

## Education and Training Committee – 8 June 2010

### Approvals and monitoring annual reports 2008 and 2009

#### Executive summary and recommendations

##### **Introduction**

The third and fourth approvals and monitoring annual reports cover the periods between 1 September 2007 to 31 August 2008 and 1 September 2008 to 31 August 2009 and present statistical information relating to the approval and annual monitoring processes. Following the annual reports published in 2006 and 2007, we are beginning to see that the analysis provides some indication of trends across the evidence base.

The purpose of bringing these reports to this Education and Training Committee is to provide a formal opportunity for the Education and Training Committee to review and approve the reports prior to publication. Additionally, members of the Committee are encouraged to assess the information provided in the document to assist in identifying areas that may become projects within the Education Department 2011 – 2012 work plan.

##### **Decision**

The Committee is requested to approve these documents prior to publication.

##### **Background information**

The executive will begin to produce the fifth approvals and monitoring annual report in September 2010. This report will cover the period 1 September 2009 to 31 August 2010. It is intended that findings from this report will also inform the Approvals and Monitoring 2011 – 2012 work plan.

##### **Resource implications**

This report has been produced by the Acting Director of Education and, following approval by the Education and Training Committee, publication will be arranged in conjunction with the Publications Manager and Communications Officer (Publications) so the resource implications will be limited and planned for in Departmental work plans.

##### **Financial implications**

Costs associated for publication and distribution have been accounted for in the Education Department budget 2010-11.

##### **Appendices**

Approvals and monitoring annual report 2008

Approvals and monitoring annual report 2009

1 September 2007 to 31 August 2008

Approvals and monitoring annual report 2008

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## Contents

Foreword .....	3
Foreword .....	3
Introduction - The approvals and monitoring overview .....	4
About us (the HPC).....	4
Our main functions.....	4
About our standards of proficiency (SOPs).....	5
About our standards of education and training (SETs) .....	5
What are the approval and monitoring processes?.....	5
Who makes the decisions on programme approval? .....	5
What programmes can be approved?.....	6
Approvals .....	7
Number of approval visits .....	7
Number of programmes considered .....	9
Cancelled and postponed visits .....	12
Where were the programmes we visited? .....	14
Which professions were visited?.....	16
Why did we visit these professions? .....	18
Reasons for a visit .....	20
List of visits and outcomes.....	25
Outcome of visits .....	31
Conditions.....	33
Visitors' reports .....	47
Who makes representations on Visitor reports? .....	48
How long does it take to meet conditions? .....	49
Commendations.....	53
Annual monitoring.....	58
Number of annual monitoring submissions.....	58
When did the monitoring take place?.....	58
Which professions were monitored? .....	61
Who submitted a declaration and who submitted an audit?.....	63
Method of assessment.....	66
Requests for further information .....	66
Summary of outcomes.....	68
How long does it take for us to consider a submission? .....	69
Major change.....	73
Number of major change submissions.....	73
When were the major change submissions received?.....	73
Number of programmes considered .....	74
Which professions submitted major changes? .....	76
Summary of outcomes.....	77
List of outcomes.....	81
Which submissions required additional documentation? .....	102
How long does it take for us to consider a submission? .....	103

Conclusion from the Director of Education .....	109
Contact us .....	110
List of tables .....	111
List of graphs .....	113
List of graphs .....	113
Protected titles.....	116

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## Foreword

Welcome to the third approvals and monitoring annual report of the Health Professions Council (HPC).

The report covers the period 1 September 2007 to 31 August 2008, or the '2007-2008 academic year' as it is more commonly known.

The 2007-2008 academic year has been another busy and productive year for the HPC's Education Department. We implemented the revised major change processes in spring 2008, alongside the standard approval and annual monitoring processes. We also updated a number of publications and implemented a number of changes to our Visitors' reports, across all our operational processes.

This report aims to give a continuing insight into the HPC's work in approving and monitoring programmes offered by UK education providers. These programmes provide students with eligibility to register with us. The report gives information about the number and types of approval visits, the outcome of these visits, the number and types of monitoring submissions and the outcome of this monitoring.

This is our third annual report and although our experiences and evidence base are still relatively narrow, we have begun to identify and analyse potential trends, where possible.

We hope that you find this report interesting and useful in understanding more about the work of the Health Professions Council.

**Eileen Thornton**

Chair of the Education and Training Committee

## Introduction - The approvals and monitoring overview

### About us (the HPC)

We are the Health Professions Council. We are a regulator, and we were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their professional skills, behaviour and health.

We currently regulate 13 health professions.

Profession	Abbreviation
Arts therapists	AS
Biomedical scientists	BS
Chiropodists / Podiatrists	CH
Clinical scientists	CS
Dietitians	DT
Occupational therapists	OT
Operating department practitioners	ODP
Orthoptists	OR
Paramedics	PA
Physiotherapists	PH
Prosthetists / Orthotists	PO
Radiographers	RA
Speech and language therapists	SL

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see our website: [www.hpc-uk.org](http://www.hpc-uk.org)

Each of these professions has one or more 'protected titles' (protected titles include titles like 'physiotherapist' and 'dietitian'). Anyone who uses one of these titles must be on our Register. Anyone who uses a protected title and is not registered with us is breaking the law, and could be prosecuted. For a full list of protected titles, please see page 116.

You should always check that a health professional using a protected title is registered with the HPC. You can check whether a health professional is registered by visiting [www.hpcheck.org](http://www.hpcheck.org) or calling **+44(0)20 7840 9802**.

### Our main functions

To protect the public, we:

- set standards for the education and training, professional skills, conduct, performance, ethics and health of registrants (the health professionals who are on our Register);
- keep a register of health professionals who meet those standards;
- approve programmes which health professionals must complete before they can register with us; and
- take action when health professionals on our Register do not meet our standards.

The Health Professions Order 2001 says that we must set our standards to protect the public and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level (the minimum standard that must be met before we can allow entry onto the Register).

### **About our standards of proficiency (SOPs)**

The standards of proficiency are our threshold standards for safe and effective practice that all registrants must meet. They include both generic elements, which all our registrants must meet, and profession-specific elements. These standards play a central role in how to gain admission to and remain on the Register and thereby gain the right to use the protected title(s).

### **About our standards of education and training (SETs)**

The standards of education and training are our standards that an education programme must meet in order to be approved by us. These generic standards ensure that anybody who completes an approved programme meets the standards of proficiency and is therefore eligible to apply for admission to the Register. The standards cover:

- 1) the level of qualification for entry to the Register;
- 2) programme admissions;
- 3) programme management and resources;
- 4) curriculum;
- 5) practice placements; and
- 6) assessment.

### **What are the approval and monitoring processes?**

The HPC's approval and monitoring processes ensure that programmes and education providers meet the standards of education and training. The approval process involves an approval visit and an initial decision as to whether a programme meets the standards of education and training. **A programme is normally approved on an open-ended basis, subject to satisfactory monitoring. There are two monitoring processes, annual monitoring and major change.** Both of these processes are documentary and may trigger a new approval visit. Annual monitoring is a retrospective process by which we determine whether a programme continues to meet all the standards against which it was originally assessed. The major change process considers significant changes to a programme and the impact of these changes in relation to our standards. All of our processes ensure our regulation is robust, rigorous and effective, without being over-burdensome for education providers.

### **Who makes the decisions on programme approval?**

The Education and Training Committee has statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to register with the HPC. 'Visitors' are appointed by the HPC to visit education providers and assess monitoring submissions. Visitors come from a range of backgrounds including registered members of the professions we regulate

and members of the public. Visitors work as agents of the HPC (and not employees) and provide the expertise the Education and Training Committee need for their decision making. Visitors normally operate in panels, rather than individually. Each panel includes at least one Visitor from the relevant part of the Register for the programme under consideration. All Visitors are selected with due regard to their education and training experience. Visitors represent the HPC and no other body when they undertake an approval and monitoring exercise. This ensures an entirely independent outcome. All Visitors' reports from approval visits are published on our website.

### **What programmes can be approved?**

Any education provider (e.g. a university, college, private training institution or professional body) can seek approval of their programmes.

As well as approving and monitoring education and training for people who want to join our Register, we also approve a small number of qualifications for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine for chiropodists / podiatrists. For people who successfully complete these programmes, we will make a note on the Register.

The HPC publishes a list of all approved programmes on our website at [www.hpc-uk.org/education](http://www.hpc-uk.org/education)

## Approvals

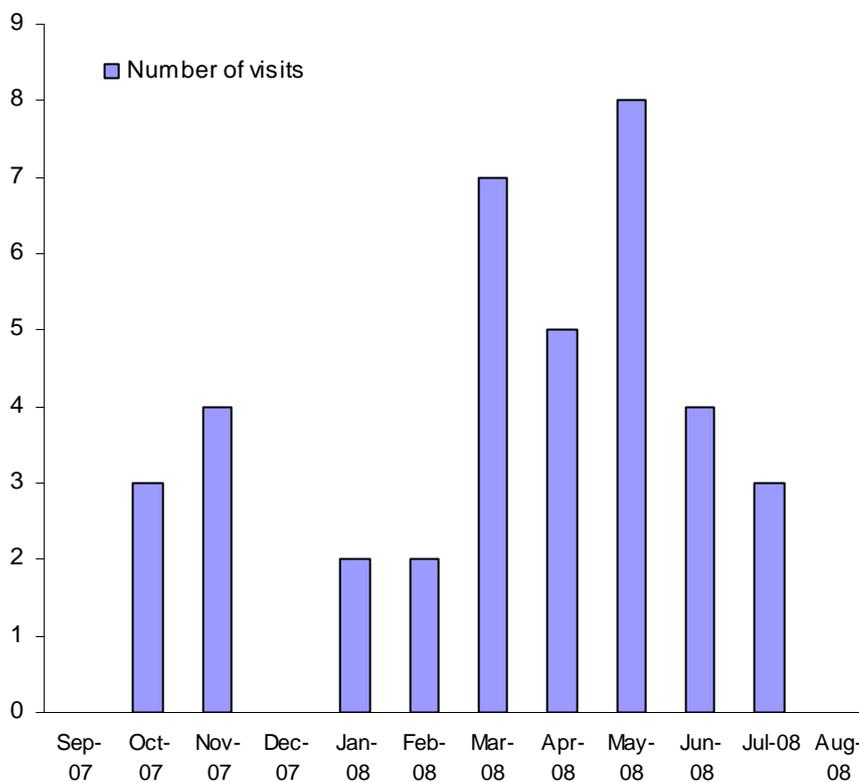
### Number of approval visits

This year we attended 38 visits.

**Table 1 Number of visits – per month**

Month	Number of visits
September 2007	0
October 2007	3
November 2007	4
December 2007	0
January 2008	2
February 2008	2
March 2008	7
April 2008	5
May 2008	8
June 2008	4
July 2008	3
August 2008	0

**Graph 1 Number of visits – per month**

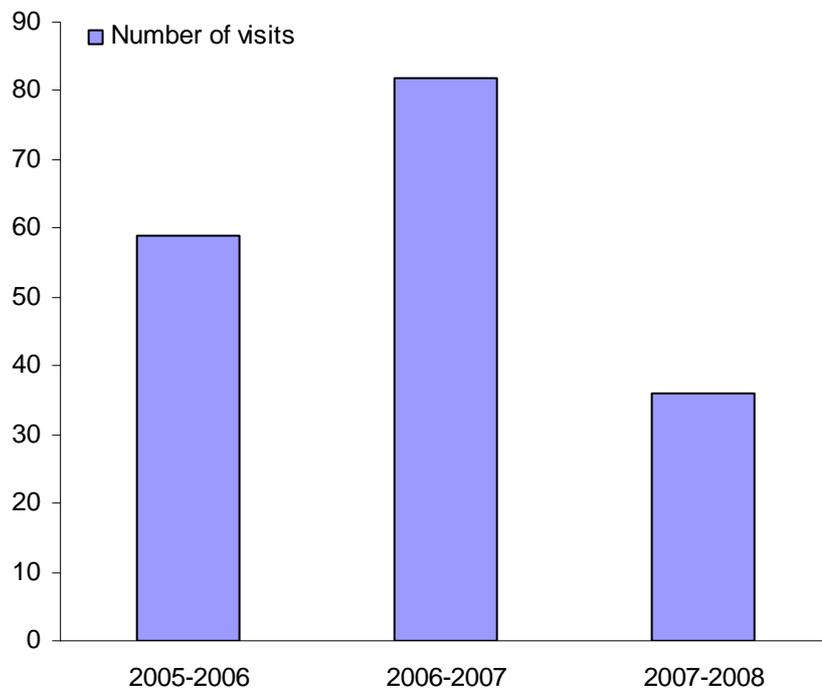


The largest number of visits were made in March, April and May 2008. Approximately 50% of all visits took place within this three-month period. In the previous two years the busiest three months for visits were April, May and June. Across a three year period, we now have clear evidence of approximately half of all our visits being held within just three months of each year. This represents a significant peak of activity and concentration of our resources. Even though there has been a slight shift in the actual months this year, there is still a preference for us to co-ordinate our visits with education providers' internal periodic reviews and validations, which tend to be held at this time of the academic year. Also, we do not hold visits less than three months before the start of a programme. Most programmes start in September, which means that June is the cut-off point each year. This makes the preceding months popular choices for visits by education providers.

**Table 2 Number of visits in 2007-2008, compared to 2005-2006 and 2006-2007**

Year	Number of visits
2005-2006	59
2006-2007	82
2007-2008	38

**Graph 2 Number of visits in 2007-2008, compared to 2005-2006 and 2006-2007**



This year, we held the lowest number of visits in three years. We held 42 less visits than in the previous year. This represents a 48% decrease in the number of visits. The reasons for this decrease will be looked at in later sections.

### Number of programmes considered

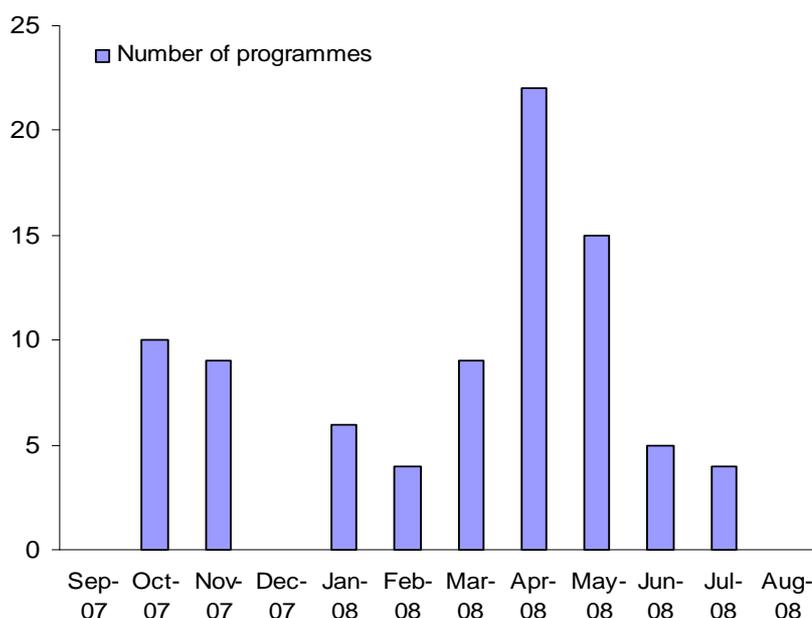
This year, during the 38 visits, 84 programmes were considered.

Each mode of study or level of qualification is recorded as a separate programme by the HPC.

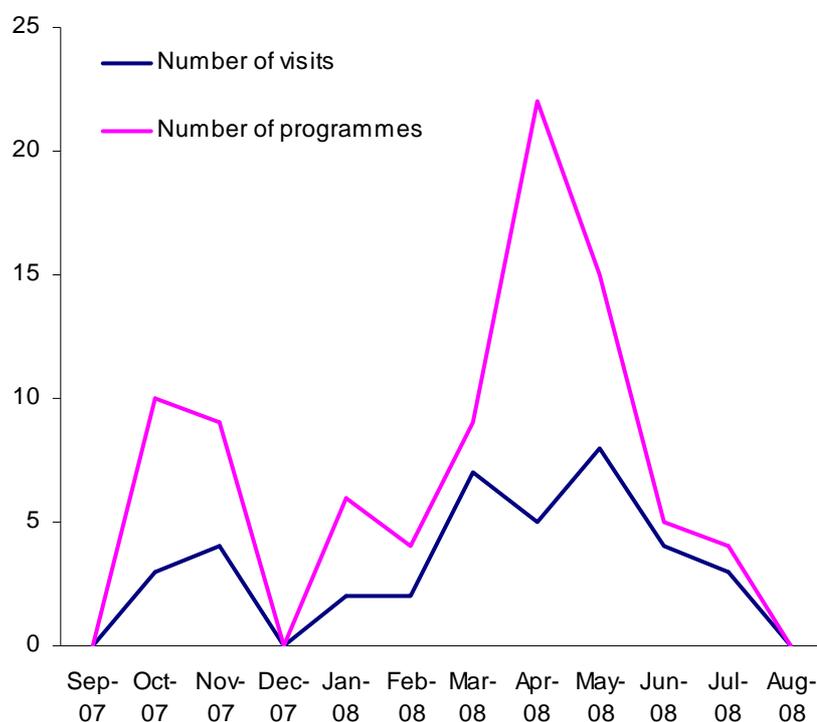
**Table 3 Number of programmes considered - per month**

Month	Number of programmes considered
September 2007	0
October 2007	10
November 2007	9
December 2007	0
January 2008	6
February 2008	4
March 2008	9
April 2008	22
May 2008	15
June 2008	5
July 2008	4
August 2008	0

**Graph 3 Number of programmes considered – per month**



**Graph 4 Number of visits compared to number of programmes considered**



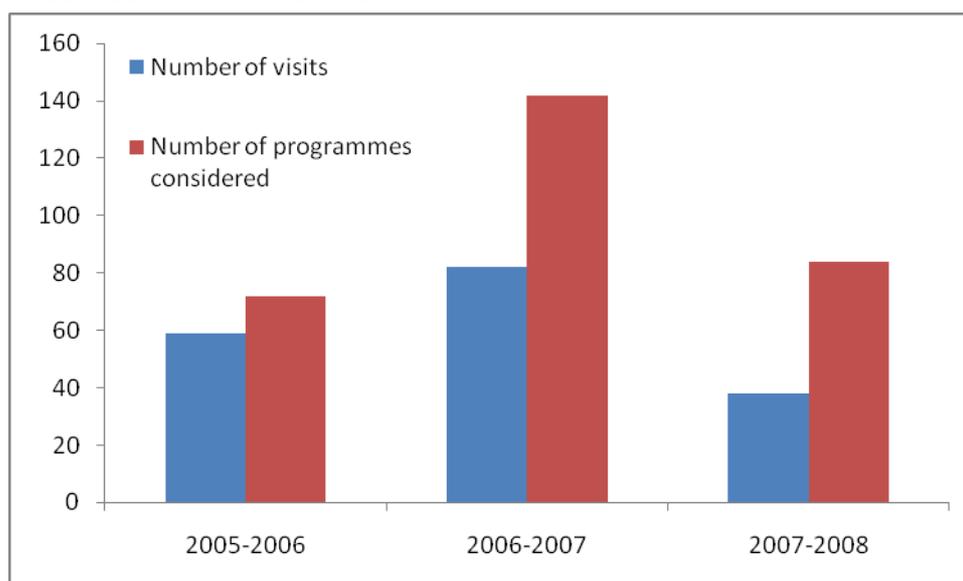
Approximately half of our visits considered more than one programme. Four visits considered more than one qualification from the same profession (e.g. Postgraduate Diploma in Physiotherapy and BSc (Hons) Physiotherapy). Eight visits considered one programme offered in two different modes of study (e.g. BSc (Hons) Biomedical Science full-time and BSc (Hons) Biomedical Science part-time). Seven visits considered more than one profession (e.g. BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy). The size of the multi-professional visits varied greatly and explains the reason for the large variations between number of visits and number of programmes considered in April 2008 in particular. Four multi-professional visits in April 2008 considered 21 programmes. This equates to 58% of all programmes visited in the entire year.

As with the previous two years, the variation in the number of visits compared to the number of programmes considered is to be expected. Our standards of education and training are generic and not overly prescriptive, therefore allowing education providers to design very different programmes to suit their own individual needs. Additionally, there are programmes delivered with differing modes of study (e.g. on a full-time and part-time basis) which means that visits can address multiple pathways through to the same award.

**Table 4 Number of programmes considered in 2007-2008, compared to 2005-2006 and 2006-2007**

	2005-2006	2006-2007	2007-2008
Number of visits	59	82	38
Number of programmes considered	72	142	84

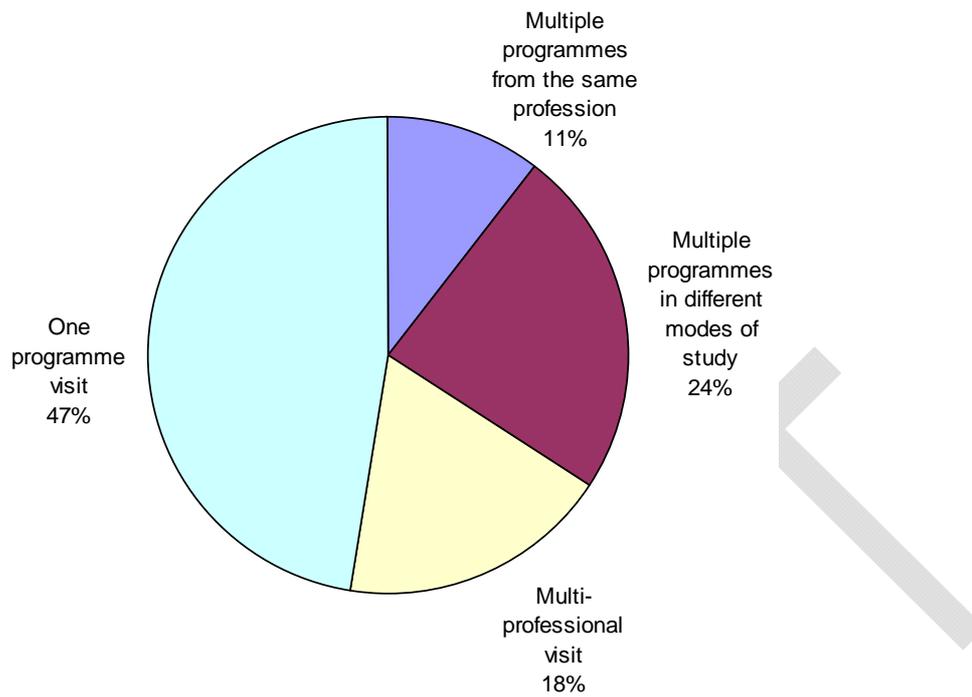
**Graph 5 Number of programmes considered in 2007-2008, compared to 2005-2006 and 2006-2007**



This year, 58 less programmes were considered than in the previous year. This represents a 41% decrease. Whilst both the number of visits and the number of programmes considered have decreased significantly from the previous year, they have decreased at different rates. This year, even though we held less visits than in the previous year, we considered more programmes on each visit. In 2006-2007, there was an average of 1.7 programmes being considered per visit, this rose to 2.3 this year.

The difference between number of visits and number of programmes visited results from our approval process, which allows us to incorporate multi-professional, multi-award and single programmes into one approval visit. Whilst the majority of visits (47%) continued to consider one programme only, there was a significant increase in the number of multi-professional and multi-award visits this year. This is a growing trend across the last three year period.

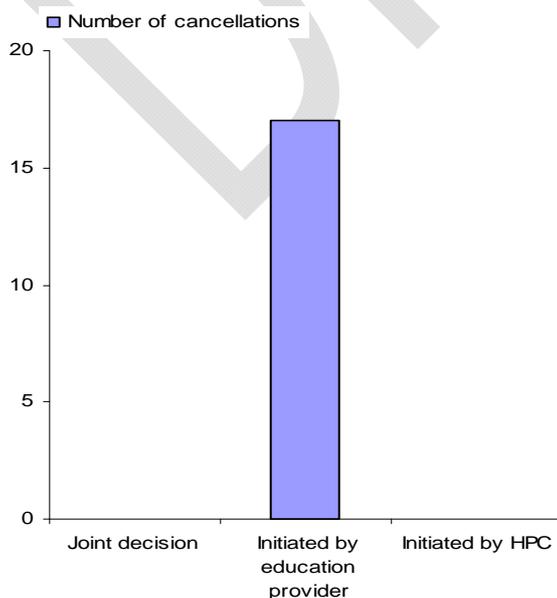
**Graph 6 Types of visit**



**Cancelled and postponed visits**

This year, 11 visits were cancelled. These 11 visits were due to consider 17 programmes. All of these cancellations were initiated by education providers. All but one of the visits were cancelled at least six weeks before the date of the visit, so minimum time and effort was wasted. One visit, due to consider two programmes, was cancelled on the day of a visit.

