

HCPC approval process report

Education provider	Edinburgh Napier University
Name of programme(s)	MSc Pre-Registration in Occupational Therapy, Full time Post Graduate Diploma in Occupational Therapy (Pre-Registration), Full time MSc Pre-Registration in Physiotherapy, Full time Post Graduate Diploma in Physiotherapy (Pre-Registration), Full time
Approval visit date	18 – 19 September 2018
Case reference	CAS-13199-Q3Q8N8

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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 approval process undertaken by the HCPC to ensure that programme(s) 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). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). 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:

Prisha Shah	Lay
Angela Ariu	Occupational therapist
Anthony Power	Physiotherapist
Eloise O'Connell	HCPC executive

Other groups involved in the approval visit

This was a multi-professional visit with one HCPC panel to review both the occupational therapy and physiotherapy programmes. For both programmes there were representatives from their respective professional bodies, Chartered Society of Physiotherapy and Royal College of Occupational therapists.

The education provider was also proposing a new programme for social work, which we did not consider because social work is not regulated by the HCPC in Scotland. There were representatives from the Scottish Social Services Council to consider the Social work programme, along with the external and internal panel members.

For all three professions at this multi-profession event there were representatives from the education provider and the external panel members from their relevant professions.

Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Internal panel members		
Brian Webster-Henderson	Independent chair (supplied by the education provider)	Edinburgh Napier University
Debbie Jamieson	Secretary (supplied by the education provider)	Edinburgh Napier University
David Smith	Internal panel member	Edinburgh Napier University
Alan McLachlan	Internal panel member	Edinburgh Napier University
Katrina Swanton	Internal panel member	Edinburgh Napier University
Silvi Kovacicova	Internal panel member	Edinburgh Napier University
Nicole Kumbischinski	Internal panel member	Edinburgh Napier University
Nan Stevenson	Internal panel member	Edinburgh Napier University
External panel members		
Colette Ridehalgh	External panel member - Physiotherapist representative	University of Brighton
Rob Brooks	External panel member – Occupational therapist representative	Leeds Beckett University
Jill Davey	External panel member – Social work representative	Bournemouth University
Professional bodies and regulator representatives		
Claire Brewis	Representative for Royal College of Occupational Therapists	Royal College of Occupational Therapists
Deb Hearle	Representative for Royal College of Occupational Therapists	Royal College of Occupational Therapists
Lyn Westcott	Representative for Royal College of Occupational Therapists	Royal College of Occupational Therapists
Sally Gosling	Representative for Chartered Society of Physiotherapy	Chartered Society of Physiotherapy
Carolyn Mason	Representative for Chartered Society of Physiotherapy	Chartered Society of Physiotherapy
Brian Smith	Representative for Scottish Social Services Council	Scottish Social Services Council
Alice Bradley	Representative for Scottish Social Services Council	Scottish Social Services Council

Gillian Ferguson	Representative for Scottish Social Services Council	Scottish Social Services Council
Neil Gibson	Representative for Scottish Social Services Council	Scottish Social Services Council

Section 2: Programme details

Programme name	MSc Pre-Registration in Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
Proposed First intake	01 January 2019
Maximum learner cohort	Up to 15 learners across the Occupational Therapy programmes (both the MSc and PG Dip exit award).
Intakes per year	1
Assessment reference	APP01927

Programme name	Post Graduate Diploma in Occupational Therapy (Pre-Registration)
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 January 2019
Maximum learner cohort	Up to 15 learners across the Occupational Therapy programmes (both the MSc and PG Dip exit award).
Intakes per year	1
Assessment reference	APP02039

Programme name	MSc Pre-Registration in Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
Proposed First intake	01 January 2019
Maximum learner cohort	Up to 15 learners across the Physiotherapy programmes (both the MSc and PG Dip exit award).
Intakes per year	1
Assessment reference	APP01928

Programme name	Post Graduate Diploma in Physiotherapy (Pre-Registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2019
Maximum learner cohort	Up to 15 learners across the Physiotherapy programmes (both the MSc and PG Dip exit award).
Intakes per year	1
Assessment reference	APP02038

We undertook this assessment of two new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

In addition, the education provider intends to have an approved exit route for the programmes, a PG Dip in Physiotherapy and PG Dip in Occupational Therapy for learners who do not complete the research module.

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	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	The programmes are new and therefore no external examiners' reports were required.

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	These are new programmes and have not had an intake of learners yet. We met with learners on other MSc programmes at the education provider such as midwifery, mental health and child protection programmes.
Senior staff	Yes	
Practice education providers	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 31 October 2018.

3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Condition: The education provider must clarify the type of exit awards offered for both programmes, and demonstrate that learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Reason: In the Academic Rationale document for the programmes, it states “the Postgraduate Diploma in the named professional discipline, which is awarded to students who complete all academic and practice placement modules, but choose not to complete, or fail, the dissertation module”. The visitors read that the award would lead to eligibility to apply for registration in the relevant profession. The visitors were not clear whether the education provider intends to offer the exit award for those who do not wish to complete the MSc programme, or if they intend to offer it as an award for those who cannot complete the MSc programme due to exceptional circumstances. The programme team highlighted that this award would not be available to all learners completing the MSc Physiotherapy or MSc Occupational therapy programmes. Instead, this would be available as an option for learners unable to complete the dissertation module on the MSc programme due to exceptional circumstances. From the information provided the visitors were unclear how the education provider would clearly define “exceptional circumstances”, to ensure that learners are aware this is not routinely offered as an exit award for the programmes. Therefore, the visitors require further information to determine that clarification is provided to ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 06 December 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](#).