments for the new modules radiography modules and discovery modules, and how they enable learners to continue meeting the learning outcomes and standards of proficiency.

**Suggested evidence:** Evidence that clearly demonstrates how the changes to the assessments will ensure that the learners will continue to meet the SOPs.

**6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** The visitors reviewed the evidence from the education provider. Whilst they could see that the learners can make a choice to select a discovery module, they were unclear if this could impact on learners meeting the SOPs and therefore how this could impact them being eligible to register with the HCPC. The visitors were also unclear how the learners will progress through the programme if they fail the discovery modules. Therefore, the visitors require further evidence that clearly demonstrates how the learners will progress through the programme if they fail the discovery module; this could mean that they might pass all of the radiography specific modules and therefore achieve the learning outcomes to be eligible to apply for the Radiographer part of the Register, but do not achieve 360 credits and therefore fail to graduate with an honours degree..

**Suggested evidence:** Evidence that clearly demonstrates how the learner will progress through the programme if they take a discovery module to ensure that the standards of proficiency for the Radiographer part of the Register are met and those who complete the programme are eligible to apply to the Register.

## 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 01 November 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).