**Graph 7 Who cancelled visits?**



As in previous years, there were a number of reasons given by education providers for these cancellations. These include insufficient preparation of the documentation for the visit, unconfirmed funding arrangements for new programmes and internal decisions to delay the start date of new programmes to the next academic year.

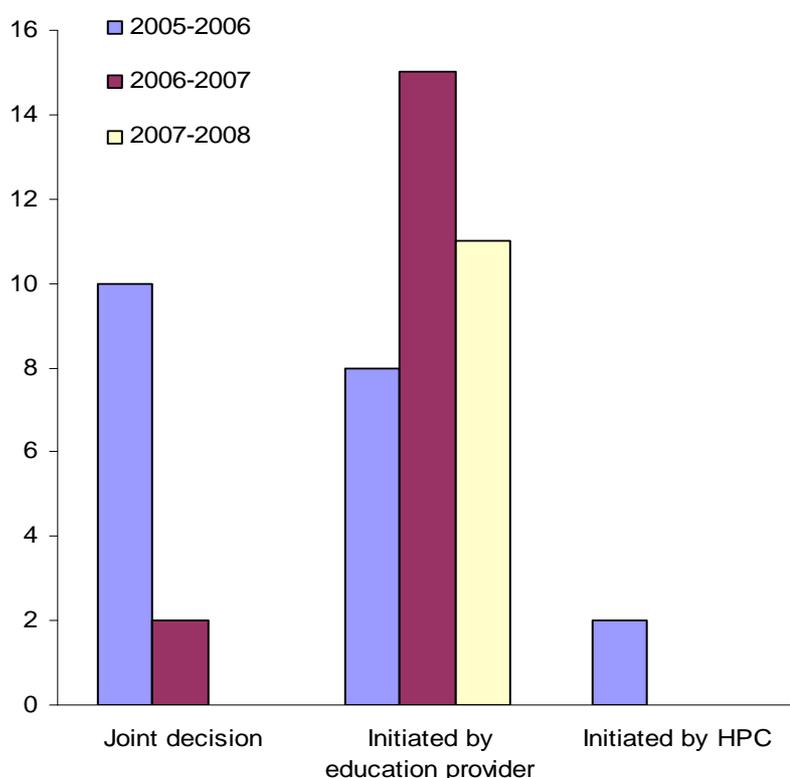
In the instance where the visit was cancelled on the day, the education provider actually withdrew their request for approval midway through the visit. Our process does not allow the HPC to cancel a visit once it has started, however it is possible for an education provider to withdraw their request for approval (which in effect cancels the remainder of the visit) if the programme is a new programme seeking approval for the first time. For more information on cancelling visits please see 'Approval process – Supplementary information for education providers' and 'Guidelines for HPC approval visits'.

**Table 5 Number of cancelled visits in 2007-2008, compared to 2005-2006 and 2006-2007**

<b>Year</b>	<b>Number of cancelled visits</b>
2005-2006	20
2006-2007	17
2007-2008	11

This year, fewer visits were cancelled than in the previous year. Taking into account the overall number of programmes visited, the overall cancellation rate is similar to last year (approximately 11-13%). This continues to have a positive affect on the HPC's overall approval visit schedule. As the HPC require six months' notice of a visit, to allow time for arrangements to be made and for the Visitors to read the documentation, late cancellation often means that there is insufficient time to reallocate slots in the schedule to another visit. The relatively low cancellation rate means that the HPC continues to be able to use their resources most effectively.

**Graph 8 Who cancelled visits in 2007-2008, compared to 2005-2006 and 2006-2007?**



For the second year, the HPC did not cancel any visits, either independently or jointly with an education provider. Over the three year period, there has been a significant drop in the number of cancellations initiated by the HPC. This can be directly attributed to the fine tuning to our process guidelines and implementation as well as our resource planning. The six-month notification period for a visit allows us sufficient time to find Visitors (who do not have a significant connection with the programme) for the selected dates. Additionally, regular communication between the executive and the education provider throughout this six-month notification period allows us to highlight and overcome any obstacle which, if left unresolved, could lead to cancellation or postponement.

### **Where were the programmes we visited?**

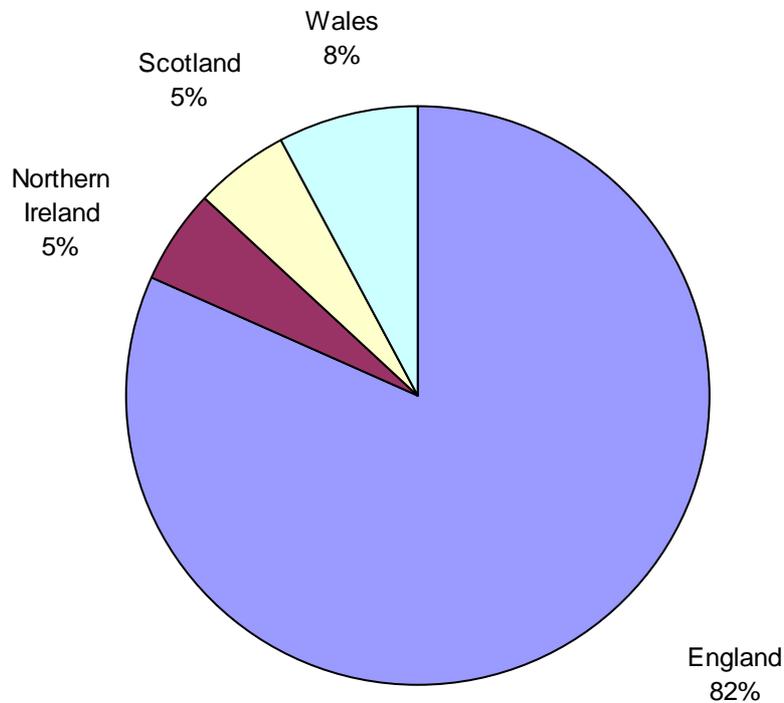
We visited more programmes in England than the other home countries this year. This pattern mirrors the previous two years and is to be expected as we have the highest number of approved programmes in England, with the second highest number in Scotland. This year, we visited substantially less programmes in Scotland, Wales and Northern Ireland, than in the previous two years.

There were no multi-professional or multi-award visits in Scotland, Wales or Northern Ireland this year, which is the main reason for the decline in visits to these three countries.

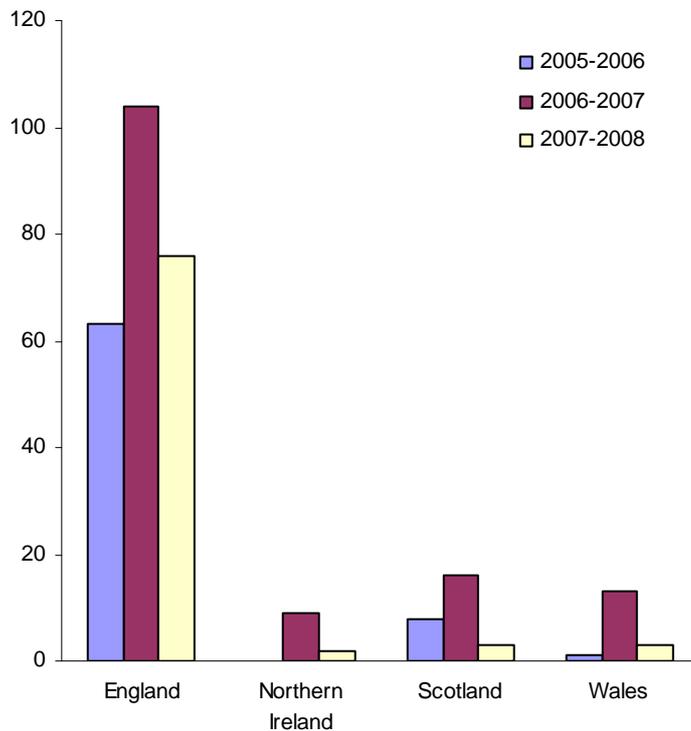
**Table 6 Breakdown of visits - by location**

Country	Number of programmes visited		
	2005-2006	2006-2007	2007-2008
England	63	104	31
Scotland	8	16	2
Wales	1	13	3
Northern Ireland	0	9	2

**Graph 9 Breakdown of visits - by location**



**Graph 10 Breakdown of visits - by location, in 2007-2008 compared to 2005-2006 and 2006-2007**



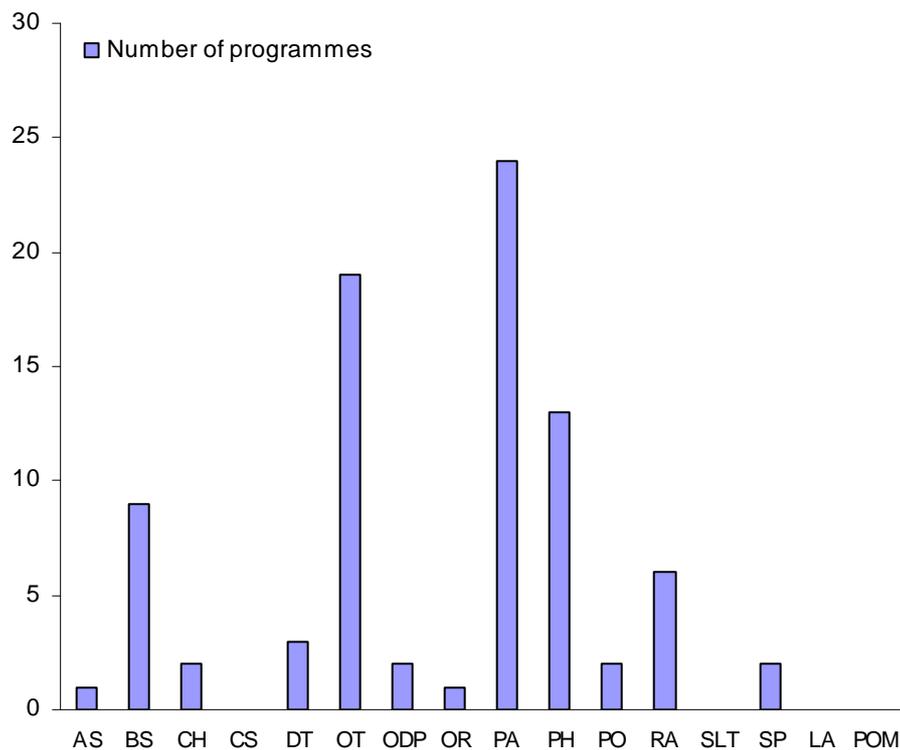
### **Which professions were visited?**

We visited more paramedic programmes than any other programme this year. Occupational therapist programmes had the second highest number of visits. No visits were made to two professions (clinical scientists and speech language therapists) and two entitlements (local anaesthesia and prescription-only medicine) as there was no reason to visit existing programmes, and no new programmes were developed in these professions / entitlements. This year, a significant majority (98%) of visits were to pre-registration programmes.

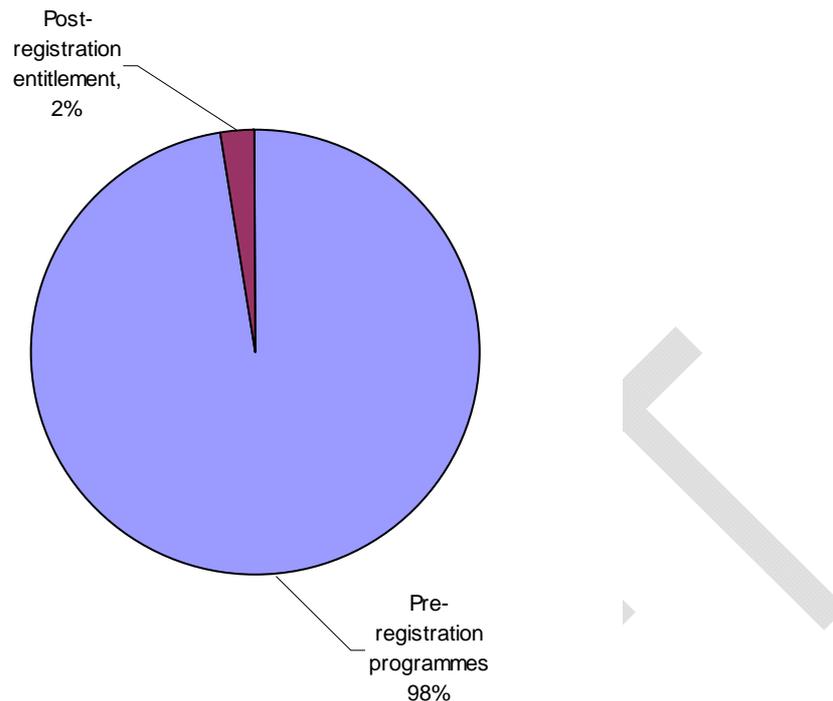
**Table 7 Breakdown of visits - by profession**

Profession / entitlement	Number of programmes visited	
Arts therapists	1	1%
Biomedical scientists	9	11%
Chiropodists / podiatrists	2	2%
Clinical scientists	0	0%
Dietitians	3	4%
Occupational therapists	19	23%
Operating department practitioners	2	2%
Orthoptists	1	1%
Paramedics	24	29%
Physiotherapists	13	15%
Prosthetists / orthotists	2	2%
Radiographers	6	7%
Speech and language therapists	0	0%
Supplementary prescribing	2	2%
Local anaesthesia	0	0%
Prescription-only medicine	0	0%

**Graph 11 Breakdown of visits - by profession**



**Graph 12 Breakdown of visits - by pre- and post-registration**



### **Why did we visit these professions?**

As we do not visit programmes on a routine or cyclical basis (e.g. every five years), it is difficult to predict which programmes and professions will be visited and draw long-term trends on visits. However, because we visit new programmes and programmes undergoing major change, we can make a broad forecast at the level of change in each profession based on universal changes in legislation and / or curriculum guidance.

In the previous two years, visits to supplementary prescribing programmes have accounted for the majority of our visits. This year, we held just two visits to supplementary prescribing programmes. This significant reduction could possibly be attributed to the fact that over the last two years, we have visited 52 supplementary prescribing programmes. The 'market' for supplementary prescribing programmes is almost saturated as we now have 54 approved supplementary prescribing programmes in the UK. This is the highest number of approved programmes for a single profession or entitlement.

The high number of visits to paramedic programmes is partly due to a decision taken by the HPC in the previous year. In 2004, when the HPC adopted all the approved paramedic programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM), a decision was made to visit all paramedic programmes as they had not been visited since the publication of the final QAA subject benchmark statements. This resulted in a number of visits to paramedic programmes in the 2005-2006 and 2006-2007 academic years. In 2006, the Education & Training Committee made a

follow up decision to confirm that all IHCD paramedic awards should be visited as soon as possible. The delay in visiting the IHCD paramedic award programmes was due to the uncertainty of their future. Once a decision was taken in 2007, visits to 13 education providers were scheduled, with the majority taking place within this year.

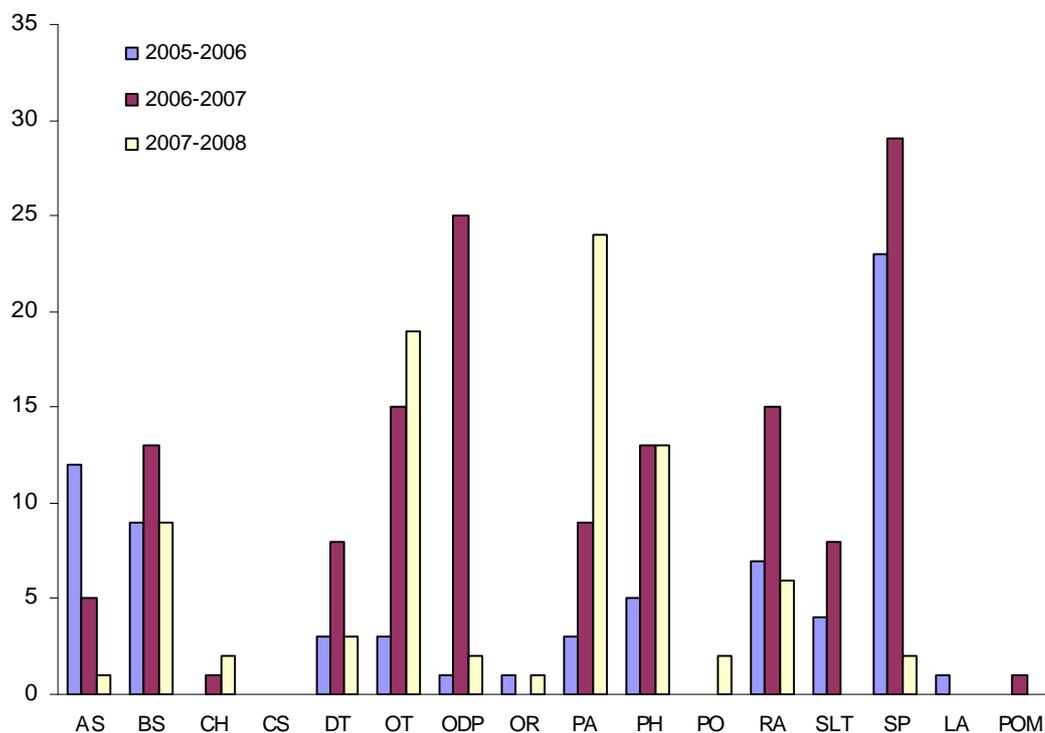
We do not expect paramedic programmes to account for such a high number of visits in future years, as we will only need to visit these programmes if they make major changes from now on. Over 60% of the paramedic programmes visited this year were based on the IHCD paramedic awards. This represents a short term peak, rather than a long term trend.

The high number of visits to occupational therapist and physiotherapist programmes is to be expected, as these are the two professions which have the largest number of approved programmes.

**Table 8 Breakdown of visits - by profession in 2006-2007, compared to 2005-2006**

Profession / entitlement	Number of programmes visited		
	2005-2006	2006-2007	2007-2008
Arts therapists	12	5	1
Biomedical scientists	9	13	9
Chiropodists / podiatrists	0	1	2
Clinical scientists	0	0	0
Dietitians	3	8	3
Occupational therapists	3	15	19
Operating department practitioners	1	25	2
Orthoptists	1	0	1
Paramedics	3	9	24
Physiotherapists	5	13	13
Prosthetists / orthotists	0	0	2
Radiographers	7	15	6
Speech and language therapists	4	8	0
Supplementary prescribing	23	29	2
Local anaesthesia	1	0	0
Prescription-only medicine	0	1	0

**Graph 13 Breakdown of visits - by profession in 2007-2008, compared to 2005-2006 and 2006-2007**



### Reasons for a visit

There were three reasons for all of the visits this year. They are listed below –

- New programme seeking HPC approval for the first time.
- Major change to a currently approved programme.
- Currently approved programme not approved since the publication of the QAA subject benchmark statements. \*

*\* When the HPC adopted all the approved programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM), a decision was made to only visit programmes which had not been visited since the publication of the QAA subject benchmark statements. This decision ensured our processes were cost effective and flexible and that our regulation was robust and rigorous, without being over-burdensome.*

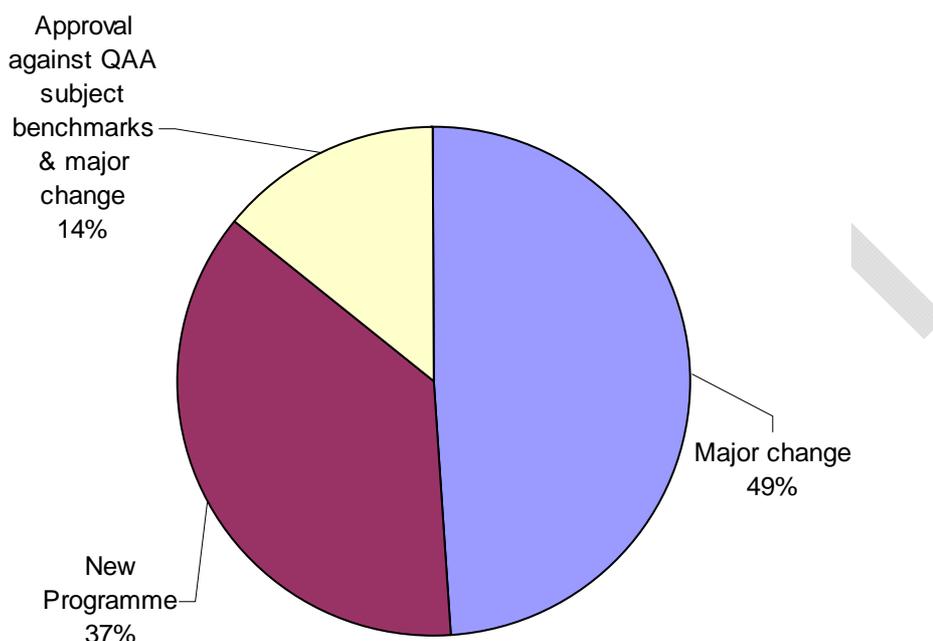
In previous years, there were two additional reasons for visits. They are listed below –

- New profession on the Register.
- Annual monitoring process identifies significant changes to a currently approved programme.

**Table 9 Breakdown of visits - by reason**

Reason for visit	Number of programmes visited	
Major change	41	49%
Annual monitoring	0	0%
New programme	31	37%
New profession onto the Register	0	0%
Approval against QAA subject benchmarks	12	14%

**Graph 14 Breakdown of visits - by reason**



This year, nearly half of our visits were to consider major changes to already approved programmes. There has been an increasing trend over the previous two years to visit existing programmes which are undergoing a major change. However, this year the percentage share has grown significantly from approximately 25% of all visits to 49%.

The number of visits to new programmes seeking approval for the first time has remained relatively constant with the previous two years. For the third year in a row, biomedical scientist and paramedic programmes were the professions producing the most new programmes.

This year, we did not visit any already approved programmes as a result of our annual monitoring process. There is no clear reason for this.

We did not visit any programmes from professions new to the HPC register this year. This is because the last new profession onto the HPC Register was operating department practitioners in 2004 and all of these programmes were visited in 2005-2006 and 2006-2007. We anticipate visiting more programmes

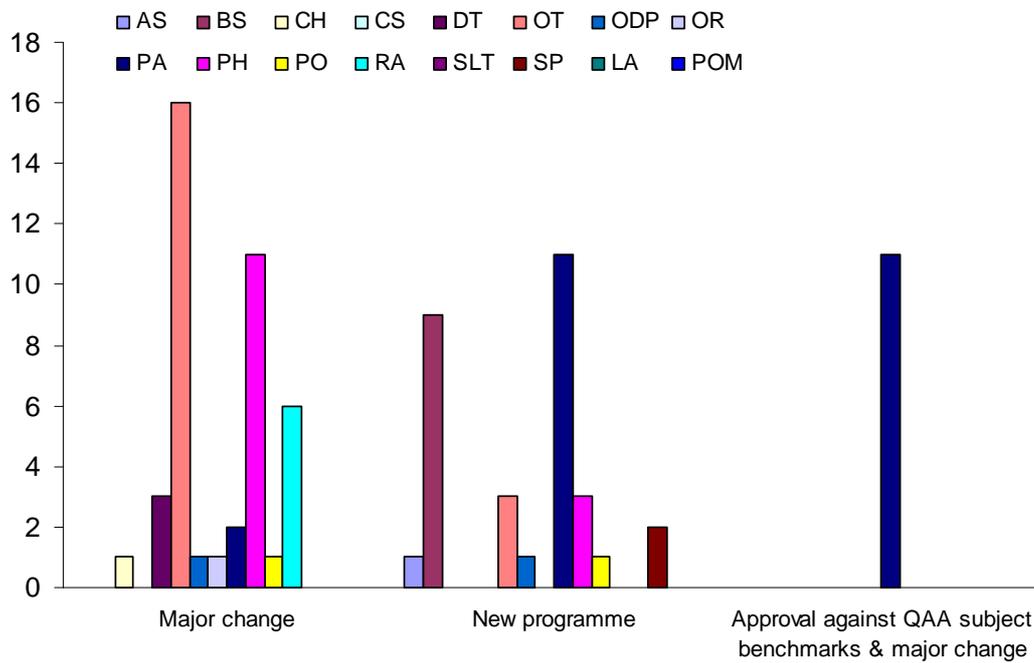
for this reason once practitioner psychologists are statutorily regulated in 2009.

The reasons for visits varied greatly between and within the professions. The following table shows the reasons for a visit broken down into each profession.

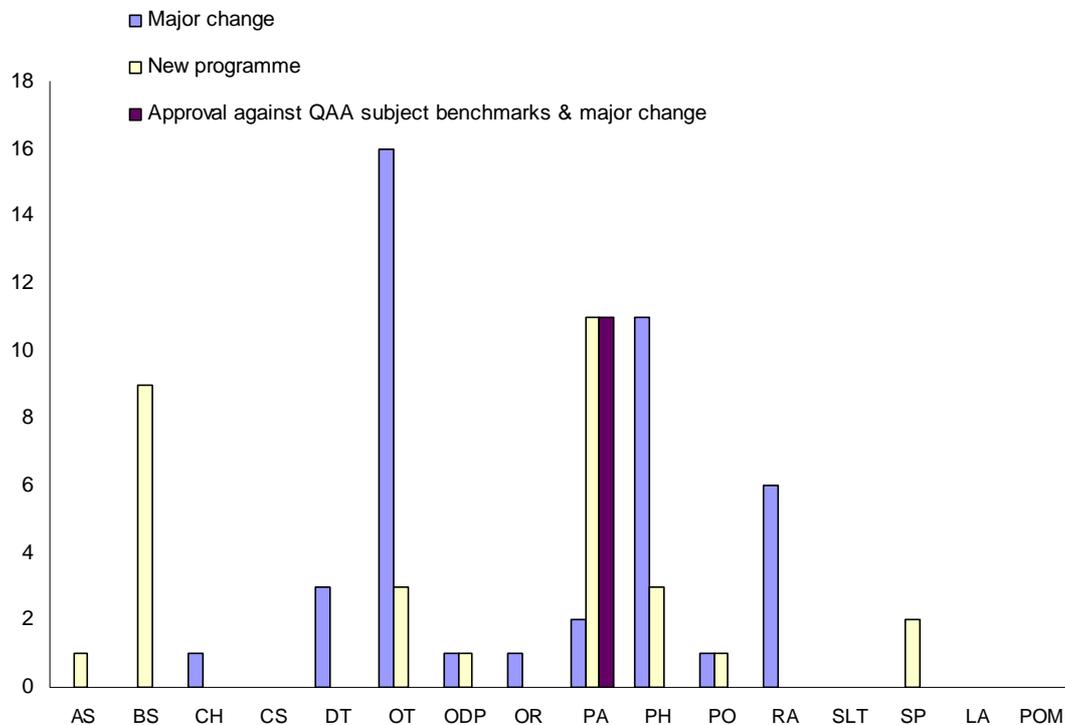
**Table 10 Breakdown of reasons for visit - by profession**

Profession / entitlement	Reason for visit				
	Major change	Annual monitoring	New programme	New profession onto the Register	Approval against QAA subject benchmarks
AS	0	0	1	0	0
BS	0	0	9	0	0
CH	1	0	0	0	0
CS	0	0	0	0	0
DT	3	0	0	0	0
OT	16	0	3	0	0
ODP	1	0	1	0	0
OR	1	0	0	0	0
PA	2	0	11	0	11
PH	11	0	3	0	0
PO	1	0	1	0	0
RA	6	0	0	0	0
SL	0	0	0	0	0
SP	0	0	2	0	0
LA	0	0	0	0	0
POM	0	0	0	0	0

**Graph 15 Breakdown of visits - by profession and reason**



**Graph 16 Breakdown of reasons for a visit - by profession and reason**



This year, the majority of new programmes were paramedic programmes. Biomedical scientist programmes accounted for the second highest number of new programmes.

For the previous two years, supplementary prescriber programmes have accounted for the majority of new programmes, with biomedical scientists and paramedics in second and third places. The consistent number of programmes in these two professions can be attributed to a number of factors, including changes to funding arrangements, changes in curriculum guidance and new models of workforce planning. We have visited 23 biomedical scientist programmes and 17 paramedic programmes over the last two years. We anticipate that the proportionately high number of visits to new programmes in these professions will continue for the next few years.

Of the 13 professions on our Register, only 7 developed new programmes this year. There were new programmes for arts therapists, biomedical scientists, occupational therapists, operating department practitioners, paramedics, physiotherapists and prothesists / orthotists. Apart from operating department practitioners and prothesists / orthotists, all of these professions have developed new programmes for the previous two years.

The majority of major change visits were to occupational therapist (38%), physiotherapist (26%) and radiographer (15%) programmes. This reflects the fact that these three professions are the ones with the highest number of already approved programmes, which can have major changes made to them. This trend was also evident last year.

All of the visits to programmes against the QAA subject benchmark statements were from the paramedic profession. The reasons for this are explained in the previous section.

## List of visits and outcomes

All HPC reports on programme approval are published on our website. If you would like more information regarding one of the visits listed below, please look at our website at [www.hpc-uk.org](http://www.hpc-uk.org)

**Table 11 Overview of visits 2007-2008**

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
City University	Independent/Supplementary Prescribing	Part Time	16 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Full Time	18 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Full Time Accelerated	18 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Part Time	18 October 2007	Approved
University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Part Time	25 October 2007	Approved
University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Part Time	25 October 2007	Approved
University of Plymouth	Graduate Diploma Paramedic Practitioner (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Graduate Diploma Paramedic Practitioner	Part Time	25 October 2007	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
	(Community Emergency Health)			
The Robert Gordon University	BSc (Hons) Diagnostic Radiography	Full Time	06 November 2007	Approved
Coventry University	BSc (Hons) Applied Biomedical Science	Full Time	07 November 2007	Request withdrawn
York St John University	BHSc (Hons) Occupational Therapy	Full Time	15 November 2007	Approved
York St John University	BHSc (Hons) Occupational Therapy	Flexible	15 November 2007	Approved
York St John University	BHSc (Hons) Occupational Therapy	Part Time (In Service)	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Full Time	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Flexible	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Part Time (In Service)	15 November 2007	Approved
University of Ulster	BSc (Hons) Biomedical Science with DPP (Pathology)	Full Time	21 November 2007	Approved
University of the West of England, Bristol	Foundation Degree Paramedic Science	Full Time	10 January 2008	Approved
University of Cumbria	BSc (Hons) Occupational Therapy	Full Time	15 January 2008	Approved
University of Cumbria	BSc (Hons) Occupational Therapy	Part Time	15 January 2008	Approved
University of Cumbria	BSc (Hons) Physiotherapy	Full Time	15 January 2008	Approved
University of Cumbria	MSc Occupational Therapy (Accelerated route)	Full Time	15 January 2008	Approved
University of Cumbria	MSc Physiotherapy (Accelerated route)	Full Time	15 January 2008	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
University of Nottingham	Masters of Nutrition (MNutr)	Full Time	20 February 2008	Approved
University of Nottingham	Masters of Nutrition (Mnutr)	Full Time Accelerated	20 February 2008	Approved
University of Central Lancashire	BSc (Hons) Physiotherapy	Part Time	21 February 2008	Approved
University of Central Lancashire	BSc (Hons) Physiotherapy	Full Time	21 February 2008	Approved
University of Leeds	BSc (Hons) Radiography (Diagnostic)	Full Time	04 March 2008	Approved
Iron Mill Institute, Exeter	MA Drama Therapy	Part Time	05 March 2008	Approved
The University of Northampton	BSc (Hons) Podiatry	Full Time	11 March 2008	Approved
University of Wolverhampton	BSc (Hons) Applied Biomedical Science	Full Time	11 March 2008	Request withdrawn
University of Wolverhampton	BSc (Hons) Applied Biomedical Science	Part Time	11 March 2008	Request withdrawn
Welsh Ambulance Services NHS Trust	IHCD Paramedic Award	Full Time	11 March 2008	Pending
Open University	Foundation Degree in Operating Department Practice	Part Time	18 March 2008	Pending
Open University	Foundation Degree in Paramedic Science	Part Time	18 March 2008	Approved
East of England Ambulance NHS Trust	Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	Part Time	26 March 2008	Approved
University of Plymouth	BSc (Hons) Occupational Therapy	Part Time	08 April 2008	Approved
University of Plymouth	BSc (Hons) Occupational Therapy	Full Time	08 April 2008	Approved
University of	BSc (Hons)	Full Time	08 April	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
Plymouth	Physiotherapy		2008	
University of Plymouth	BSc (Hons) Podiatry	Full Time	08 April 2008	Pending
University of Liverpool	BSc (Hons) Diagnostic Radiography	Full Time	09 April 2008	Approved
University of Liverpool	BSc (Hons) Occupational Therapy	Full Time	09 April 2008	Approved
University of Liverpool	BSc (Hons) Orthoptics	Full Time	09 April 2008	Approved
University of Liverpool	BSc (Hons) Physiotherapy	Full Time	09 April 2008	Approved
University of Liverpool	BSc (Hons) Radiotherapy	Full Time	09 April 2008	Approved
Coventry University	BSc (Hons) Dietetics	Full Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Full Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time (In Service)	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy (Outreach)	Part Time (In Service)	15 April 2008	Approved
Coventry University	BSc (Hons) Physiotherapy	Full Time	15 April 2008	Approved
Coventry University	Diploma of Higher Education Operating Department Practice	Full Time	15 April 2008	Approved
Coventry University	Diploma of Higher Education Paramedic Science	Full Time	15 April 2008	Approved
Coventry University	Foundation Degree in Paramedic Science	Full Time	15 April 2008	Approved
St George's, University of London	BSc (Hons) Diagnostic Radiography	Full Time	16 April 2008	Approved
St George's, University of London	BSc (Hons) Physiotherapy	Full Time	16 April 2008	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
St George's, University of London	BSc (Hons) Therapeutic Radiography	Full Time	16 April 2008	Approved
Swansea University	Dip HE Paramedic Science	Full Time	16 April 2008	Approved
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Full Time	07 May 2008	Approved
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Part Time	07 May 2008	Approved
Yorkshire Ambulance Service	Paramedic Programme	Full Time	07 May 2008	Pending
Yorkshire Ambulance Service	Paramedic Programme	Part Time	07 May 2008	Pending
South Western Ambulance NHS Trust	IHCD Paramedic Award	Full Time	13 May 2008	Pending
The University of Northampton	BSc (Hons) Occupational Therapy	Part Time (In Service)	13 May 2008	Approved
The University of Northampton	BSc (Hons) Occupational Therapy	Full Time	13 May 2008	Approved
The University of Northampton	BSc (Hons) Occupational Therapy	Part Time	13 May 2008	Approved
University of Strathclyde	BSc (Hons) Prosthetics & Orthotics	Full Time	13 May 2008	Pending
University of Strathclyde	MSci Prosthetics & Orthotics	Full Time	13 May 2008	Pending
University of Bradford	BSc (Hons) Applied Biomedical Science	Full Time	21 May 2008	Approved
University of Bradford	BSc (Hons) Applied Biomedical Science	Part Time	21 May 2008	Approved
Northern Ireland Ambulance Service	IHCD Paramedic Award	Full Time	28 May 2008	Pending
University of Huddersfield	BSc (Hons) Physiotherapy	Full Time	28 May 2008	Approved
University of Huddersfield	Pg Dip Physiotherapy	Full Time	28 May 2008	Approved
Middlesex University	BSc (Hons) Applied Biomedical Science	Full Time	04 June 2008	Pending

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (As of 1 Nov 08)</b>
Great Western Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	10 June 2008	Pending
North West Ambulance Service NHS Trust	IHCD Paramedic Award	Block Release	18 June 2008	Pending
Staffordshire University	Foundation Degree in Paramedic Science	Full Time	24 June 2008	Pending
Staffordshire University	Foundation Degree in Professional Development in Paramedic Science	Full Time	24 June 2008	Approved
East Midlands Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	10 July 2008	Pending
East Midlands Ambulance Service NHS Trust	IHCD Paramedic Award	Part Time	10 July 2008	Pending
North East Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	15 July 2008	Pending
Swansea University	Supplementary Prescribing for Allied Health Professionals	Part Time	23 July 2008	Pending

## Outcome of visits

After an approval visit, Visitors can recommend to the Education and Training Committee, one of the following:

- Approval of a programme without any conditions.
- Approval of a programme subject to all conditions being met.
- Non-approval of a new programme.
- Withdrawal of approval from a currently approved programme.

This year, all programmes visited were recommended for approval, apart from two which withdrew their request for approval on the day of the visit. Only 9% of programmes were recommended for approval without any conditions. This is slightly more than in the previous year, when only 5% of programmes visited were recommended for approval without any conditions. However, two years ago, 13% of programmes were recommended for approval without any conditions. Across a three year period, there is an average of 9% of programmes which were recommended for approval without any conditions.

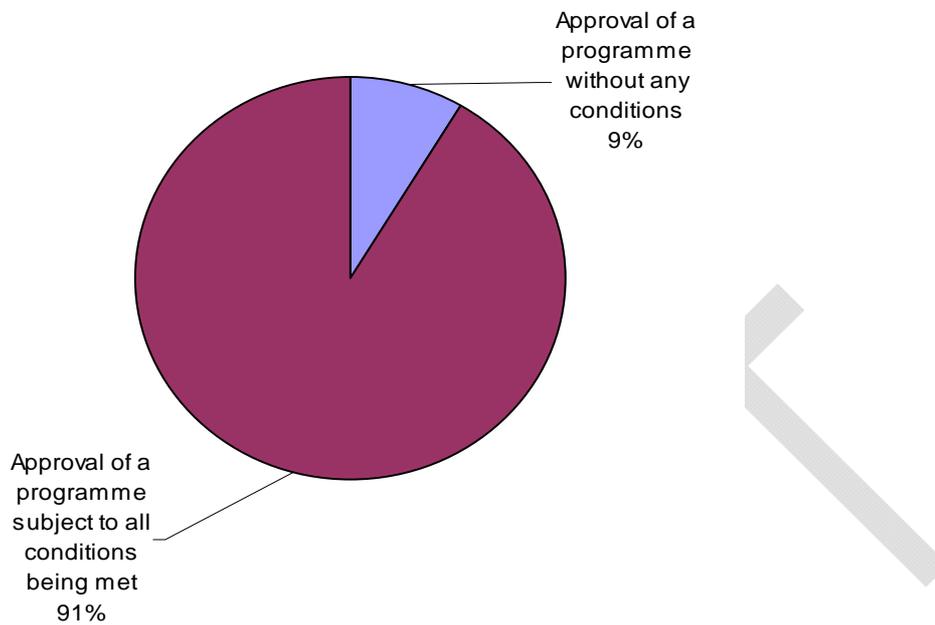
As in previous years, the majority of programmes had conditions to meet before the Education and Training Committee could grant or reconfirm open-ended approval.

**Table 12 Summary of outcomes**

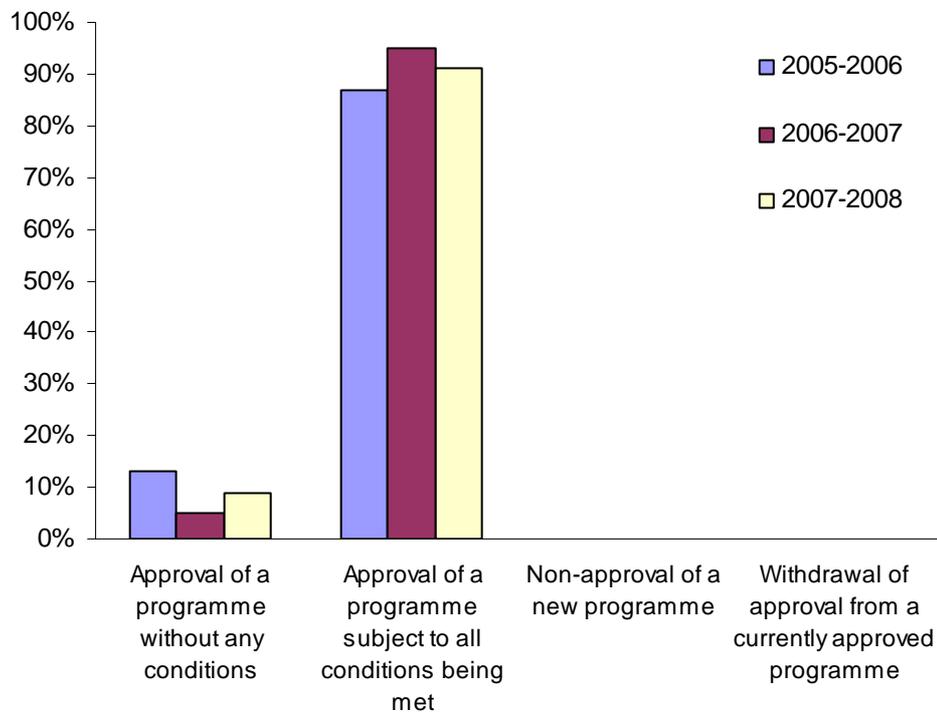
Recommendation	Number of outcomes	
Approval of a programme without any conditions	7	(9%)
Approval of a programme subject to all conditions being met	75	(91%)
Non-approval of a new programme	0	(0%)
Withdrawal of approval from a currently approved programme	0	(0%)

*NB Two programmes withdrew their request for approval on the day of the visit, so no recommendation was made.*

**Graph 17 Summary of outcomes**



**Graph 18 Summary of outcomes in 2007-2008, compared to 2005-2006 and 2006-2007**



## Conditions

'Conditions' are requirements made of an education provider, by Visitors, which must be met before a programme can be recommended for approval. Conditions are linked to the standards of education and training and require changes to the programme to ensure the threshold standards are met.

This year, there were 846 conditions set across the 84 programmes visited. This gives an average of ten conditions per programme.

**Table 13 Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007**

Year	Number of conditions	Number of programmes visited	Average number of conditions per programme
2005-2006	372	62	6
2006-2007	734	142	5
2007-2008	846	84	10

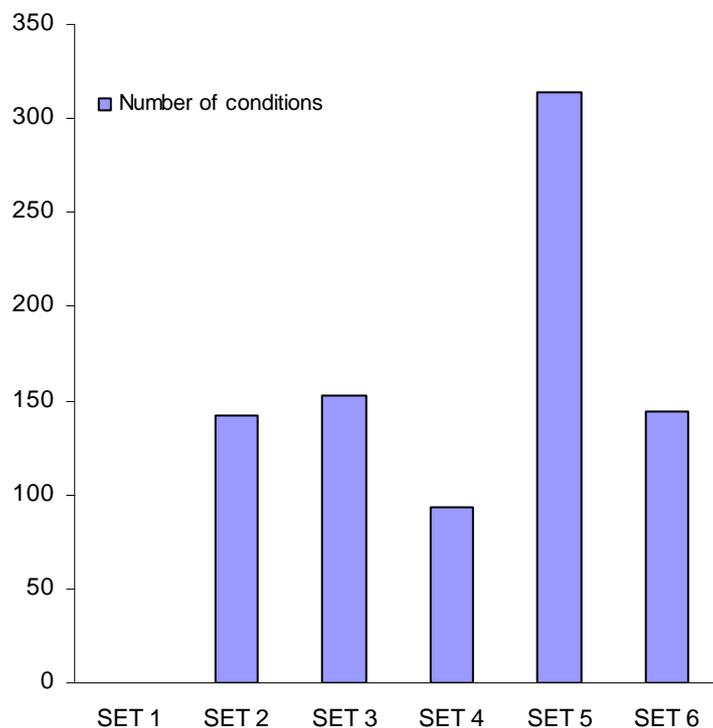
Across a three year period, the total number of conditions has increased year on year. However, the number of programmes visited has not increased at a similar rate. In fact, this year there was a decrease, rather than an increase in the number of programmes visited. In the previous two years, the average number of conditions was relatively stable. However, this year, the average number of conditions has virtually doubled. The figures from this year make it difficult to draw any longer trend about the average number of conditions, as it is impossible to determine whether this year's figures represent an anomaly or a longer term shift. The reasons for the significant change in average rates this year will be looked at in the next section in more detail.

There are 63 specific standards. Each one can have conditions mapped against it. The table below shows the number of conditions listed against the broad standard categories.

**Table 14 Number of conditions**

Standards of education and training (SETs)	Number of conditions	
1 - the level of qualification for entry to the Register	0	0%
2 - programme admissions standards	142	17%
3 - programme management and resources standards	153	18%
4 - curriculum standards	93	11%
5 - practice placements standards	314	37%
6 - assessment standards	144	17%

**Graph 19 Number of conditions**



The highest number of conditions was set against the placement standards (SET 5) and the lowest number of conditions was set against the level of qualification for entry to the Register (SET 1). This is the third consecutive year where placement standards have had the most conditions set against them, and by a substantial margin.

For the third year, a relatively low number of conditions have been set against curriculum standards. This continues to be encouraging, as it shows most education providers are designing programmes which ensure that those who successfully complete them meet the standards of proficiency.

The continuing high number of conditions set against placement standards is of growing concern. Last year, we published our guidance on our standards of education and training, which explains that the HPC expects education providers rather than NHS trusts, to take ultimate responsibility for placements. Whilst the timing of the publication of our guidance did not allow all education providers to take full advantage of it for their visits last year, it was hoped that from this year onwards, education providers would have benefited from the guidance and developed a more accurate understanding of our placement standards. We will continue to publicise and encourage education providers to use our guidance, in particular focusing on the areas most at risk.

No conditions were set against standard one - the level of qualification for entry to the Register this year. Conditions set against this standard are very unusual, as the standard is broad and flexible, which allows education providers to meet it in a variety of ways. In three years, just three conditions have been set against standard one - the level of qualification for entry to the Register.

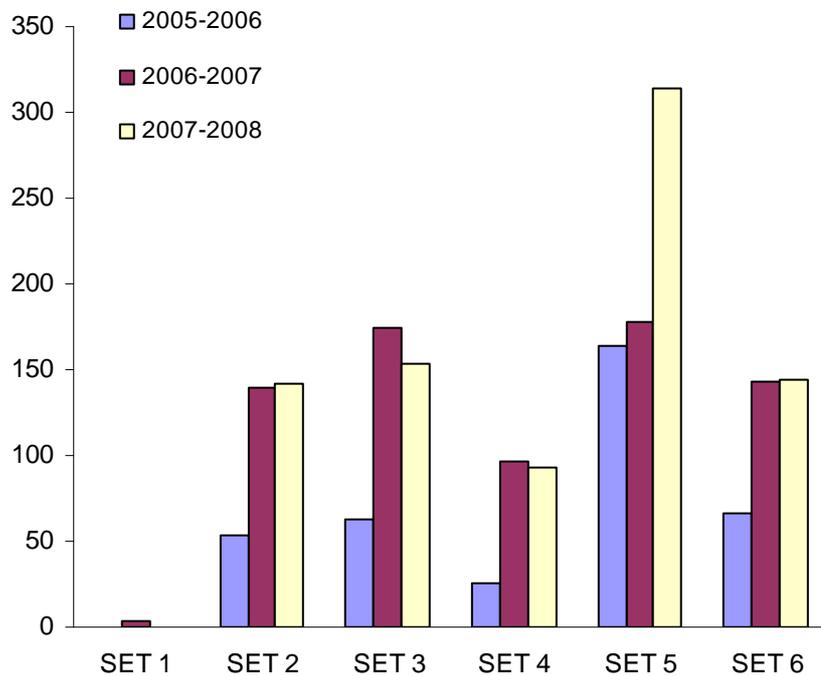
This year actually saw a relative decrease in the number of conditions set against programme admissions, programme management and resources, curriculum and assessment standards.

The increase in the number of conditions set this year can solely be accounted for by the increase in conditions against placement standards. Last year, conditions against placement standards equated to 24% of all conditions; where as this year they equated to 37% of all conditions. The forthcoming sections discuss possible reasons for the overall increase in the number of conditions against placement standards this year. These include looking at the reason for the visit and the professions visited.

**Table 15 Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007**

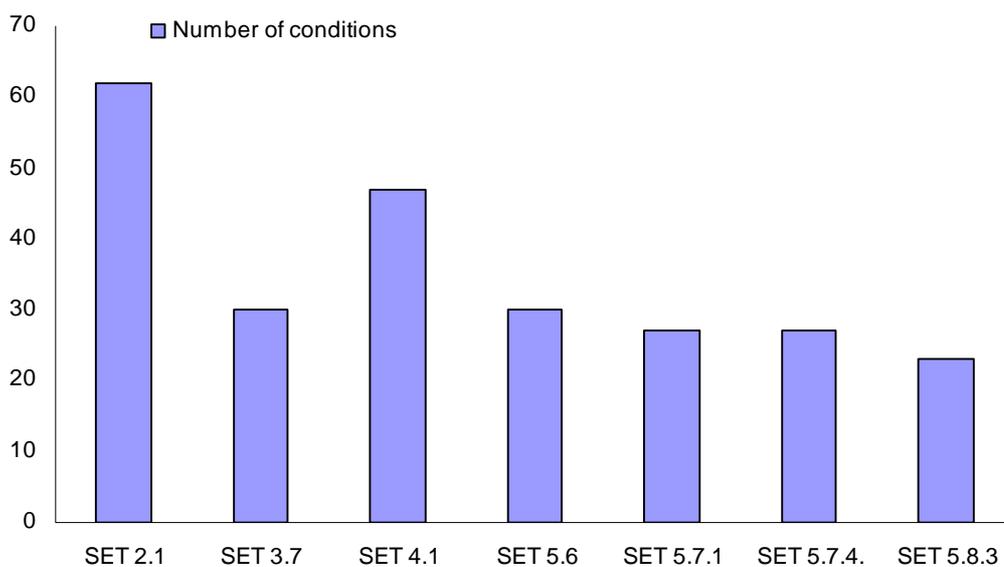
Standards of education and training (SETs)	Number of conditions		
	2005 - 2006	2006 - 2007	2007 - 2008
1 - the level of qualification for entry to the Register	0	3	0
2 - programme admissions standards	53	139	142
3 - programme management and resources standards	63	174	153
4 - curriculum standards	26	97	93
5 - practice placements standards	164	178	314
6 - assessment standards	66	143	144

**Graph 20 Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007**



Within each group of standards, there are a number of individual standards. The diagram below shows the eight specific standards which had the highest number of conditions set against them this year.

**Graph 21 The eight standards of education and training with the highest number of conditions set against them**



For three years, there have been a relatively high number of conditions set against standards 2.1 and 5.6.

Standard 2.1 seeks to ensure that the admissions procedure of an approved programme gives both the education provider and the applicant the information they require to make an informed choice about whether to make or take up the offer of a place on the programme. Conditions against this standard were repeatedly set for two reasons. Firstly education providers did not make it clear in their information that completing a programme means students are 'eligible to **apply**' for registration with the HPC. Instead they used phrases like 'completing this programme entitles you to be registered with the HPC' or 'once you have completed this programme, you will be registered'. Secondly, education providers used outdated phrases such as 'state registered' or confused the role of the HPC with the role of professional bodies in statutory registration. We published an advertising protocol last year, which gives education providers advice on how best to advertise their programme and refer to the HPC. Whilst the timing of the advertising protocol did not allow all education providers to take full advantage of it for their visits last year, it was hoped that from this year onwards, education providers would have benefited from the advertising protocol and developed more accurate advertising and promotional materials for their programmes. We will continue to publicise and encourage education providers to use our advertising protocol, in particular focusing on the areas most at risk in terms of our admissions standards.

Standard 5.6 seeks to ensure that education providers maintain a thorough and effective system for approving and monitoring placements. The high number of conditions set against this standard relates to the fact that many education providers often misunderstand our placement standards and the level of responsibility they need to assume themselves. In addition, the impact of our guidance has not yet been felt. We will continue to publicise and encourage education providers to use our standards of education and training guidance, in particular focusing on the responsibility and remit of our admissions standards.

For two years, there have been a relatively high number of conditions set against standard 4.1. Standard 4.1 seeks to ensure that the learning outcomes of an approved programme ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register. This is one of the most crucial standards and whilst it is important that potential shortfalls in this area are monitored, it should not be assumed to be a common long-term trend at this stage. Similarly to last year, the relatively high number of conditions set against standard 4.1 appears to be concentrated in specific professions.

This year, there were a relatively high number of conditions set against standards 3.7, 5.7.1, 5.7.4 and 5.8.3. This was not a feature in the previous two years and therefore it should not be assumed to be a common, long-term trend. The possible reason for the increase in conditions against these

standards is linked to the professions visited this year and will be discussed in more detail in forthcoming sections.

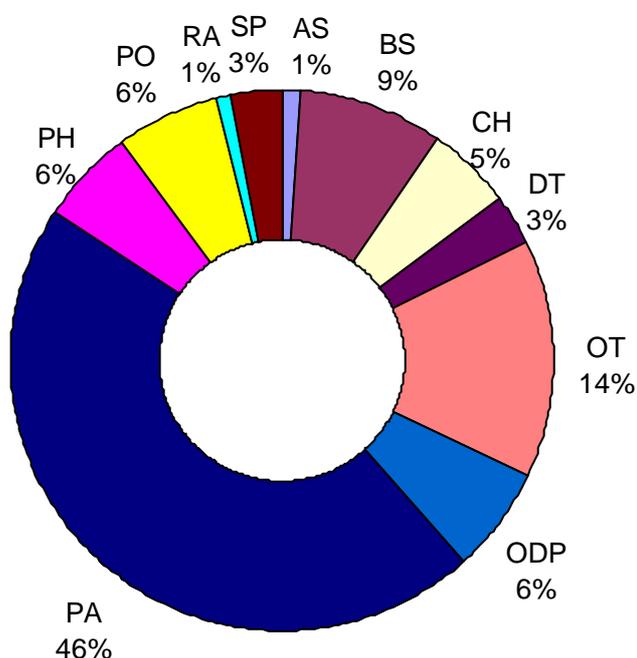
In the previous two years, there were a relatively high number of conditions set against standards 2.2, 3.9 and 6.7.5. This feature was not repeated this year and therefore it has been assumed that the revisions to our standards (6.7.5 in particular) and publication of our guidance have helped prepare education providers better for visits this year.

The number and concentration of conditions varied greatly between and within the professions. The following tables show the conditions broken down by profession.

**Table 16 Breakdown of conditions - by profession**

<b>Profession / entitlement</b>	<b>Number of conditions</b>	
AS	10	1%
BS	73	9%
CH	42	5%
CS	0	0%
DT	25	3%
OT	120	14%
ODP	54	6%
OR	1	0%
PA	388	46%
PH	48	6%
PO	52	6%
RA	7	1%
SL	0	0%
SP	26	3%
LA	0	0%
POM	0	0%

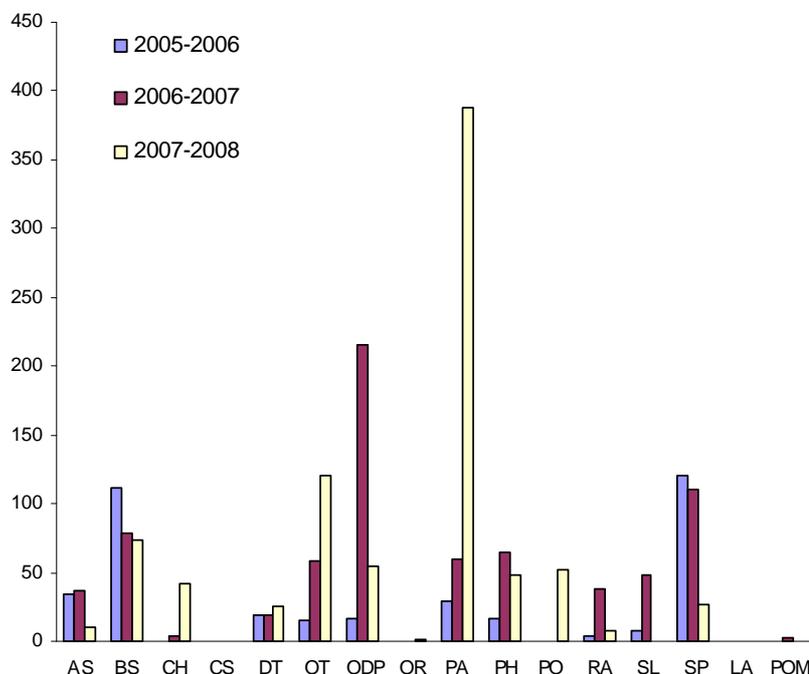
**Graph 22 Breakdown of conditions - by profession**



**Table 17 Breakdown of conditions - by profession in 2007-2008, compared to 2005-2006 and 2006-2007**

Profession / entitlement	Number of conditions		
	2005-2006	2006-2007	2007-2008
AS	34	37	10
BS	111	78	73
CH	0	4	42
CS	0	0	0
DT	19	19	25
OT	15	58	120
ODP	17	216	54
OR	0	0	1
PA	29	59	388
PH	16	65	48
PO	0	0	52
RA	4	38	7
SL	7	48	0
SP	120	110	26
LA	0	0	0
POM	0	2	0

**Graph 23 Breakdown of conditions - by profession in 2007-2008, compared to 2005-2006 and 2006-2007**



The majority of conditions (46%) were set against paramedic programmes, with occupational therapist and biomedical scientist programmes having the second (14%) and third (9%) highest numbers of conditions set against them. We visited more paramedic and occupational therapist programmes than any other professions this year, so the concentrations of conditions reflect the higher number of programmes visited in these two professions. However, in the case of biomedical scientist programmes, the higher number of conditions does not correlate with a relatively higher number of visits to programmes in this profession.

There were no conditions against clinical scientist, orthoptist, local anaesthesia and prescription-only medicine programmes because we did not visit any programmes in these professions.

For three years there has been a relatively high number of conditions set against paramedic and biomedical scientist programmes. This reflects the fact that we have visited a higher number of programmes from these two professions across the total three year period.

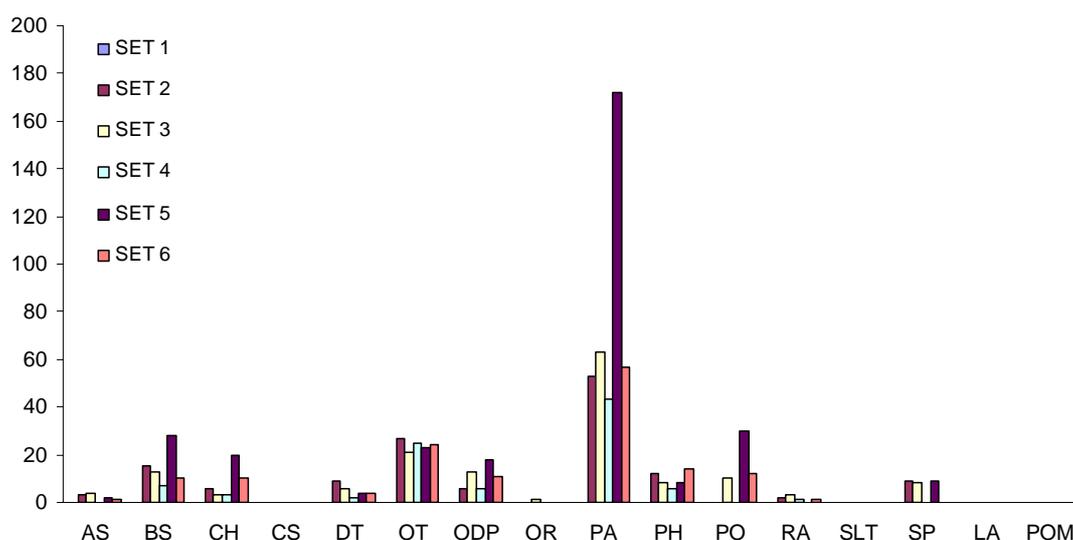
In the previous two years, there has been a relatively high number of conditions set against supplementary prescribing programmes. However, this feature was not repeated this year. This reflects the fact that we have visited significantly less programmes in this area this year.

Looking at the data across three years, there is no emerging trend which suggests that a particular profession or entitlement is more or less likely to have conditions set against its programmes purely because they are from a particular profession or entitlement. The higher incidences of conditions are borne out of the higher number of programmes visited in each particular year.

**Table 18 Breakdown of conditions against standards - by profession**

Profession / entitlement	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
AS	0	3	4	0	2	1
BS	0	15	13	7	28	10
CH	0	6	3	3	20	10
CS	0	0	0	0	0	0
DT	0	9	6	2	4	4
OT	0	27	21	25	23	24
ODP	0	6	13	6	18	11
OR	0	0	1	0	0	0
PA	0	53	63	43	172	57
PH	0	12	8	6	8	14
PO	0	0	10	0	30	12
RA	0	2	3	1	0	1
SLT	0	0	0	0	0	0
SP	0	9	8	0	9	0
LA	0	0	0	0	0	0
POM	0	0	0	0	0	0

**Graph 24 Breakdown of conditions - by standard and profession**



Similarly to last year, there is a great deal of variation between the professions with no one standard having the majority of conditions set against it. In some professions (arts therapists, dietitians, occupational therapists, physiotherapists and radiographers) the number of conditions is comparatively well spread across the six sections of the standards; whereas in other professions (biomedical scientists, chiropodists, paramedics and prosthetists / orthotists) the number of conditions is more heavily skewed to one particular section of the standards. Although this particular section of the standards varies to a great extent from profession to profession.

Five professions (biomedical scientists, chiropodists, operating department practitioners, paramedics and prosthetists / orthotists) had the most conditions set against SET 5 – practice placement standards. The high number of conditions set against placement standards for biomedical scientist and operating department practitioner programmes has been seen in the last two years; whereas the high number of conditions set against placement standards for chiropodist, paramedic and prosthetists / orthotist programmes was new this year.

The high number of conditions set against placement standards for operating department practitioner programmes continues to reflect a shared misunderstanding in this relatively new profession about our placement standards and who takes ultimate responsibility for meeting them. Biomedical scientist programmes continue to have a high number of conditions set against placement standards and this appears to link to the fact that the profession has traditionally offered biomedical science programmes without a placement component (which was not approved by the HPC) and when education providers have redesigned their programme to include a placement component, they have misunderstood our placement requirements.

The highest number of conditions set against placement standards for paramedic programmes (55%) is accounted for by the concentration of visits to paramedic programmes delivered by local ambulance trusts this year. The paramedic profession has traditionally offered an in-house, on-the-job training route (commonly referred to as the IHCD paramedic route) which has been based on a national curriculum (designed by EdExcel) but delivered and managed in accordance with the local context. There was a shared misunderstanding in both the local ambulance trusts and in EdExcel about our placement standards and who we would ultimately hold responsible for meeting them. In addition, the local ambulance trusts failed to adequately differentiate the role and remit of the curriculum body (i.e. EdExcel) from the role and remit of the regulator (i.e. HPC).

A different three professions (arts therapists, orthoptists and radiographers) had the most conditions set against SET 3 – programme management and resource standards. There appears to be no common reason as to why these three professions had more conditions against SET 3 than the other professions.

The number of conditions also varied greatly depending on the reason for the visit. The following tables show the conditions broken down by reason for visit.

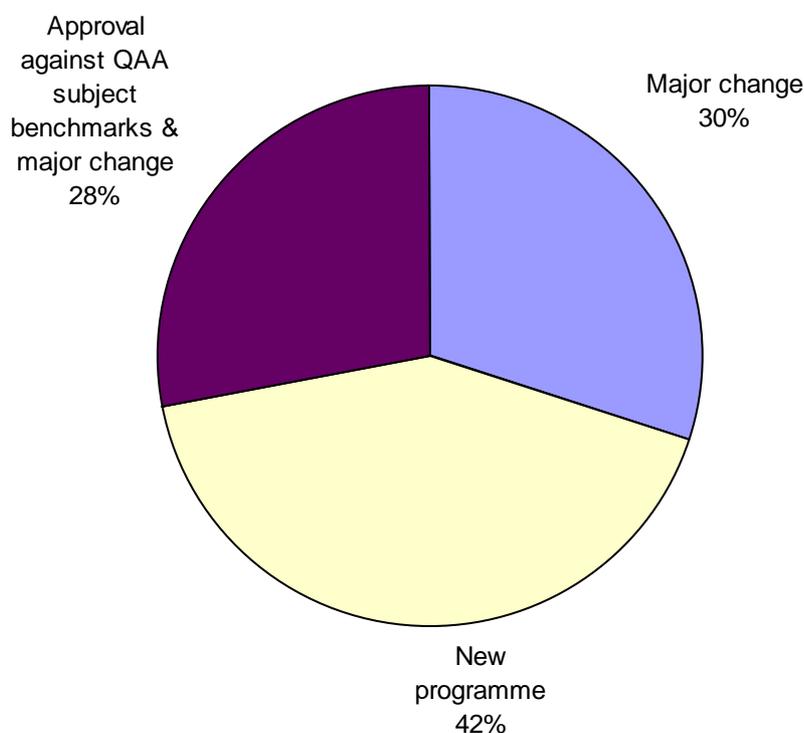
**Table 19 Breakdown of conditions - by reason for visit**

Reason for visit	Number of conditions	
Major change	254	30%
Annual monitoring	0	0%
New programme	354	42%
New profession	0	0%
Approval against QAA subject benchmarks & major change	238	28%

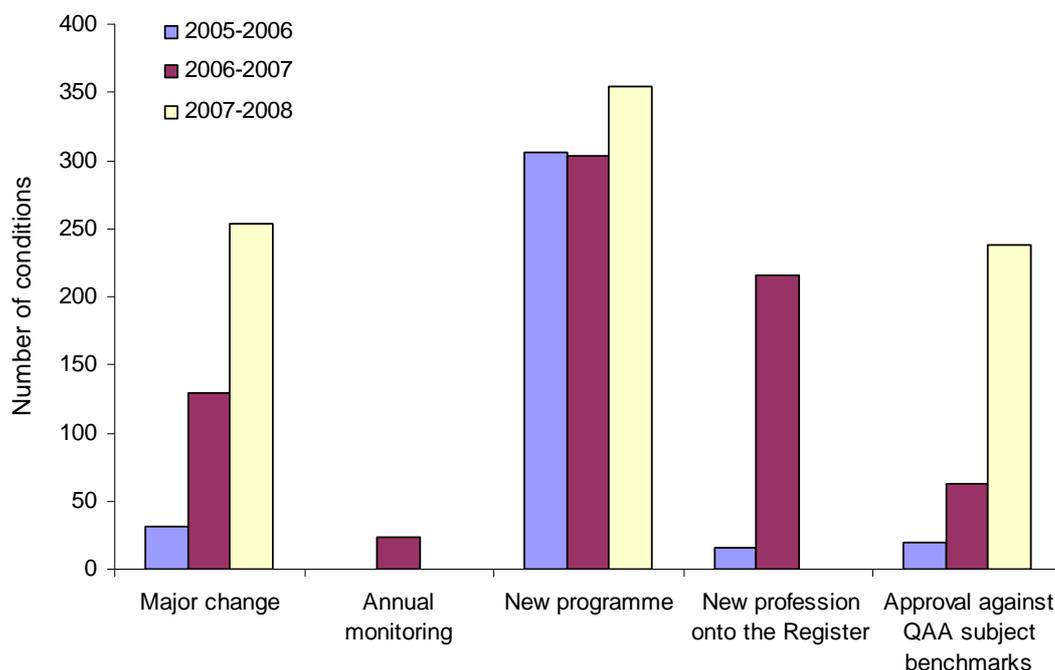
**Table 20 Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007**

Reason for visit	Number of conditions		
	2005-2006	2006-2007	2007-2008
Major change	31	129	254
Annual monitoring	0	23	0
New programme	306	303	354
New profession onto the Register	16	216	0
Approval against QAA subject benchmarks	19	63	238

**Graph 25 Breakdown of conditions - by reason for visit**



**Graph 26 Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007**



For the third consecutive year, the majority of conditions have been set against new programmes. Unlike previous years, this is despite more visits taking place to programmes because of a major change. The growing evidence base suggests that visits to new programmes are more likely to result in a higher number of conditions, compared to any visits. It is likely that a proportion of conditions set against new programmes may be an unavoidable result of approval visits being concurrent with education providers' internal validations. The validation of a new programme is often a pre-requisite for the financial and resource commitment it receives from an education provider. And without this financial and resource commitment it is difficult not to justify conditions on a programme's approval.

The overall majority of conditions set against new programmes this year (42%) is very similar to the overall majority last year (41%). Whilst this figure could represent an emerging percentage trend, a cautious approach is justified given the fact that the overall majority for conditions set against new programmes was remarkably higher the year before (82%).

Similar to last year, there is a great deal of variation between the other reasons for the visit and the number of conditions. This year, the second highest number of conditions was set against programmes from major change visits (30%); whereas the year before the second highest number of conditions was set against visits to programmes new to the Register (29%). The comparatively high number of conditions set against programmes from major change visits is to be expected this year as we visited more existing programmes than new programmes. The growing evidence base suggests that although visits to new programmes are more likely to result in a higher

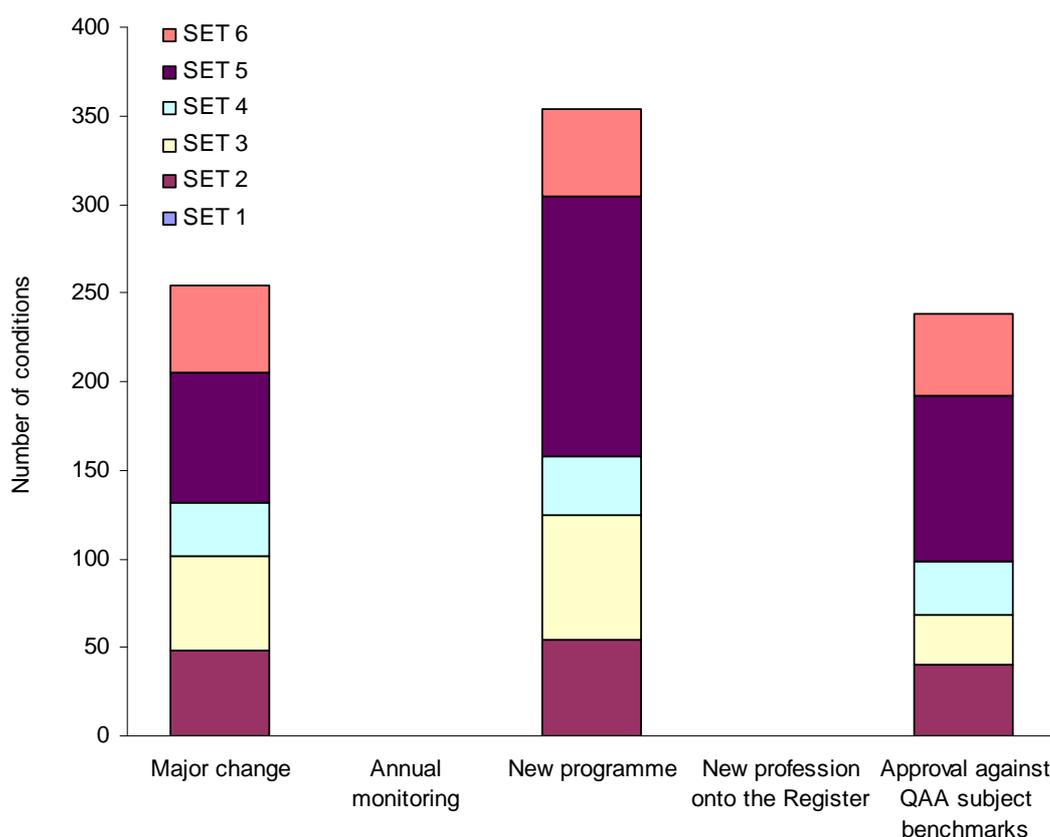
number of conditions, there is no emerging relationship between the other reasons for a visit and the likelihood of conditions.

This year, there have been a relatively high number of conditions set against QAA subject benchmark visits (28%). This is likely to reflect the higher number of QAA subject benchmark visits this year, rather than a long term pattern.

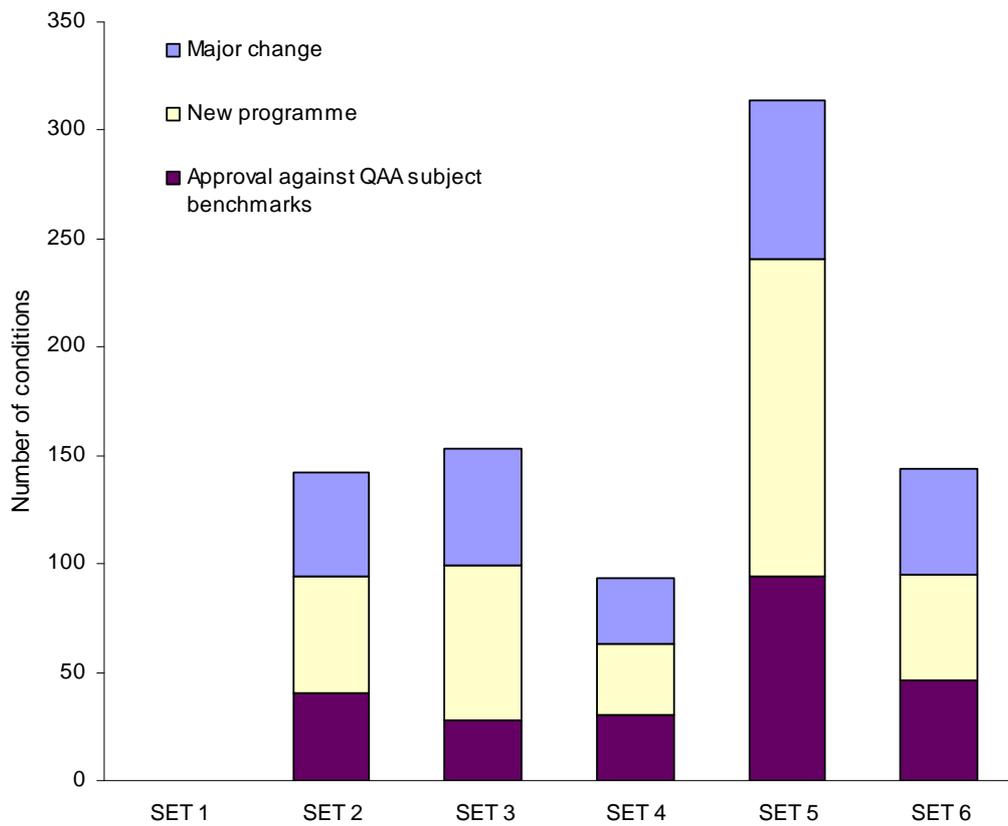
**Table 21 Breakdown of conditions against standards - by reason for visit**

Reason for visit	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
Major change	0	48	54	30	73	49
Annual monitoring	0	0	0	0	0	0
New programme	0	54	71	33	147	49
New profession onto the Register	0	0	0	0	0	0
Approval against QAA subject benchmarks	0	40	28	30	94	46

**Graph 27 Breakdown of conditions - by reason for visit and SET**



**Graph 28 Breakdown of conditions - by SET and reason for visit**



For the third consecutive year, all visits, no matter the reason for them, resulted in conditions being set against all the standards. There continues to be no clear link between the reason for a visit and particular standards having conditions set against them.

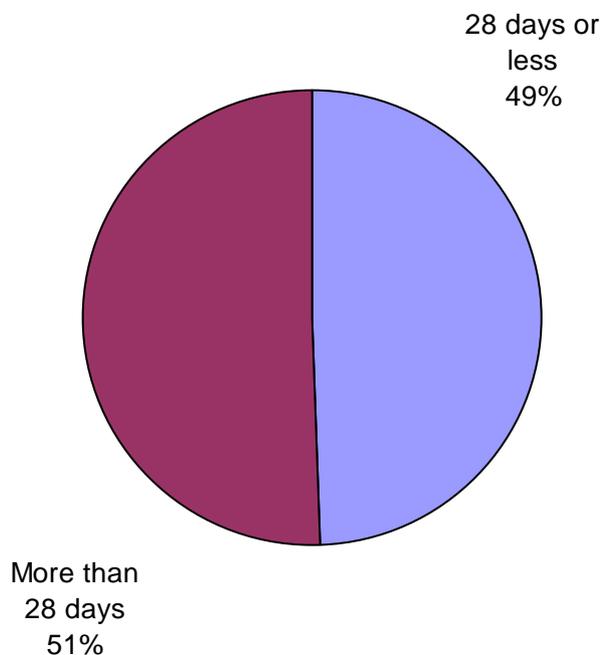
## Visitors' reports

Following a visit, our Visitors produce a report which is sent to the education provider. Our process gives us up to 28 days to produce this report. After a report is sent to the education provider, they have 28 days to make any observations on it. After these 28 days, the Visitors' report is considered by the Education and Training Committee and the final outcome and conditions agreed.

**Table 22 Number of days taken to produce Visitors' reports**

Number of days	Number of reports	
7 days or less	10	12%
8 - 14 days	7	8%
15 - 21 days	16	20%
22 - 28 days	7	9%
29 - 40 days	9	11%
41 - 60 days	21	25%
61 - 100 days	12	15%

**Graph 29 Breakdown of days taken to produce Visitors' reports**



This year, 49% of our Visitor reports were sent to education providers within 28 days of the visit. Unfortunately, 51% of our Visitor reports were sent to education providers outside of our process guidelines, with 15% taking longer than two months to finalise and send to education providers.

The overall percentage (49%) of Visitor reports sent to education providers within 28 days of the visit is broadly mirrored across all of the professions. This is best demonstrated by looking at the three professions with the highest number of programmes visited this year. For example, 46% of Visitor reports from paramedic programmes were sent within 28 days of the visit; 47% of Visitor reports from occupational therapist programmes were sent within 28 days of the visit and 62% of Visitor reports from physiotherapist programmes were sent within 28 days of the visit.

Similarly, the overall percentage (49%) of Visitor reports sent to education providers within 28 days of the visit is broadly mirrored across all of the types of visits. For example, 43% of Visitor reports from multi-professional visits were sent within 28 days of the visit and 53% of Visitor reports from visits to one programme were sent within 28 days of the visit.

There is no clear link between profession or reason for visit and time taken to produce a Visitors' report.

This year's figures are considerably different from last year when 94% of our Visitor reports were sent to education providers within twenty eight days of the visit; and only 1% took longer than two months to finalise and send to education providers.

The reason for the longer time taken to produce Visitors' reports this year can be accounted for by a change in our internal processes to produce the reports. In December 2007, the Education and Training Committee approved a new style Visitors' report and moved the responsibility of drafting the report in-house (i.e. from Visitors to executive officers) with the Visitors confirming the final report before it is sent to an education provider. Whilst the Committee is confident that the new system will increase the consistency between reports and improve their helpfulness in terms of communicating information to a wide range of audiences (e.g. prospective students, registrants, education providers and committee members) in the long run; there have been some administrative and timing challenges as adaptations are made to the new system. We are confident that we can overcome these short term transitional hurdles. We will work to produce the Visitors report within 28 days in the future, as we are aware that a timely receipt of the formal outcome will allow education providers to begin working on their response to conditions (if appropriate) at the earliest opportunity.

### **Who makes representations on Visitor reports?**

This year, we published Visitor reports for 81 programmes. We received representations from education providers on 18 of these programmes. This represents 22% of all programmes. Some of these representations were

issues of factual inaccuracy, whilst others raised objections to particular conditions recommended by the Visitors.

Last year we received representations from education providers on 23% of the programmes visited. This suggests there is an emerging trend of approximately one fifth of all Visitors' reports receiving representations. This is encouraging as it shows that education providers are engaging with our processes and using their opportunity to provide additional information to the Education and Training Committee before a final outcome is agreed.

The Education and Training Committee considered the Visitor reports for all 81 programmes. They made variations to the Visitor reports for three programmes. This represents just 4% of all programmes. All three variations were made in response to representations received from education providers and arose from a common point raised by the education provider as all three programmes were considered at the same visit. Unlike last year, the Education and Training Committee did not make any variations to Visitors reports as part of their remit to receive and assure that the recommended outcomes (including the specific conditions) from the Visitors are appropriate to our role as a regulator and within the scope of our standards of education and training. This is possibly a direct result of the new style and system of producing Visitors' report brought in by the Committee discussed in the earlier section.

### **How long does it take to meet conditions?**

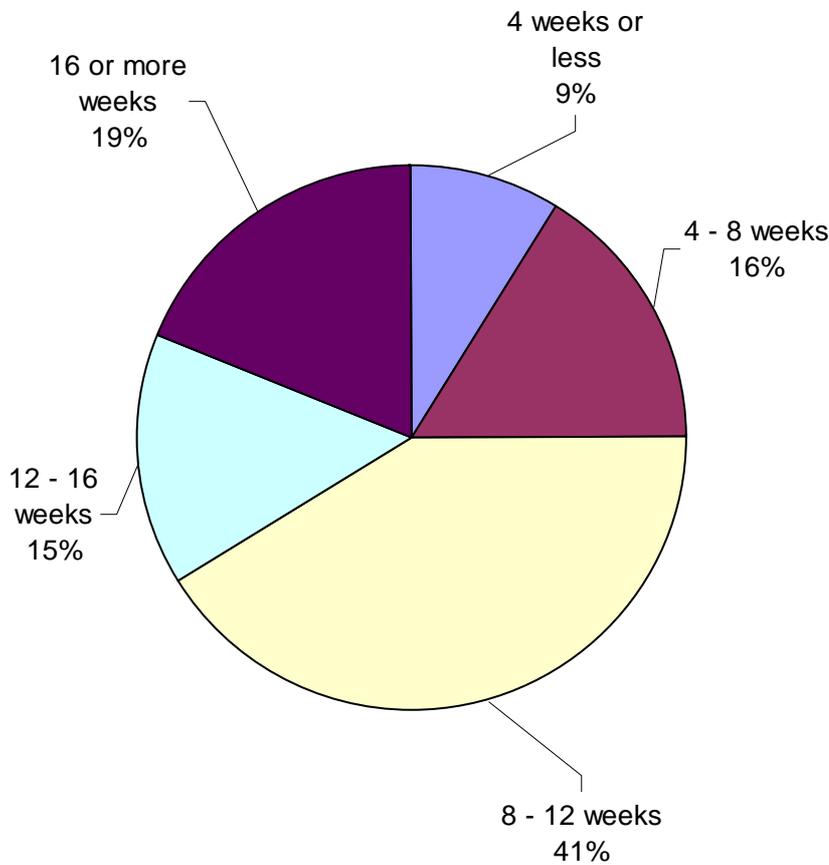
If we have placed conditions on programme approval, we will negotiate a due date by which the education provider should meet the conditions. When deciding on a due date, we will consider issues such as how long education providers need to address the conditions, the start date of the programmes and the schedule of our Education and Training Committee meetings. Once the response from education providers is received, our Visitors assess the documentation and make a final recommendation to our Education and Training Committee on whether the conditions have been met, or not.

**Table 23 Number of weeks between visit and response to meet conditions received**

<b>Number of weeks</b>	<b>Number of programmes</b>	
4 weeks or less	7	9%
4 - 8 weeks	12	16%
8 - 12 weeks	30	41%
12 - 16 weeks	11	15%
16 or more weeks	14	19%

*NB: Six programmes did not have any conditions of approval to meet. One programme withdrew their request for approval prior to the response date for their condition. As of 1 November 2008, one programme was still due to submit their response to meet their conditions.*

**Graph 30 Breakdown of weeks between visit and response to meet conditions received**



This year, the majority of responses to conditions (66%) were received from education providers within twelve weeks of the visit. This allowed our Visitors to consider these responses at an early opportunity and make a timely recommendation on final programme approval to our Education and Training Committee within three months of the visit.

Last year, the majority of responses to conditions were received from education providers within eight weeks of the visit. There is no clear reason for the longer time period this year. It could be attributed to a number of factors including the date of receipt of the Visitors' report, the date of the visit compared to the start date of the programme and the date of the visit compared to dates of the meetings of the Education and Training Committee.

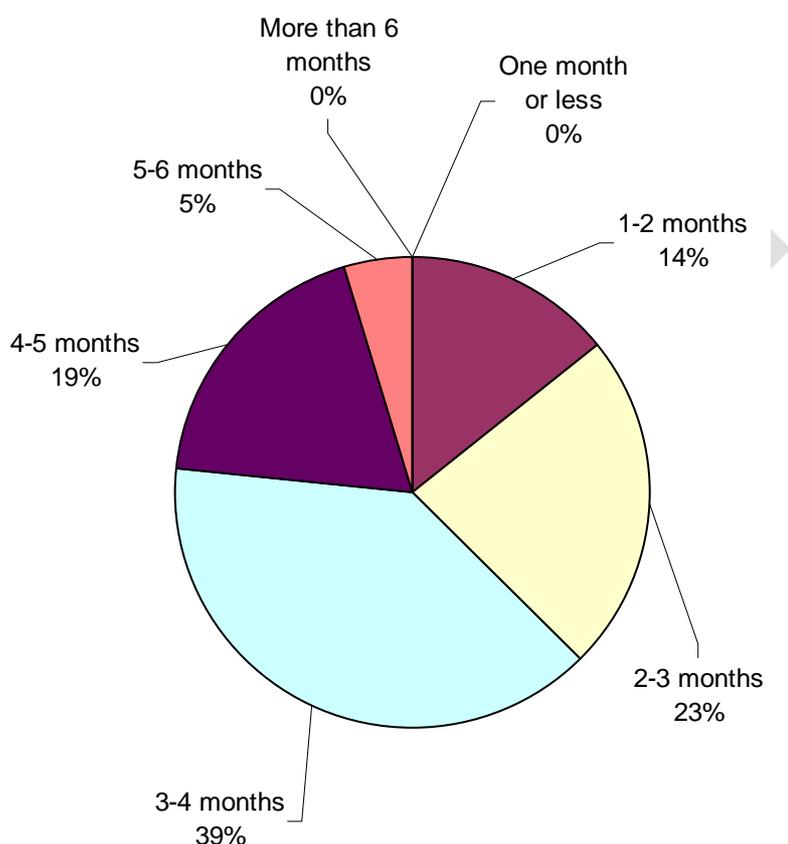
Similarly to last year, in the cases where education providers' responses to conditions were received over 16 weeks after the visit (19%), this was either due to the amount of time needed to address the conditions, or because the visit was held sufficiently ahead of the start of the next enrolment of students.

**Table 24 Number of months between visit and final decision on programme approval**

Number of months	Number of programmes	
One month or less	0	0%
1 - 2	9	14%
2 - 3	15	23%
3 - 4	25	39%
4 - 5	12	19%
5 - 6	3	5%
More than 6 months	0	0%

*NB: Seventeen programmes were unresolved as of 1 November 2008.*

**Graph 31 Breakdown of months between visit and final decision on programme approval**



The majority of programmes (76%) were approved within four months of their visit. The 'post visit' process normally takes between eight to ten weeks to complete, which is why our approval process requires that a visit takes place no less than three months before the start of a programme. Although only 37% of programmes were approved within the three month period this year, there were no programmes which had to delay their start date. Last year 40%

of programmes were approved within the three month period and similarly no programmes had to delay their start date.

Similarly to last year, the longer time taken to complete the 'post visit' process could be explained by the timing of the visits and the start date of programmes. This year, 89% of visits were held before June 2008, therefore creating a four-month period (or longer), before the start of the next academic year in September 2008, which is when the majority of programmes start. Last year, nearly 80% of visits were held before June 2007, therefore creating a four-month period (or longer), before the start of the next academic year in September 2007. Our process allows us to negotiate individual deadlines with education providers based on the date of their visit, the dates of our Education and Training Committee meetings and the start date of the programme. This flexible approach aims to give both the education provider and our Visitors' sufficient time to consider responses to conditions satisfactorily.

This year, we continued to work extremely hard with education providers and Visitors to ensure that the 'post visit' process was completed ahead of the start of the 2008-2009 academic year (when the majority of programmes enrol new cohorts). 79% of programmes were approved by the Education and Training Committee before and during September 2008.

This year, we also worked with education providers outside of the higher education sector to recognise the fact that not all education providers deliver their programmes on an academic year cycle (September – July). Nearly a third of all visits were to education providers outside of the higher education sector this year. This represents a significant increase from previous years when almost all visits (approximately 95%) were to education providers within the higher education sector.

In December 2008, the Education and Training Committee agreed a number of changes to our approval process including arrangements and time lines surrounding the 'post visit' process. These changes bring some flexibility to the 'post visit' process in that education providers can now include, within their representations, a case for negotiating a later, or staged response to conditions which may include a response date after the start date of their programme. These changes only affect programmes already approved (as opposed to new programmes going through the approval process for the first time) and the Education and Training Committee retains overall responsibility for agreeing the response date to conditions when considering and accepting the Visitors' report. The Education and Training Committee take into account the nature of the conditions, any evidence from individuals who have completed the programme to date around their fitness to practice and the overall risk to the protection of the public when deciding whether the response date to conditions should be agreed after the start date of the next cohort of the programme.

Whilst these changes affect all programmes already approved, regardless of whether they were delivered inside or outside of the higher education sector,

they assist those delivered outside of the higher education sector most. This is because those delivered outside of the higher education sector are less likely to have integrated their own quality assurance and recruitment processes around the academic year model.

This year, 21% of programmes were approved by the Education and Training Committee after September 2008, or the start of the 2008-2009 academic year. This equates to 17 programmes; 5 of which were new programmes and 12 of which were existing programmes seeking reconfirmation of their open ended approval.

The five new programmes were all approved after September 2008 as they were due to start later in the 2008-2009 academic year. This meant that a later final decision on approval did not disadvantage education providers, students or prospective students. It took an average of 10 months between the visit and final decision on programme approval for these 5 programmes.

The remaining 12 already approved programmes took advantage of the changes agreed by the Education and Training Committee and either had a later or staged response to conditions agreed. It took an average of 11 months between the visit and final decision on programme approval for these 12 programmes.

This year, 20% of programmes took over six months to receive their final approval, with 5% taking longer than a year. It is too early to assume any long term trend. However, we will monitor the data in this area over the next few years to ensure that the changes agreed by the Education and Training Committee in December 2008 mean that the approval process continues to balance flexibility, robustness and public protection.

For more information on the 'post visit' process, please see our 'Approvals process – Supplementary information for education providers'. We routinely update the information and requirements within this publication to ensure they are robust, accommodating and evidence based.

## **Commendations**

In March 2008, the Education and Training Committee made the decision to report on the commendations which were given as part of the approval process. The publication of the trends in relation to commendations will disseminate good practice in the provision of education and training linked to the professions.

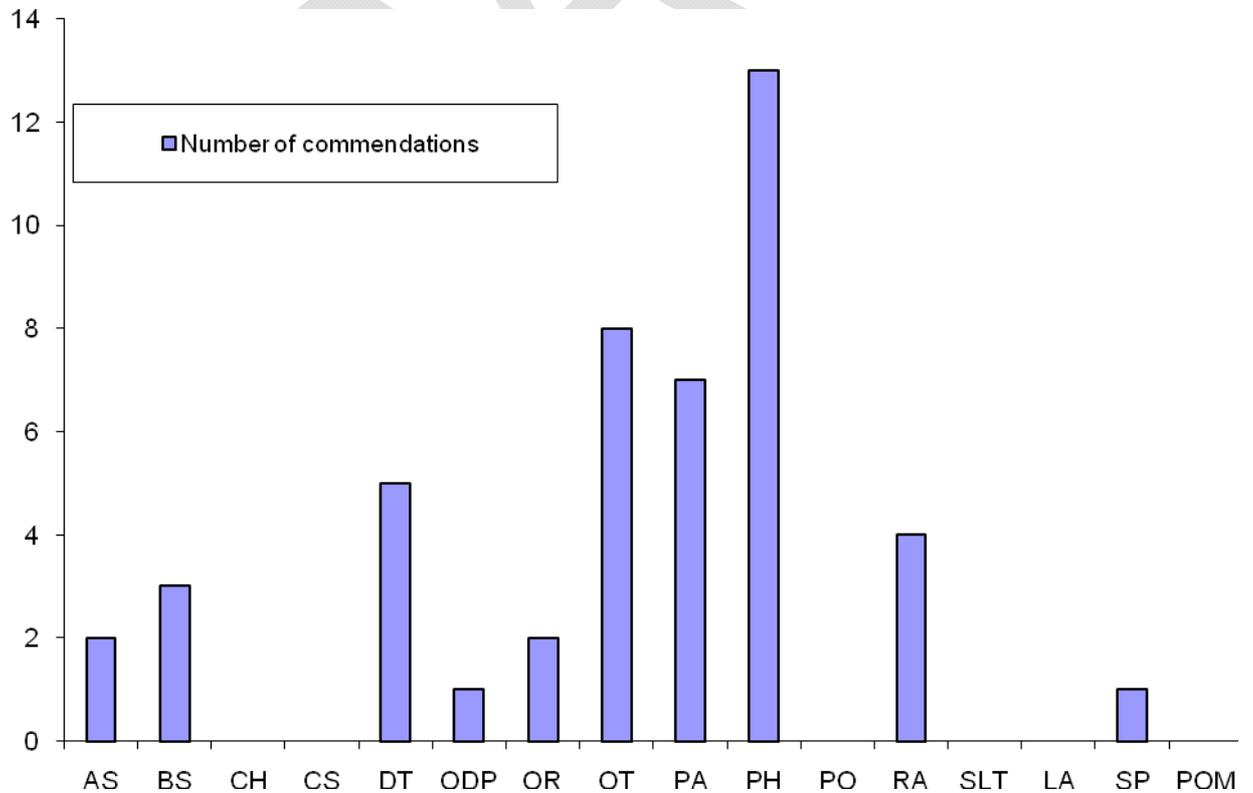
Commendations, as conditions, are contained within the approval visit report and therefore can be viewed online at [www.hpc-uk.org](http://www.hpc-uk.org)

This year a total of 46 commendations were given to programmes.

**Table 25 Breakdown of the number of commendations - by profession**

Profession	Number of commendations
AS	2
BS	3
CH	0
CS	0
DT	5
ODP	1
OR	2
OT	8
PA	7
PH	13
PO	0
RA	4
SLT	0
LA	0
SP	1
POM	0

**Graph 32 Breakdown of the number of commendations - by profession**

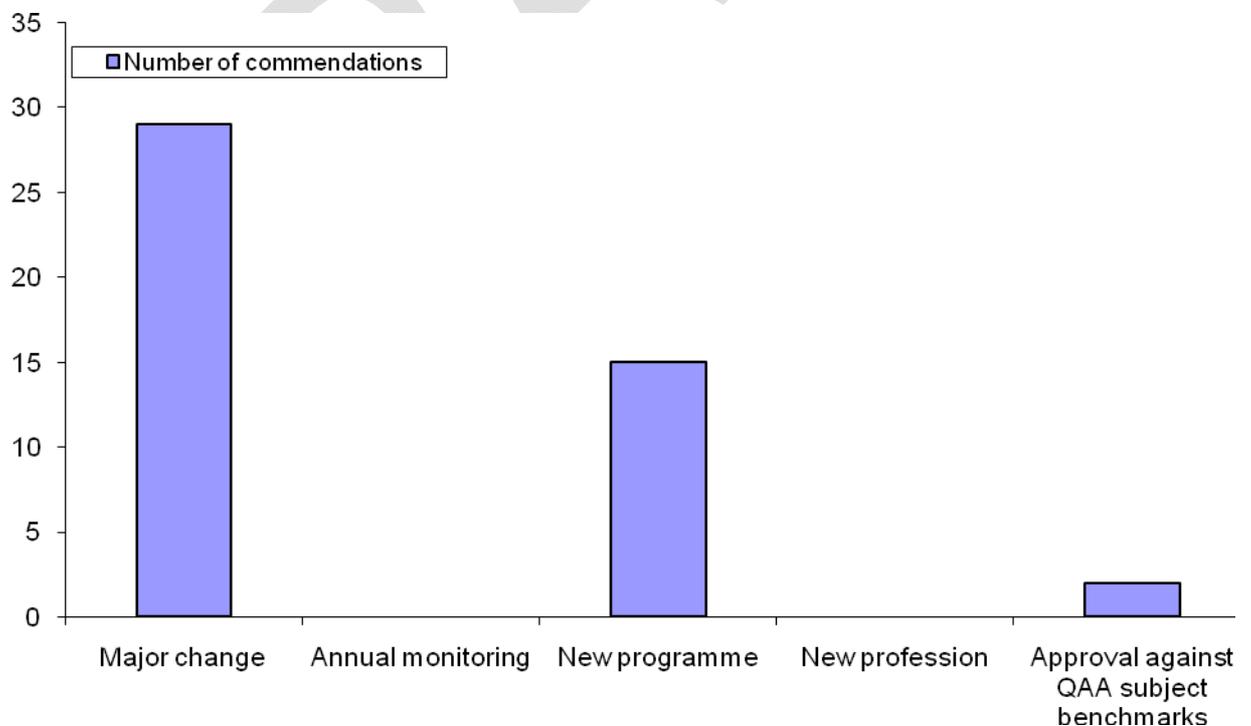


A general trend emerges in the above table and graph for professions subject to the most visits this year to, in the main, have the highest number of commendations. This pattern is to be expected given that only the approval process report contains areas for Visitors to grant commendations. The visits to occupational therapy, physiotherapy and paramedic programmes were relatively high this year compared to other professions and accordingly the number of commendations is also relatively high.

**Table 26 Breakdown of the number of commendations - by reason for visit**

Profession	Number of commendations
Major change	29
Annual monitoring	0
New programme	15
New profession	0
Approval against QAA subject benchmarks	2

**Graph 33 Breakdown of the number of commendations - by reason for visit**



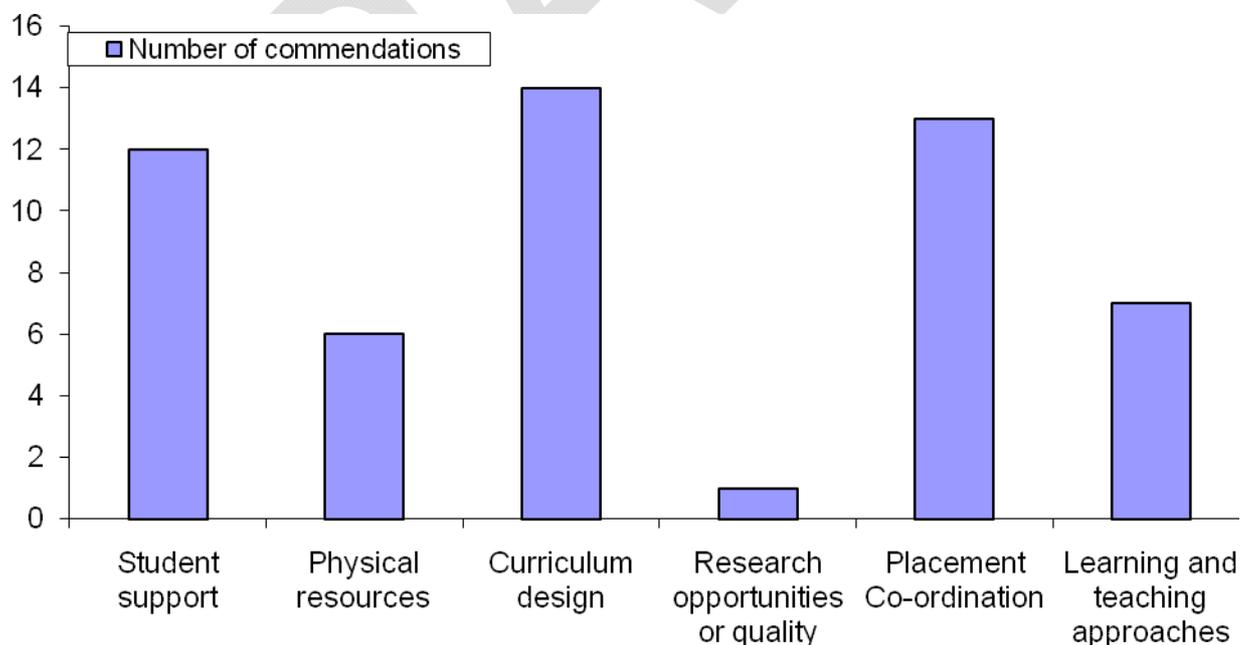
When the number of commendations is reviewed against the reason for the visit it is apparent that again the number of commendations is proportionate to

the number of visits undertaken for each reason. Another inference may also be that the particular reason for a visit will increase or decrease the likelihood of commendations being applied to a programme. This pattern would not appear dis-similar to the one emerging in relation to numbers of conditions and reasons for visits. At this time there is insufficient data to state whether this pattern is true or not and so it will be further examined in following annual reports.

**Table 27 Breakdown of number of commendations - by area of commendation**

Area of commendation	Number of commendations
Student support	12
Physical resources	6
Curriculum design	14
Research opportunities or quality	1
Placement Co-ordination	13
Learning and teaching approaches	7

**Graph 34 Breakdown of number of commendations - by area of commendation**



The graph and table above illustrate the areas of a programme over which commendations were granted. These areas are not linked to the standards of education and training as commendations can be granted for any aspect of an approved programme. In some cases, commendations were given which crossed over the areas (for example a virtual learning environment being

praised both as a physical resource and the learning and teaching approach). Notably, student support, curriculum design and placement co-ordination received the highest numbers of commendations. In terms of student support the Visitors tended to praise clearly documented and readily available support mechanisms. For curriculum design the Visitors were impressed by flexible programme design allowing career pathways to in turn be more flexible, or by service users being closely involved in programme design. With regard to placement co-ordination, the Visitors tended to commend the robust systems in place at education providers to co-ordinate placements or the relationships between education providers and placement providers.

Research opportunities or quality is the least commended area. This is possibly linked to the focus of the approval visit being in pre-registration and therefore undergraduate education and training. The one commendation in this area praised the research opportunities available for a BSc (Hons) programme.

## Annual monitoring

### Number of annual monitoring submissions

This year we received 257 annual monitoring submissions.

Similarly to last year, the number of annual monitoring submissions this year was determined by the total number of approved programmes and the approval visit schedules from this year and the preceding year.

In the 2005-2006 academic year, all approved programmes were subject to the annual monitoring process. However, from 2006-2007 onwards, it was agreed that programmes approved by us in the previous academic year, or currently going through the approvals process, would not normally be subject to annual monitoring. This means that the high number of submissions received in 2005-2006 is unlikely to be repeated in the short term.

### When did the monitoring take place?

Similarly to last year, there were varied submission dates this year. Our process uses and builds upon the education provider's own processes for internal monitoring.

Education providers are required to complete their forms and submit them within 28 days of their own internal annual monitoring process. For example, if they were required to submit their annual monitoring report to their quality assurance office on 2 March, they needed to ensure they had submitted their forms to us by 30 March.

This system of varied submission dates mean that while the exact number and split between audit and declaration submissions will vary from year to year, the overall trend of peaks and troughs will remain constant over time.

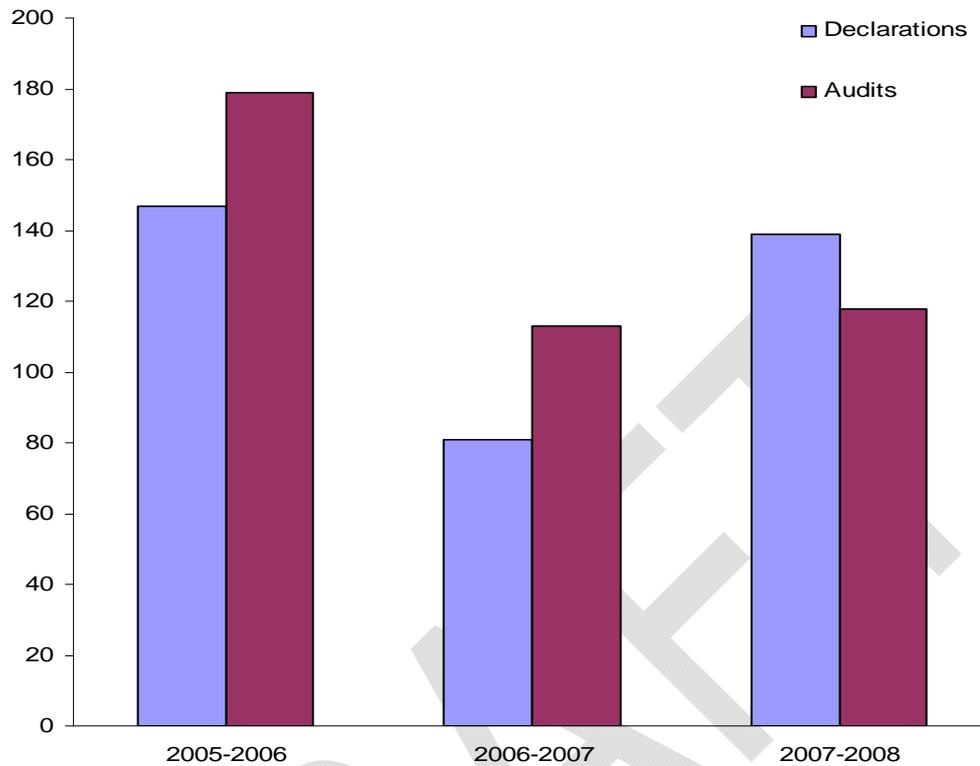
**Table 28 Total number of annual monitoring submissions**

Year	Number of submissions
2005-2006	326
2006-2007	194
2007-2008	257

**Table 29 Number of annual monitoring submissions – by type**

Type of submission	Number of submissions		
	2005-2006	2006-2007	2007-2008
Declarations	147 (45%)	81 (42%)	139 (54%)
Audits	179 (55%)	113 (58%)	118 (46%)

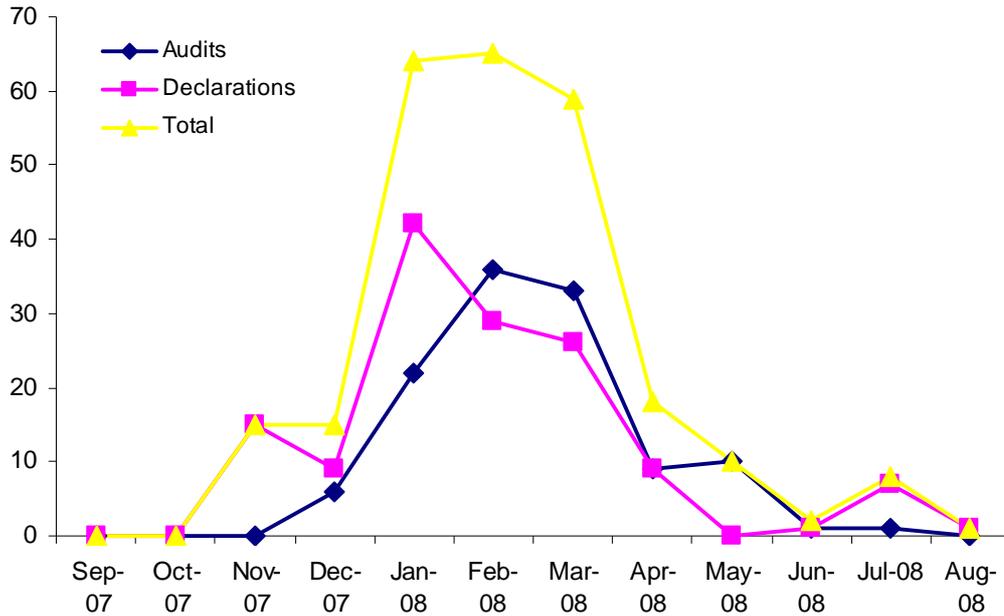
**Graph 35 Number of annual monitoring submissions in 2007-2008, compared to 2005-2006 and 2006-2007**



**Table 30 Number of audits and declarations received**

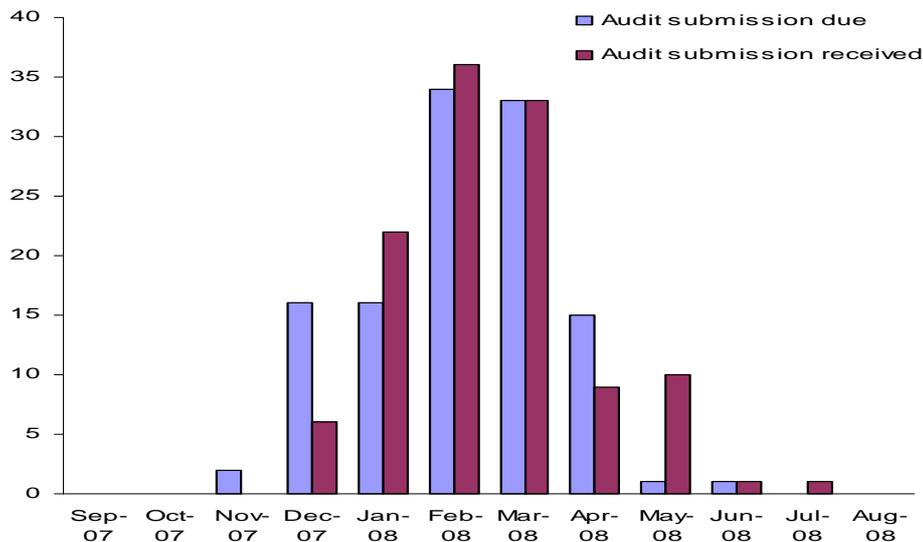
Month	Audits	Declarations	Total
September 2007	0	0	0
October 2007	0	0	0
November 2007	0	15	15
December 2007	6	9	15
January 2008	22	42	64
February 2008	36	29	65
March 2008	33	26	59
April 2008	9	9	18
May 2008	10	0	10
June 2008	1	1	2
July 2008	1	7	8
August 2008	0	1	1

**Graph 36 Number of audits and declarations received**



The largest numbers of submissions were received between January – March 2008. 73% of all submissions were received within this three-month period. Last year the busiest three months for receiving submissions were also January, February and March. 66% of all submissions were received within this three-month period in 2007. There is growing evidence to show that approximately two thirds of all our annual monitoring submissions are being received within just three months of each year. This represents a significant peak of activity and concentration of our resources.

**Graph 37 Number of audits due and received – by month**



Graph 37 shows the dates when audit submissions were due to be submitted, and the dates when they were actually received.

Similarly to last year, although education providers were required to complete the forms and submit them within 28 days of their own internal annual monitoring process, this did not always happen. There were a number of reasons for the variations between the audit submission deadlines and the dates when they were actually received. In most cases, education providers were simply late in making their submission; however in some cases, education providers submitted ahead of their due dates and in other cases the actual internal annual monitoring submission dates held by the HPC were incorrect.

The months when we received more submissions than expected were as follows.

- January 2008
- February 2008
- May 2008

The months when we received fewer submissions than expected were as follows.

- November 2007
- December 2007
- April 2008

Similarly to last year, this variation has affected the effectiveness of our annual monitoring assessment days. We organise annual monitoring assessment days based on when the audit submissions are due to be submitted, taking into account both the number and profession of the submissions due, as these factors determine the composition of Visitors needed for each day.

As this barrier to effectiveness was experienced last year, we amended our process this year to include a period in the planning stage whereby the internal annual monitoring submission dates were checked with education providers to avoid such variation. Although the variation was less apparent this year, compared to last year, we still need to monitor this area. Over the next year, we will not only check internal annual monitoring submission dates again with education providers, but we will also increase the number of reminders sent to education providers to help highlight any variation at the earliest opportunity.

### **Which professions were monitored?**

Similarly to last year, we considered more submissions from occupational therapist, physiotherapist and radiographer programmes than any other professions. This is to be expected as we have the largest number of approved programmes in these three professions.

Unlike the previous two years, we considered a relatively high number of submissions (12%) from supplementary prescribing programmes. This increase is a direct result of a peak of new supplementary prescribing programmes approved for the first time in the 2005-2006 academic year and thus being subject to annual monitoring for the first time this year. We anticipate this increase of supplementary prescribing annual monitoring submissions continuing next year, as the peak of new supplementary prescribing programmes being approved for the first time continued in the 2006-2007 academic year.

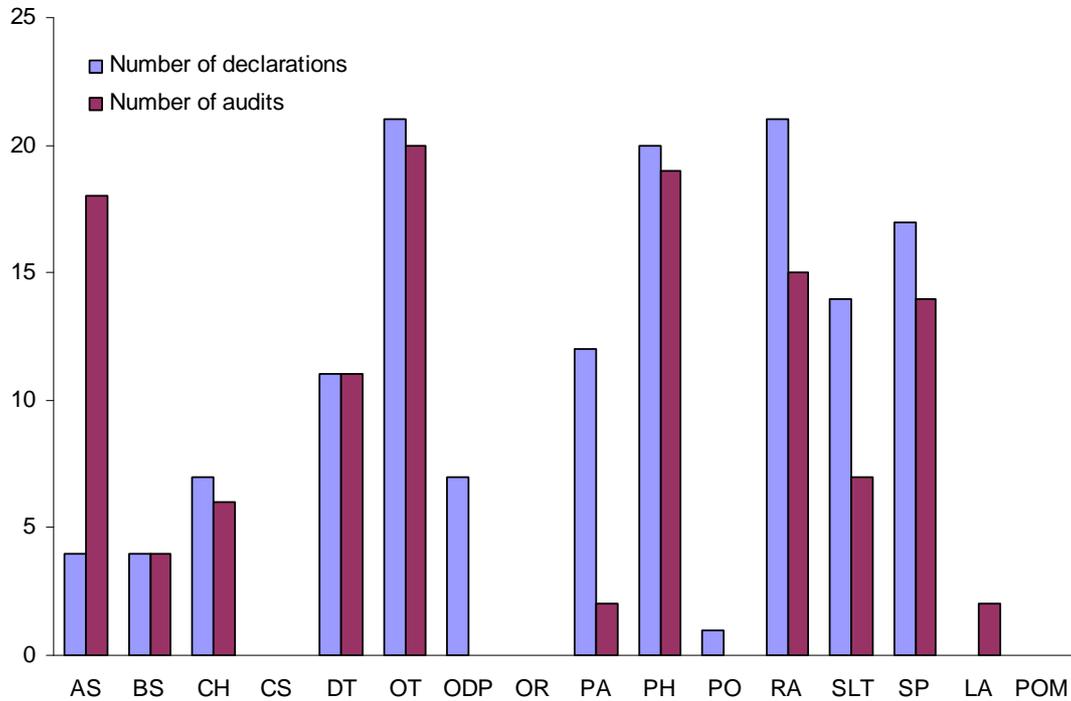
Similarly to last year, the number of biomedical scientist and operating department practitioner programmes subject to annual monitoring has remained relatively low (3%). This is a direct result of the number of approval visits to programmes in these professions in 2005-2006 and to a lesser extent, this year. We anticipate that there will be a noticeable increase in the number of operating department practitioner annual monitoring submissions next year, as the peak of visit activity related to this new profession dropped off significantly this year.

This year we did not consider any submissions from clinical scientist, orthoptist or prescription only medicine programmes. This is the second year that we have not considered any submissions from clinical scientist or prescription only medicine programmes.

**Table 31 Breakdown of annual monitoring submissions – by profession and entitlement**

Professions / entitlement	Number of declarations	Number of audits
AS	4	18
BS	4	4
CH	7	6
CS	0	0
DT	11	11
OT	21	20
ODP	7	0
OR	0	0
PA	12	2
PH	20	19
PO	1	0
RA	21	15
SLT	14	7
SP	17	14
LA	0	2
POM	0	0

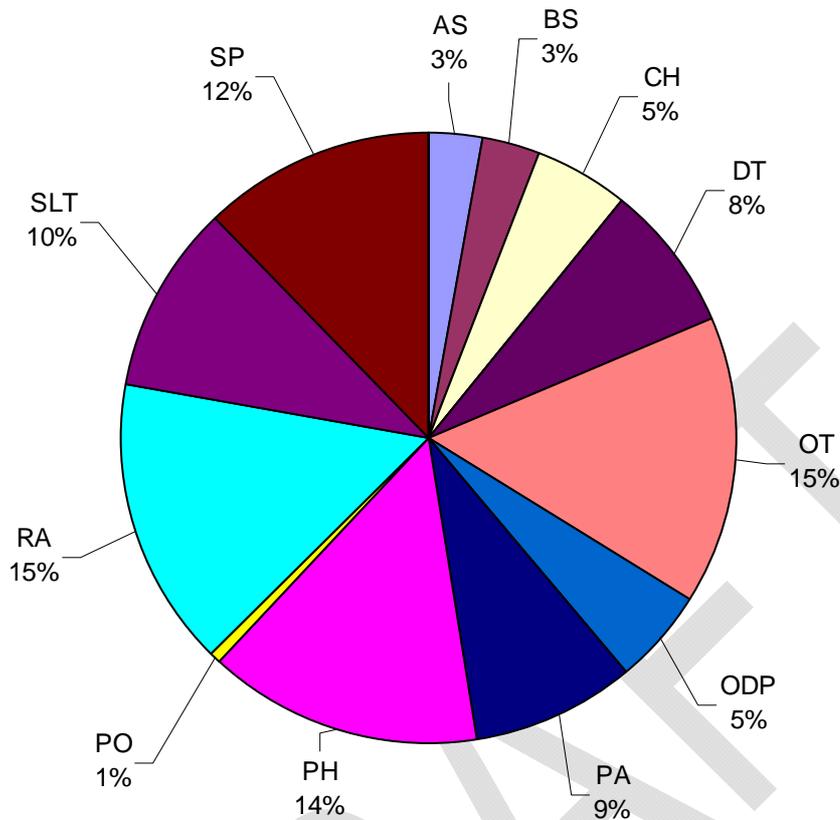
**Graph 38 Breakdown of annual monitoring submissions – by profession and entitlement**



**Who submitted a declaration and who submitted an audit?**

Similarly to last year, in an attempt to have an identical number of declaration and audit submissions each year, we divided our education providers into two groups. This year group A submitted a declaration audit and group B submitted an audit this year. Programmes were divided by education provider, rather than by profession.

**Graph 39 Breakdown of declarations by profession**

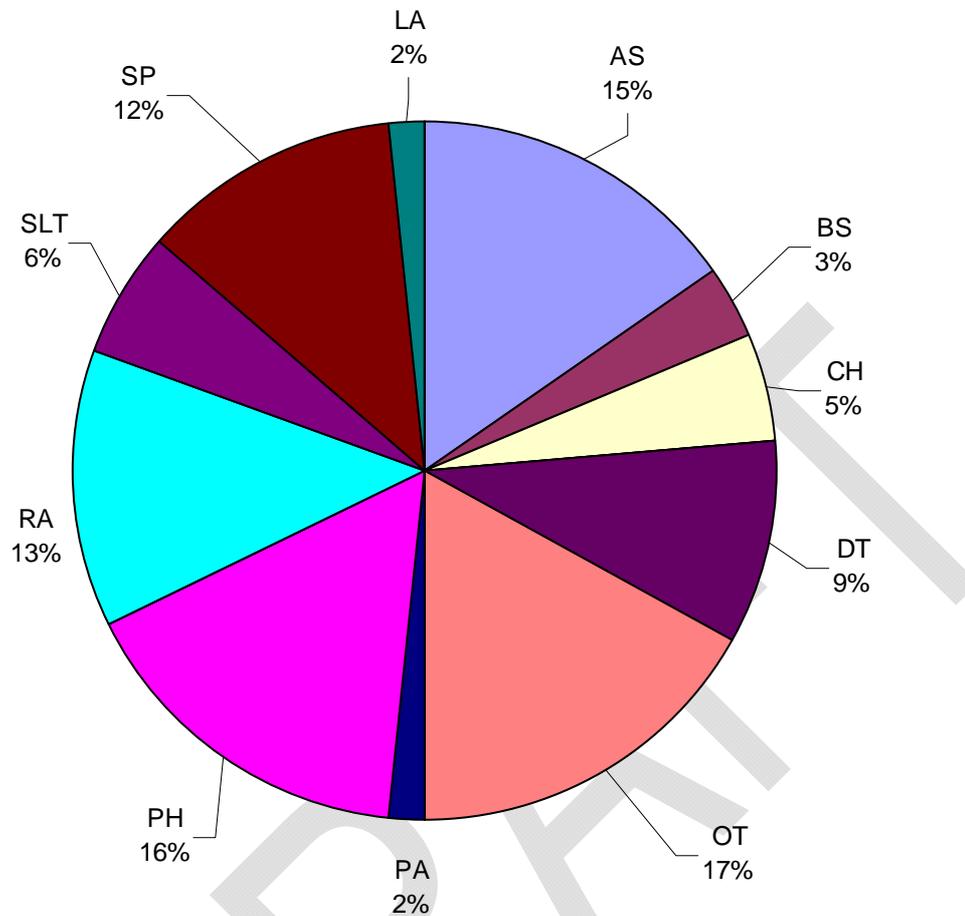


Similarly to last year, we considered more declarations from occupational therapist, physiotherapist and radiographer programmes than from any other profession this year. As explained before, this is to be expected as we have the largest number of approved programmes in these professions.

Similarly to the overall trend, we considered a relatively high number of declarations (12%) from supplementary prescribing programmes. This is to be expected as we have an increasing number of approved programmes for this entitlement.

Compared to last year, we considered a higher number of declarations from biomedical scientist, operating department practitioner and paramedic programmes. This was partly due to the lower number of visits undertaken for programmes in these professions this year and last year, and partly due to the way we have divided our education providers into two groups.

**Graph 40 Breakdown of audits by profession**



Similarly to last year, we considered more audits from occupational therapist, physiotherapist and radiographer programmes than from any other profession this year. Again, this is to be expected as we have the largest number of approved programmes in these professions.

Similarly to the overall trend, we considered a relatively high number of audits (12%) from supplementary prescribing programmes. This is to be expected as we have an increasing number of approved programmes for this entitlement.

Compared to last year, we considered a higher number of audits from arts therapist programmes. This was partly due to the lower number of visits undertaken for programmes in these professions this year and last year, and partly due to the way we have divided our education providers into two groups.

## Method of assessment

Annual monitoring audit submissions are normally considered by at least two Visitors, at assessment days or by postal correspondence.

**Table 32 Method of assessment**

Method of assessment	Number of audits
Assessment day	103
Postal	15

**Table 33 Method of assessment in 2007-2008, compared to 2006-2007**

Year	Method of assessment	
	Assessment day	Postal
2006-2007	100 (88%)	13 (12%)
2007-2008	103 (87%)	15 (13%)

This year, the majority (87%) of audit submissions were considered at assessment days. Across a two year period, the distribution between assessment methods is relatively consistent.

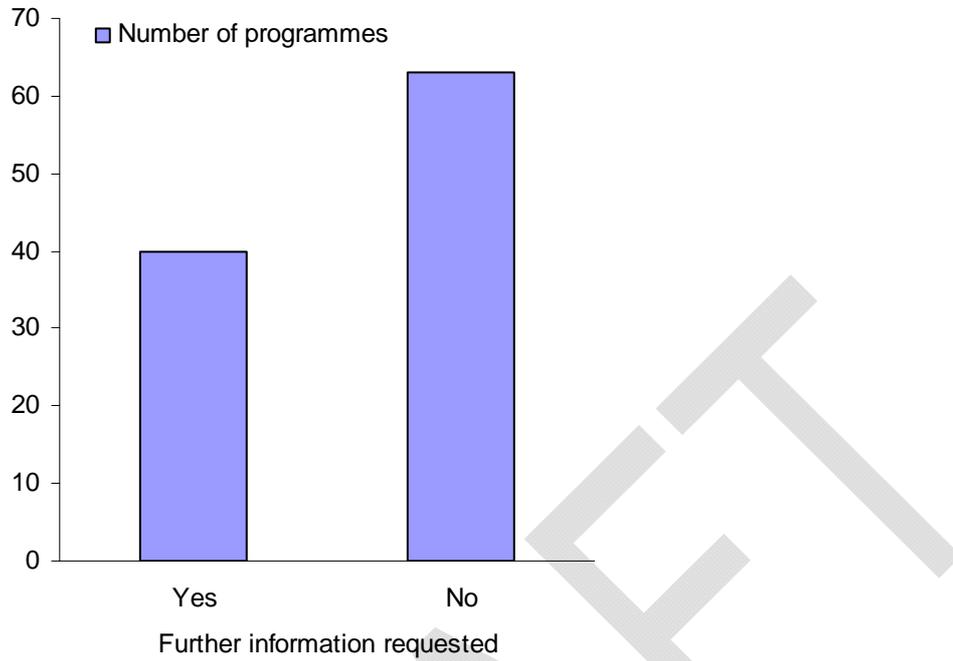
## Requests for further information

Visitors may need to ask for further documentation to help in their decision-making.

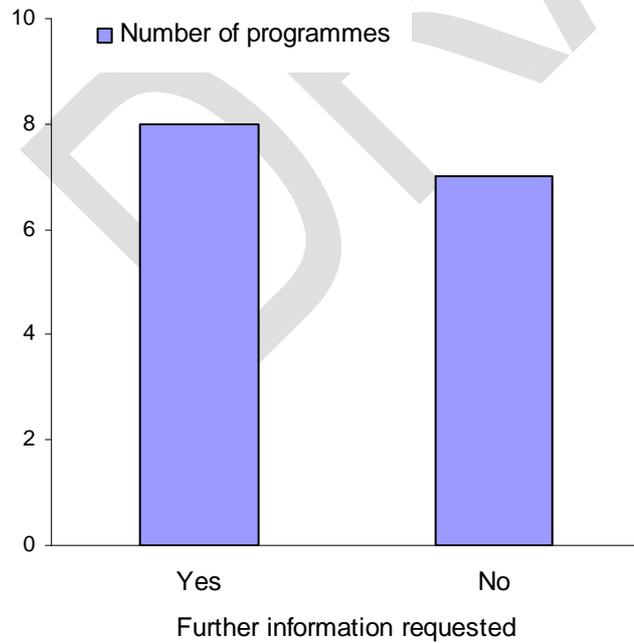
**Table 34 Requests for further information, by method of assessment**

Method of assessment	Further information was requested	
	Yes	No
Assessment day	40	63
Postal	8	7
Total	48	70

**Graph 41 Number of programmes considered by assessment day where further information was requested**



**Graph 42 Number of programmes considered by postal correspondence where further information was requested**



This year, 41% of all annual monitoring audit submissions required further information. There was a noticeable variation between the two assessment methods, with 38% of annual monitoring audit submissions considered at an assessment day requiring further information and 53% of annual monitoring audit submissions considered by postal correspondence requiring further information.

Last year, 29% of all annual monitoring audit submissions required further information. Although the overall percentage was lower last year, the variation between the two assessment methods was more severe. Last year, 20% of annual monitoring audit submissions considered at an assessment day required further information compared to 100% of annual monitoring audit submissions considered by postal correspondence requiring further information.

There is no clear reason for the variation in requests for further information both within and between the last two years. We will continue to monitor this area for any long term common trends.

### Summary of outcomes

A declaration form asks education providers to confirm the programme continues to meet our standards of education and training and upon completion that students will meet the standards of proficiency. Our Visitors do not assess declaration forms. They are forwarded to the Education and Training Committee for consideration.

Each audit submission is looked at by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that the programme:

- continues to meet the standards of education and training and the standards of proficiency; or
- has undergone a major change and the HPC should visit the programme in the next academic year.

**Table 35 Summary of outcomes**

Outcome	Number of programmes		
	2005-2006	2006-2007	2007-2008
Continues to meet the standards	172 (96%)	112 (99%)	114 (97%)
Requires an approval visit	7 (4%)	1 (1%)	3 (3%)
Pending	0 (0%)	0 (0%)	1 (1%)

*NB: One programme was unresolved as of 1 November 2008.*

This year, the majority of programmes (97%) continued to meet the standards of education and training and standards of proficiency. Three programmes were considered in need of an approval visit.

Across a three year period, there is an emerging trend that at least 95% of all programmes are likely to retain their open ended approval after successfully completing the annual monitoring process each year. Or, on the contrary, that approximately 5% of all programmes are likely to trigger an approval visit as a result of the annual monitoring process each year.

We will monitor the data in this area over the next few years to ensure that the annual monitoring process continues to offer a risk based approach to public protection. Our process seeks to follow a model of regulation that is robust, rigorous and effective without being over-burdensome for education providers.

### **How long does it take for us to consider a submission?**

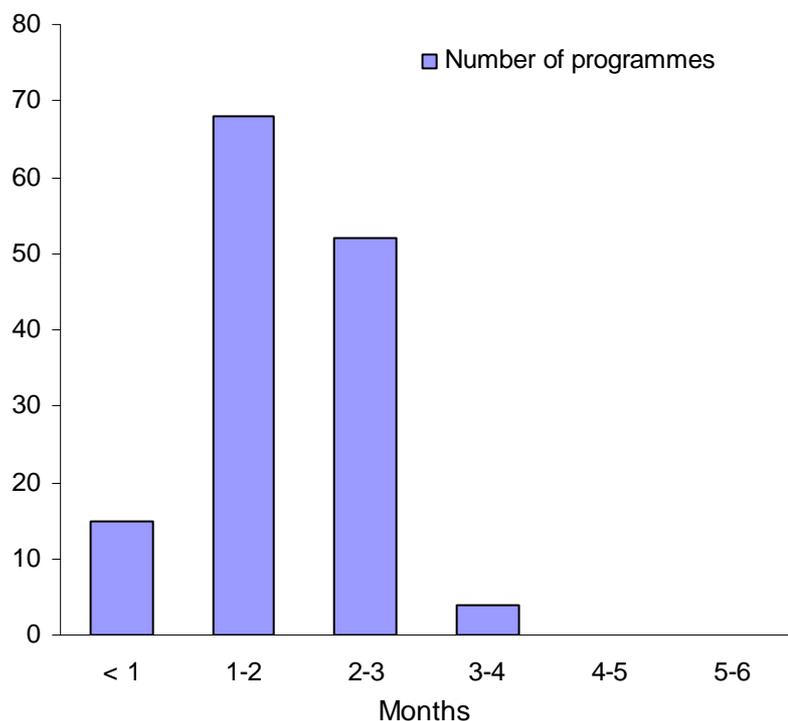
Declaration forms are forwarded directly to the next Education and Training Committee for consideration. We aim to process all annual monitoring declaration submissions in two months.

Audit submissions are considered either on an assessment days or by postal correspondence, prior to a recommendation being made to the Education and Training Committee. Our process allows us approximately three weeks between receipt of the audit submission and the date of the assessment day or posting of the submission. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for the next Education and Training Committee for consideration. Our process allows us at least two weeks between receipt of the Visitors report and the final decision being made by the Education and Training Committee. We aim to process all annual monitoring audit submissions in three months.

**Table 36 Number of months taken to consider declarations**

<b>Number of months between submission received and final decision on annual monitoring process</b>	<b>Number of programmes</b>
One month or less	15
1 - 2	68
2 - 3	52
3 - 4	4
4 - 5	0
5 - 6	0

**Graph 43 Number of months taken to consider declarations**



The majority of declarations (60%) took less than two months to consider. This means the majority of declarations were considered within our guidelines.

Approximately 37% of declarations were considered just outside our guidelines (i.e. between 2-3 months). This was mainly due to the timing of our Education and Training Committee meetings. We have ten meetings a year, and on the two occasions where there are no monthly meetings, any received declaration forms are automatically delayed by a month due to the meeting schedule.

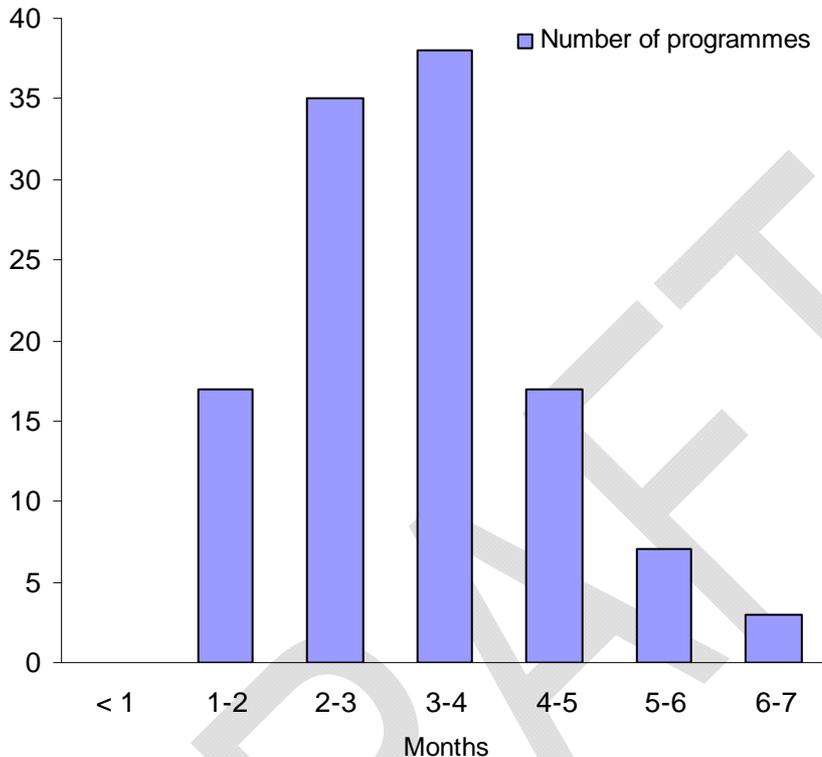
All declarations were considered within four months.

**Table 37 Number of months taken to consider audits**

Number of months between submission received and final decision on annual monitoring process	Number of programmes
One month or less	0
1 - 2	17
2 - 3	35
3 - 4	38
4 - 5	17
5 - 6	7
6 - 7	3

NB: One programme was unresolved as of 1 November 2008.

**Graph 44 Number of months taken to consider audits**



The majority of audits (76%) took four months or less to consider. Unfortunately, only 44% of audits were considered within our guidelines of three months.

56% of audits were considered outside of our guidelines of three months; 32% were considered just outside our guidelines (i.e. between 3-4 months), however 24% were noticeably outside of our guidelines (i.e. between 4-7 months). There was a noticeable variation between the two assessment methods, with just 17% of annual monitoring audit submissions considered at an assessment day taking longer than three months compared to 73% of annual monitoring audit submissions considered by postal correspondence taking longer than three months.

There were a number of possible reasons for annual monitoring audit submissions taking longer than the guidelines of three months. Any request for further information automatically lengthens the overall timescales of the process by approximately four weeks, as both the education provider and Visitors are given two weeks to address the requests. In addition, there were administrative delays on both sides. In some cases, we failed to appoint Visitors (without a significant connection) to submissions in a timely manner

delaying the initial scrutiny; whilst in other cases we struggled to effectively monitor submissions or further information requests with Visitors by correspondence. Equally, there were cases where education providers were late in responding to requests for further information and cases where they failed to provide a sufficient response to requests for further information at the first attempt.

We will work hard with education providers and Visitors over the next year to reduce the time taken to consider annual monitoring audit submissions. We will fine tune our process and resource allocation to address the areas at risk. We will update the 'Annual monitoring process – Supplementary information for education providers' publication, so that the information and requirements of our process remain robust, flexible and evidence based. We will continue to monitor this area for any long term common trends and assess the feasibility of the current guidelines of two and three months.

DRAFT

## Major change

### Number of major change submissions

This year we received 77 major change submissions. This year also saw the introduction of a new version of the major change process on 1 March 2008. As a result of this, much of the data under review has been divided between the previous version of the process (audits received before 1 March 2008) and the newer version of the process (audits received from 1 March 2008 onwards).

This year we received 37 submissions before 1 March 2008 and 40 submissions after 1 March 2008. Two submissions received after 1 March 2008 were later withdrawn by the education provider. If education providers decide not to change a programme following a submission to us, this can be done at any time as long as confirmation of the intention to leave the programme unchanged is received in writing.

**Table 38 Number of major change submissions received - per month**

Month	Number of Submissions
September 07	8
October 07	6
November 07	3
December 07	2
January 08	9
February 08	9
March 08	4
April 08	5
May 08	6
June 08	11
July 08	7
August 08	7

### When were the major change submissions received?

There were three peaks for major change submissions being received this year. Last year there were only two peaks. The peaks this year fell in September 2007, January to February 2008 and May to August 2008. Again the first peak reflects changes made to programmes following the commencement of the academic year. The second peak appears to indicate a number of major changes being submitted in preparation for the following academic year in order to allow time for approval visits to take place. This peak was not a feature last year and shows an increased understanding from education providers of the time it takes to process changes. It may also be possible that programmes running with January start dates are also submitting major changes to us at this time, similarly to the September peak. The third

peak reflects the changes that education providers plan to make as the academic year comes to a close in preparation for the following year.

### Number of programmes considered

An education provider's submission can affect more than one programme. Our major change process allows us to consider multi-professional changes and multi-programme changes in one major change submission.

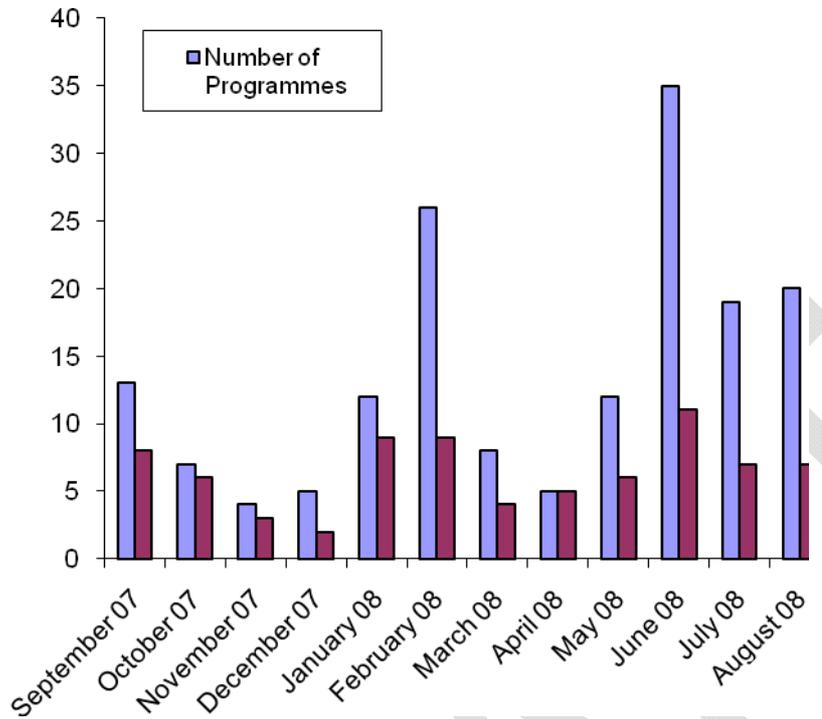
This year, the 77 major change submissions considered 166 programmes. 14 programmes were withdrawn from the process by education providers. In some cases this led to the whole submission being withdrawn, but in other cases just one or two programmes from a group were withdrawn from the process by the education provider.

67 programmes were submitted to us before 1 March 2008 and two were later withdrawn by the education provider. 99 programmes were submitted to us following 1 March 2008 and 12 were later withdrawn.

**Table 39 Number of programmes considered - per month**

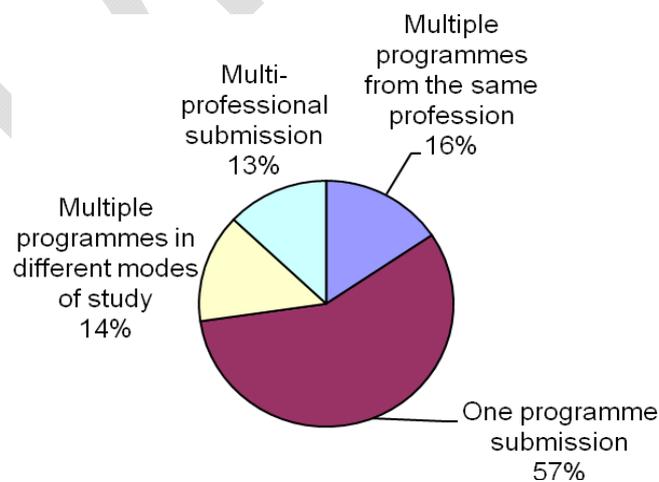
Month	Number of Programmes
September 07	13
October 07	7
November 07	4
December 07	5
January 08	12
February 08	26
March 08	8
April 08	5
May 08	12
June 08	35
July 08	19
August 08	20

**Graph 45 Number of major change submissions received compared to the number of programmes considered - by month**



Considering the number of programmes and submissions together it is clear that education providers are submitting notification of changes to us in groups of programmes affected by the same change or same validation cycle. This allows us to review changes contextually and to determine whether or not changes impact upon individual programmes differently.

**Graph 46 Types of submission**



Similarly to last year, the majority of submissions continue to be in relation to one programme, however this number is somewhat reduced compared to previous years. Multiple programme submissions of all three varieties have seen an increase since last year.

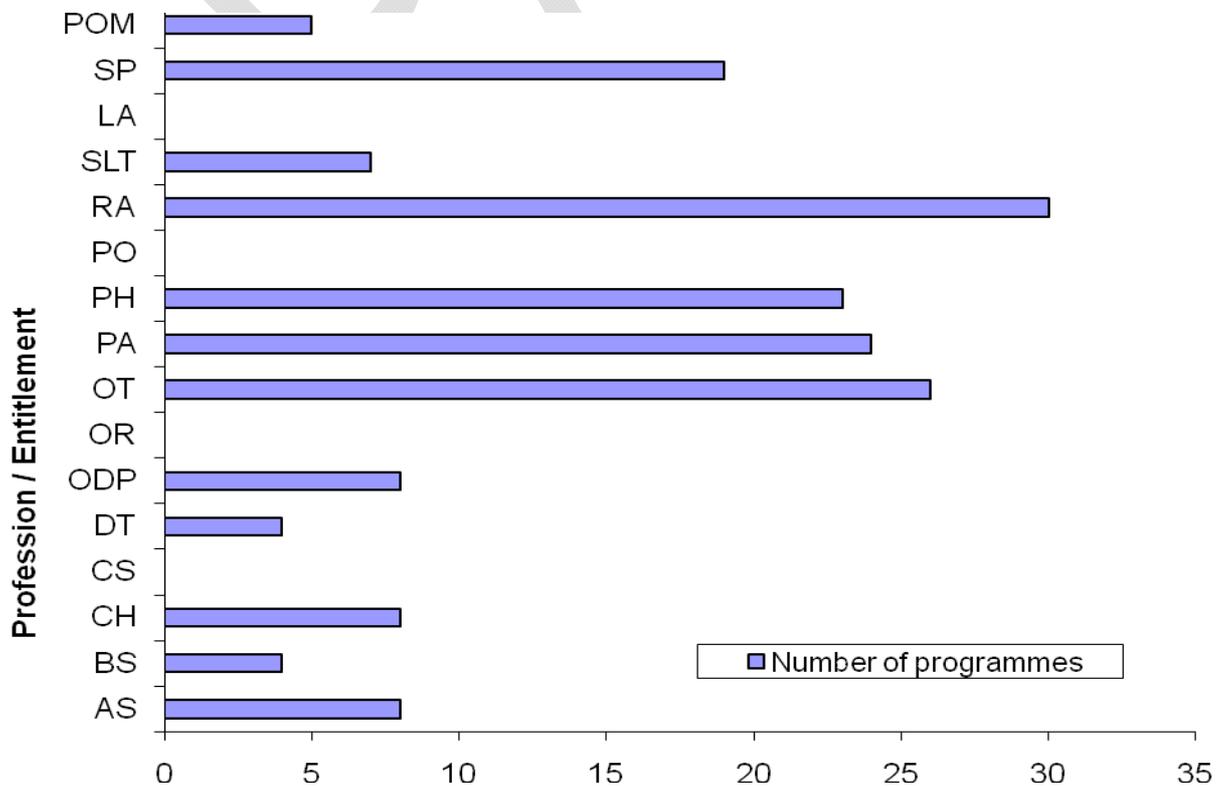
### Which professions submitted major changes?

We considered more major changes from supplementary prescribing, radiography, physiotherapy, paramedic and occupational therapy programmes than any others this year. Overall, this pattern is to be expected as we have the largest number of approved programmes for each of these professions / entitlements.

In particular, the high number of changes from supplementary prescribing can also be attributed to curriculum changes occurring in nursing, requiring specific changes to assessment regulations for these programmes.

The relatively high number of prescription only medicine major changes comes as a result of an Education and Training Committee decision to allow this type of programme to be approved via a major change type submission as long as the constituent modules were part of an already approved pre-registration podiatry programme.

**Graph 47 Breakdown of major change submissions - by profession and entitlement**



This year there were no major change submissions for clinical science, orthoptics, prosthetics and orthotics and local anaesthesia.

We have no expectation that programmes must make major changes to their programmes.

### **Summary of outcomes**

The major change process asks education providers to tell us about any changes to their programmes, whether proposed or retrospective.

This year, there are two versions of the process to report on.

The first version of the process relates to submissions received before 1 March 2008. In this process all submissions are reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that the programme:

- has undergone a minor change and continues to meet the standards of education and training (and upon successful completion, students continue to meet the standards of proficiency);
- has undergone a major change, but continues to meet the standards of education and training, so no approval visit is required (and upon successful completion, students continue to meet the standards of proficiency); or
- has undergone a major change and an approval visit is required.

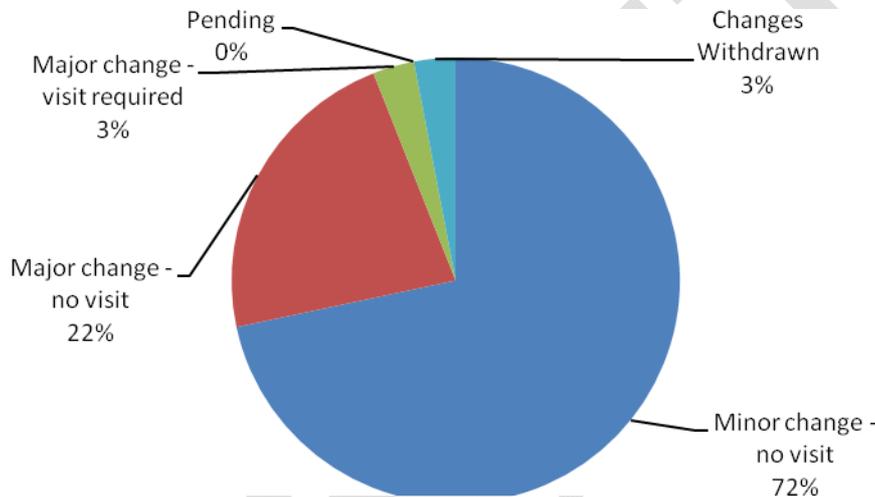
The second version of the process relates to submissions received after 1 March 2008. In this process all submissions are initially reviewed by an Education Executive who makes a decision about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Executive chooses the approval process or annual monitoring process, the education provider is informed and further arrangements are made to arrange a visit or receive an audit submission at the appropriate time. If the Education Executive chooses the major change process the submission is reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that there is:

- sufficient evidence to demonstrate that the standards of education and training continue to be met; or
- insufficient evidence to demonstrate that the standards of education and training continue to be met and therefore a visit is required to gather more evidence.

**Table 40 Breakdown of major change submissions received before 1 March 2008 - by outcome**

Outcome	Number of programmes
Minor change - no visit	48
Major change - no visit	15
Major change - visit required	2
Pending	0
Changes Withdrawn	2

**Graph 48 Breakdown of major change submissions received before 1 March 2008 - by outcome**



The majority of submissions (72%) received prior to 1 March 2008 resulted in an outcome of “Minor change”. The next highest category was “Major change – no visit” with 22% of programmes reaching that outcome. Only 3% of programmes subject to change reached an outcome requiring a visit. One of the reasons for the revision of the major change process was to reduce the number of programmes reviewed by Visitors that would reach the “Minor change” outcome to increase the capacity of the Visitors to process other pieces of work and also to reduce costs associated with major change.

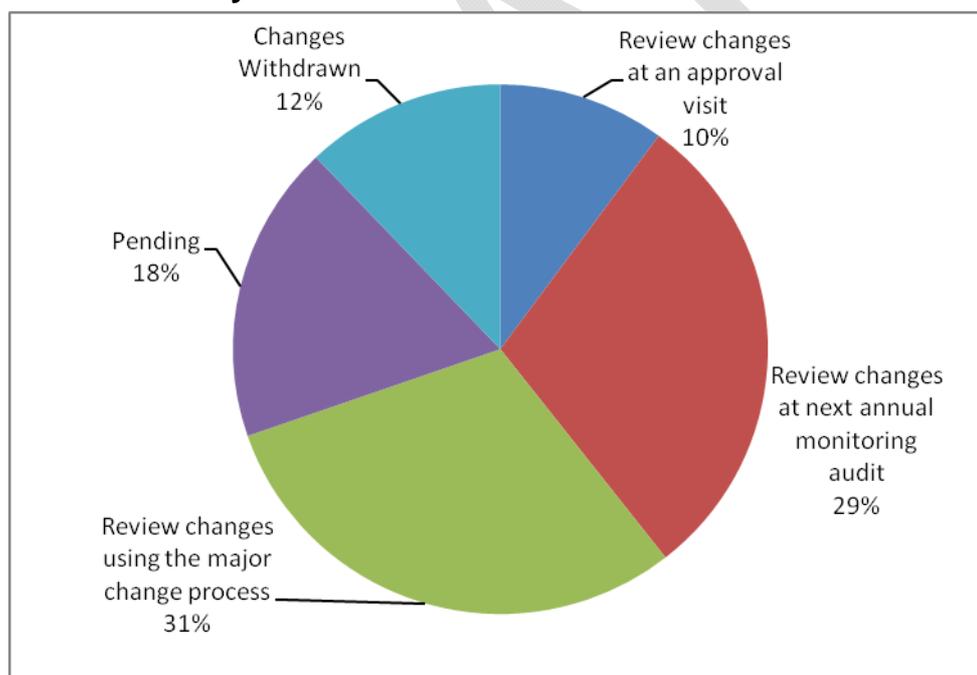
**Table 41 Breakdown of major change submissions received after 1 March 2008 - by outcome and Education Executive decision**

Outcome	Number of programmes
Review changes at an approval visit	13
Review changes at next annual monitoring audit	27
Review changes using the major change process	30
Pending	17
Changes Withdrawn	12

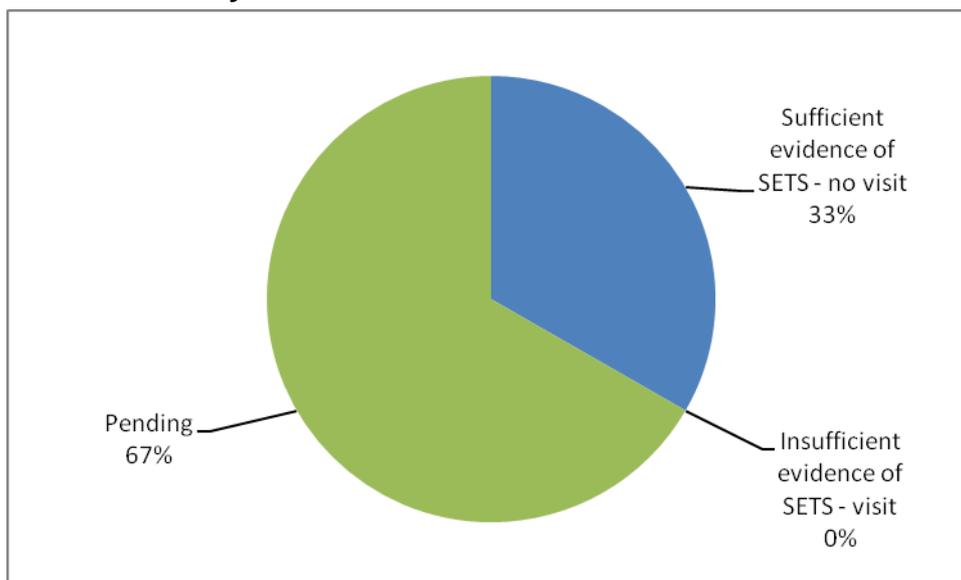
**Table 42 Breakdown of major change submissions received after 1 March 2008 - by outcome and Visitor decision**

Outcome	Number of programmes
Sufficient evidence of SETS - no visit	10
Insufficient evidence of SETS - visit	0
Pending	20

**Graph 49 Breakdown of major change submissions received after 1 March 2008 - by outcome and Education Executive decision**



**Graph 50 Breakdown of major change submissions received after 1 March 2008 - by outcome and Visitor decision**



The introduction of the revised major change process on 1 March 2008 saw a change to the way in which changes were processed. The revisions saw an increased role for the Education Executive to channel changes into the most appropriate approval or monitoring process at an earlier stage. The result was that only 31% of programme changes were considered via the major change process. Instead, 10% of changes were directed straight to the approval process and 29% were directed to the annual monitoring process in which the next audit would consider the changes to the programme cumulatively. Unfortunately, 18% of submissions were pending. More analysis of the pending submissions will appear later in this section of the report.

Similarly, for Visitor decision making a high number of submissions (20) were pending as of 31 August 2008. More detailed analysis in relation to the duration of major change decision making will take place later in this section of the report. 33% of programmes reviewed by Visitors reached an outcome of continued approval following submission of sufficient documentary evidence and as of 31 August 2008 no visits have been required as a result of Visitor decision making.

## List of outcomes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
06 September	Birmingham City University	BSc (Hons) Diagnostic Radiography	Full Time	Major Change - Continues to meet SETs - No Visit
06 September	Birmingham City University	BSc (Hons) Diagnostic Radiography	Part Time	Major Change - Continues to meet SETs - No Visit
06 September	Birmingham City University	BSc (Hons) Radiotherapy	Full Time	Major Change - Continues to meet SETs - No Visit
06 September	Birmingham City University	BSc (Hons) Radiotherapy	Part Time	Major Change - Continues to meet SETs - No Visit
07 September	University of Essex	BSc (Hons) Medical Imaging (Diagnostic Radiography)	Full Time	Major Change - Continues to meet SETs - No Visit
13 September	University of Huddersfield	Clinical Pharmacology for Podiatrists	Part Time	Major Change - Continues to meet SETs - No Visit
13 September	Birmingham City University	DipHE Operating Department Practice	Full Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
14 September	University Campus Suffolk (formerly Suffolk College)	BSc (Hons) Diagnostic Radiography	Full Time	Minor Change - Continues to meet SETs - No Visit
14 September	University Campus Suffolk (formerly Suffolk College)	BSc (Hons) Oncology and Radiotherapy Technology	Full Time	Minor Change - Continues to meet SETs - No Visit
19 September	Coventry University	Certificate in Non-Medical Prescribing (M Level)	Part Time	Minor Change - Continues to meet SETs - No Visit
19 September	University of Salford	BSc (Hons) Podiatry	Full Time	Minor Change - Continues to meet SETs - No Visit
19 September	University of Salford	BSc (Hons) Podiatry	Part Time	Minor Change - Continues to meet SETs - No Visit
24 September	University of Brighton	Clinical Pharmacology	Part Time	Major Change - Continues to meet SETs - No Visit
11 October	De Montfort University	Prescribing for Health Care Professionals (Level 3)	Part Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
11 October	De Montfort University	Prescribing for Health Care Professionals (M Level)	Part Time	Minor Change - Continues to meet SETs - No Visit
12 October	University of Worcester	FD in Pre Hospital Unscheduled and Emergency Care	Full Time	Minor Change - Continues to meet SETs - No Visit
15 October	Teesside University	BSc (Hons) Physiotherapy	Full Time	Minor Change - Continues to meet SETs - No Visit
24 October	Institute of Arts in Therapy and Education	MA Integrative Arts Psychotherapy	Part Time	Major Change - Continues to meet SETs - No Visit
25 October	University of Sheffield	B.Med Sci (Hons) Speech	Full Time	Minor Change - Continues to meet SETs - No Visit
29 October	Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	Full Time	Major Change - Continues to meet SETs - No Visit
06 November	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
23 November	University of Lincoln	BSc (Hons) Applied Biomedical Science	Part Time	Major Change - Continues to meet SETs - No Visit
23 November	University of Lincoln	BSc (Hons) Applied Biomedical Science	Full Time	Major Change - Continues to meet SETs - No Visit
29 November	University of Salford	Prescription only Medicine for Podiatrists	Part Time	Minor Change - Continues to meet SETs - No Visit
07 December	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Full Time	Minor Change - Continues to meet SETs - No Visit
07 December	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Part Time	Minor Change - Continues to meet SETs - No Visit
19 December	University of Wales Institute, Cardiff	BSc (Hons) Human Nutrition and Dietetics	Full Time	Minor Change - Continues to meet SETs - No Visit
19 December	University of Wales Institute, Cardiff	MSc Dietetics	Full Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
19 December	University of Wales Institute, Cardiff	Pg Dip Dietetics	Full Time	Minor Change - Continues to meet SETs - No Visit
03 January	University of Essex	Preparation of Pharmacists and Allied Health Professionals to become Supplementary Prescribers	Part Time	Minor Change - Continues to meet SETs - No Visit
03 January	University of Essex	Practice Certificate in Supplementary Prescribing for Allied Health Professionals	Part Time	Minor Change - Continues to meet SETs - No Visit
07 January	University of Wales Institute, Cardiff	BSc (Hons) Podiatry	Full Time	Minor Change - Continues to meet SETs - No Visit
09 January	Anglia Ruskin University	Advanced Non-Medical Prescribing (level 4)	Part Time	Minor Change - Continues to meet SETs - No Visit
09 January	Anglia Ruskin University	Non-Medical Prescribing (level 3)	Part Time	Minor Change - Continues to meet SETs - No Visit
09 January	University of Plymouth	Supplementary Prescribing	Part Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
15 January	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work Based learning	Minor Change - Continues to meet SETs - No Visit
21 January	University of Wales Institute, Cardiff	Pharmacology (PR)	Part Time	Major Change - Continues to meet SETs - No Visit
25 January	University of Central Lancashire	Advanced Certificate Non Medical Prescribing	Part Time	Minor Change - Continues to meet SETs - No Visit
31 January	Sheffield Hallam University	Diploma of Higher Education Paramedic Practice	Full Time	Major Change - Continues to meet SETs - No Visit
31 January	University of the West of England, Bristol	Graduate Diploma Diagnostic Imaging	Full Time	Minor Change - Continues to meet SETs - No Visit
31 January	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Part Time	Minor Change - Continues to meet SETs - No Visit
01 February	Manchester Metropolitan University	Non-Medical Prescribing	Part Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
01 February	University of Portsmouth	FdSc Paramedic Science	Part Time	Minor Change - Continues to meet SETs - No Visit
06 February	University of the West of England, Bristol	Prescribing Principles (M Level)	Part Time	Major Change - Continues to meet SETs - No Visit
06 February	University of the West of England, Bristol	Prescribing Principles (Level 3)	Part Time	Major Change - Continues to meet SETs - No Visit
07 February	De Montfort University	BSc (Hons) Human Communication - Speech and Language Therapy	Part Time	Minor Change - Continues to meet SETs - No Visit
07 February	De Montfort University	BSc (Hons) Human Communication - Speech and Language Therapy	Full Time	Minor Change - Continues to meet SETs - No Visit
08 February	University of Portsmouth	BSc (Hons) Diagnostic Radiography	Full Time	Minor Change - Continues to meet SETs - No Visit
08 February	University of Portsmouth	BSc (Hons) Therapeutic Radiography	Full Time	Minor Change - Continues to meet SETs - No Visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
20 February	University of Huddersfield	BSc (Hons) Podiatry	Full Time	Minor Change - Continues to meet SETs - No Visit
20 February	University of Huddersfield	BSc (Hons) Podiatry	Part Time	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	Dip HE Paramedic Emergency Care	Mixed Mode	Changes Withdrawn by education provider
25 February	Oxford Brookes University	Dip HE Paramedic Emergency Care	Part Time	Changes Withdrawn by education provider
25 February	Oxford Brookes University	BSc (Hons) Occupational Therapy	Full Time	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	BSc (Hons) Occupational Therapy	Part Time	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	BSc (Hons) Physiotherapy	Full Time	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	BSc (Hons) Paramedic Emergency Care	Part Time	Minor Change - Continues to meet SETs - No

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				Visit
25 February	Oxford Brookes University	BSc Paramedic Emergency Care	Part Time	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	BSc (Hons) Paramedic Emergency Care	Mixed Mode	Minor Change - Continues to meet SETs - No Visit
25 February	Oxford Brookes University	BSc Paramedic Emergency Care	Mixed Mode	Minor Change - Continues to meet SETs - No Visit
26 February	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Full Time	Minor Change - Continues to meet SETs - No Visit
26 February	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Part Time	Minor Change - Continues to meet SETs - No Visit
26 February	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Part Time	Minor Change - Continues to meet SETs - No Visit
26 February	University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	Minor Change - Continues to meet SETs - No

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				Visit
26 February	University of the West of England, Bristol	Graduate Diploma Physiotherapy	Full Time	Minor Change - Continues to meet SETs - No Visit
27 February	University of Salford	BSc (Hons) Physiotherapy	Full Time	Major Change - No longer meets SETs - Visit Req'd
27 February	University of Salford	BSc (Hons) Physiotherapy	Part Time	Major Change - No longer meets SETs - Visit Req'd
11 March	Staffordshire University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
11 March	Staffordshire University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Mixed Mode	Sufficient evidence of SETs - No visit
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Part Time	Sufficient evidence of SETs - No visit
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Full Time	Sufficient evidence of SETs - No

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				visit
26 March	Teesside University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
27 March	University of East Anglia	MSc Physiotherapy	Full Time	Use Annual Monitoring process to review changes
27 March	University of East Anglia	MSc Occupational Therapy (Pre-registration)	Full Time	Use Annual Monitoring process to review changes
07 April	University of Plymouth	BSc (Hons) Dietetics	Full Time	Pending Visitor Decision
14 April	The Robert Gordon University	MSc Physiotherapy (Pre-registration)	Full Time	Use Annual Monitoring process to review changes
15 April	University of Cumbria (formerly St Martin's College)	MSc Occupational Therapy (Accelerated route)	Full Time	Use Annual Monitoring process to review changes
25 April	Medway School of Pharmacy	Postgraduate Certificate in Supplementary Prescribing	Distance Learning	Use Annual Monitoring process to review changes
28 April	New College Durham	BSc (Hons) Podiatry	Full Time	Use Annual Monitoring process to review

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				changes
06 May	London Metropolitan University	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
07 May	University of Southampton	BSc (Hons) Physiotherapy	Part Time	Changes Withdrawn by education provider
07 May	University of Southampton	BSc (Hons) Occupational Therapy	Full Time	Changes Withdrawn by education provider
07 May	University of Southampton	BSc (Hons) Occupational Therapy	Part Time	Changes Withdrawn by education provider
07 May	University of Southampton	MSc Physiotherapy (Pre-registration)	Full Time	Pending Visitor Decision
07 May	University of Southampton	BSc (Hons) Podiatry	Full Time	Pending Visitor Decision
07 May	University of Southampton	BSc (Hons) Physiotherapy	Full Time	Pending Visitor Decision
09 May	University of Hertfordshire	MA Art Therapy	Full Time	Use Annual Monitoring process to review changes
09 May	University of Hertfordshire	MA Art Therapy	Part Time	Use Annual Monitoring process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
13 May	University of Cumbria (formerly St Martin's College)	BSc (Hons) Diagnostic Radiography	Full Time	Use Approval process to review changes
20 May	University of the West of Scotland (formerly University of Paisley)	BSc (Hons) Applied Biomedical Sciences	Full Time	Use Annual Monitoring process to review changes
21 May	University of Huddersfield	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
02 June	Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	Sufficient evidence of SETs - No visit
03 June	University of Strathclyde	BSc (Hons) Speech and Language Pathology	Full Time	Pending Visitor Decision
03 June	University of the West of Scotland (formerly University of Paisley)	BSc (Hons) Applied Biomedical Sciences	Full Time	Pending Visitor Decision
04 June	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Pending Visitor Decision
05 June	Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	Use Annual Monitoring process to review changes
17 June	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
17 June	Birmingham City University	Non-medical Prescribing for Allied Health	Full Time	Sufficient evidence of SETs - No

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
		Professionals		visit
18 June	Sheffield Hallam University	BSc (Hons) Diagnostic Radiography	Part Time	Changes Withdrawn by education provider
18 June	University of the West of England, Bristol	MA Music Therapy	Part Time	Sufficient evidence of SETs - No visit
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work Based learning	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	Supplementary Prescribing	Part Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Diagnostic Radiography	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	MSc Occupational Therapy (Pre-registration)	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Part Time	Use Annual Monitoring

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	Diploma of Higher Education Paramedic Practice	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	Pg Dip Radiotherapy and Oncology in Practice	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Full Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Part Time	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Work Based learning	Use Annual Monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	Use Annual Monitoring process to review

Date Notification Received	Education Provider	Programme Name	Mode	Outcome at 31 August 2008
				changes
24 June	Teesside University	BSc (Hons) Diagnostic Radiography	Full Time	Use Approval process to review changes
24 June	Teesside University	Pg Dip Diagnostic Radiography (Pre-registration)	Full Time	Use Approval process to review changes
24 June	Teesside University	MSc Diagnostic Radiography (Pre-registration)	Full Time	Use Approval process to review changes
24 June	Teesside University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
24 June	Teesside University	MSc Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
24 June	Teesside University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
24 June	Teesside University	Pg Dip Occupational Therapy (Pre-registration)	Full Time	Use Approval process to review changes
24 June	Teesside University	MSc Occupational Therapy (Pre-registration)	Full Time	Use Approval process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
24 June	Teesside University	Pg Dip Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
25 June	Liverpool John Moores University	Foundation Degree Sciences Paramedic Studies	Full Time	Changes Withdrawn by education provider
25 June	Liverpool John Moores University	Foundation Degree Sciences Paramedic Studies	Part Time	Changes Withdrawn by education provider
26 June	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Full Time	Changes Withdrawn by education provider
26 June	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Part Time	Changes Withdrawn by education provider
01 July	University of Southampton	Access and Supply Pharmacology (A and S POMs)	Part Time	Pending Visitor Decision
03 July	Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Use Annual Monitoring process to review changes
04 July	Royal Welsh College of Music and Drama	MA Music Therapy	Full Time	Use Annual Monitoring process to review changes
04 July	Royal Welsh College of Music and Drama	MA Music Therapy	Part Time	Use Annual Monitoring process to

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				review changes
08 July	Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Physiotherapy	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Diagnostic Imaging Science	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Radiation Oncology Science	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	MSc Rehabilitation Science	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Psychology	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Sociology	Full Time	Pending EO Decision
08 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Health Ergonomics	Full Time	Pending EO Decision
09 July	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical	Part Time	Pending Visitor Decision

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
		Imaging Practice		
17 July	City University	BSc (Hons) Radiography (Radiotherapy and Oncology)	Full Time	Changes Withdrawn by education provider
17 July	City University	BSc (Hons) Radiography (Radiotherapy and Oncology) incorporating bridging course	Part Time	Pending Visitor Decision
23 July	Glyndwr University (formerly North East Wales Institute of Higher Education)	Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6)	Part Time	Changes Withdrawn by education provider
23 July	Glyndwr University (formerly North East Wales Institute of Higher Education)	BSc (Hons) Occupational Therapy	Part Time	Pending EO Decision
04 August	Canterbury Christ Church University	BSc (Hons) Diagnostic Radiography	Full Time	Pending EO Decision
04 August	Canterbury Christ Church University	DipHE Operating Department Practice	Full Time	Pending EO Decision
04 August	Canterbury Christ Church University	BSc (Hons) Occupational Therapy	Full Time	Pending EO Decision
04 August	University of Exeter	BSc (Hons) Medical Imaging (Diagnostic Radiography)	Full Time	Use Annual Monitoring process to review

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
				changes
05 August	The University of Northampton	Diploma of Higher Education in Paramedic Science	Full Time	Pending EO Decision
07 August	Oxford Brookes University	Dip HE Operating Department Practice	Part Time	Pending Visitor Decision
07 August	Oxford Brookes University	Dip HE Operating Department Practice	Full Time	Pending Visitor Decision
07 August	Oxford Brookes University	BSc (Hons) Occupational Therapy	Full Time	Pending Visitor Decision
07 August	Oxford Brookes University	BSc (Hons) Occupational Therapy	Part Time	Pending Visitor Decision
07 August	Oxford Brookes University	BSc (Hons) Physiotherapy	Full Time	Pending Visitor Decision
07 August	Oxford Brookes University	FD Paramedic Emergency Care	Mixed Mode	Pending Visitor Decision
07 August	Oxford Brookes University	FD Paramedic Emergency Care	Part Time	Pending Visitor Decision
07 August	Oxford Brookes University	FD Paramedic Emergency Care	Full Time	Pending Visitor Decision
08 August	Royal Welsh College of Music and Drama	MA Music Therapy	Full Time	Changes Withdrawn by education provider
08 August	Royal Welsh College of Music and Drama	MA Music Therapy	Part Time	Changes Withdrawn by education provider

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Outcome at 31 August 2008</b>
12 August	Queen Margaret University	BSc (Hons) Speech and Language Therapy	Full Time	Pending Visitor Decision
12 August	Queen Margaret University	Graduate Diploma Speech and Language Therapy	Full Time	Pending Visitor Decision
14 August	Queen Margaret University	Graduate Diploma Speech and Language Therapy	Full Time	Pending EO Decision
26 August	The Open University	Foundation Degree in Paramedic Science	Part Time	Pending EO Decision
26 August	The Open University	Diploma in Higher Education in Paramedic Sciences	Part Time	Pending EO Decision

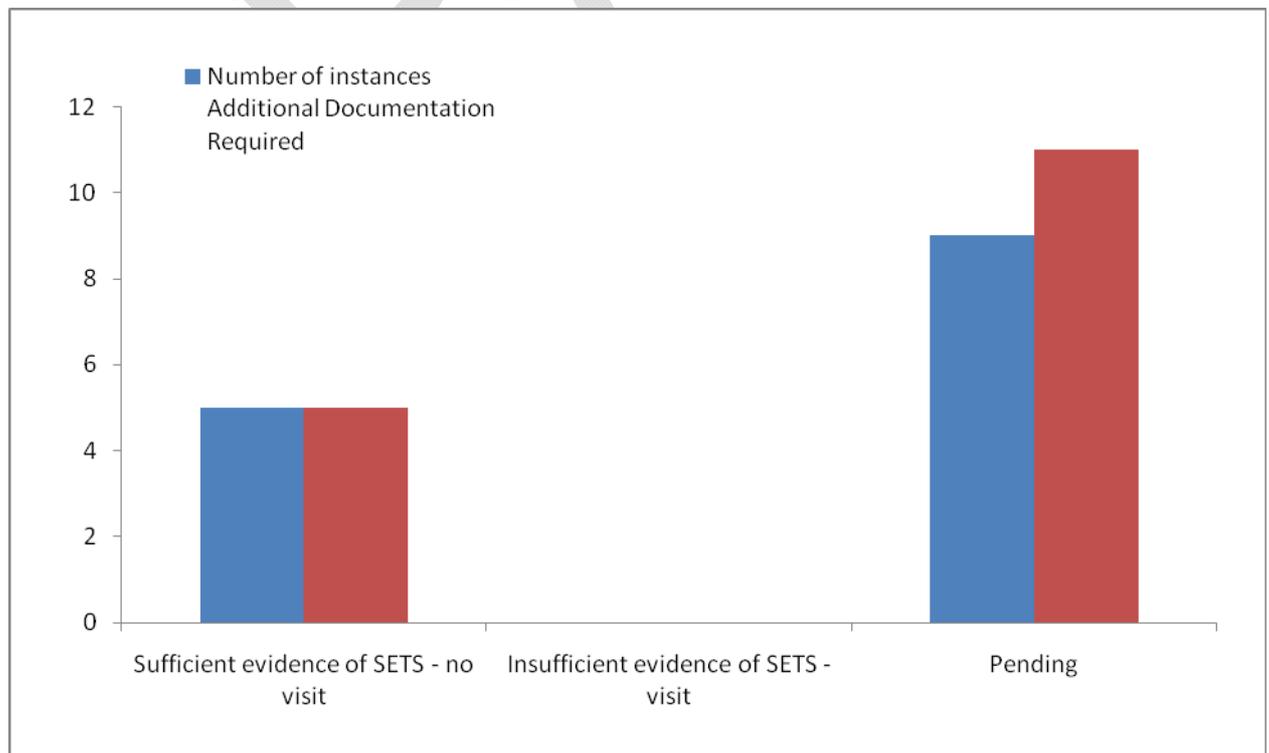
## Which submissions required additional documentation?

The revised major change process allows Visitors to request additional documentation to assist in making their recommendation. The table and graph below show that Visitors often required additional documentation for the available outcomes. It is apparent that approximately 50% of submissions require additional documentation before a recommendation can be made. We will work with education providers to assist them in their understanding of the types of documentation required for a major change submission. Guidance is already available in the publication 'Major change - supplementary information for education providers.

**Table 43 Breakdown of major change submissions received after 1 March 2008 - by outcome and requirement for additional documentation**

Outcome	Number of instances Additional Documentation Required	Number of times outcome reached without additional documentation
Sufficient evidence of SETS - no visit	5	5
Insufficient evidence of SETS - visit	0	0
Pending	9	11

**Graph 51 Breakdown of major change submissions received after 1 March 2008 - by outcome and requirement for additional documentation**

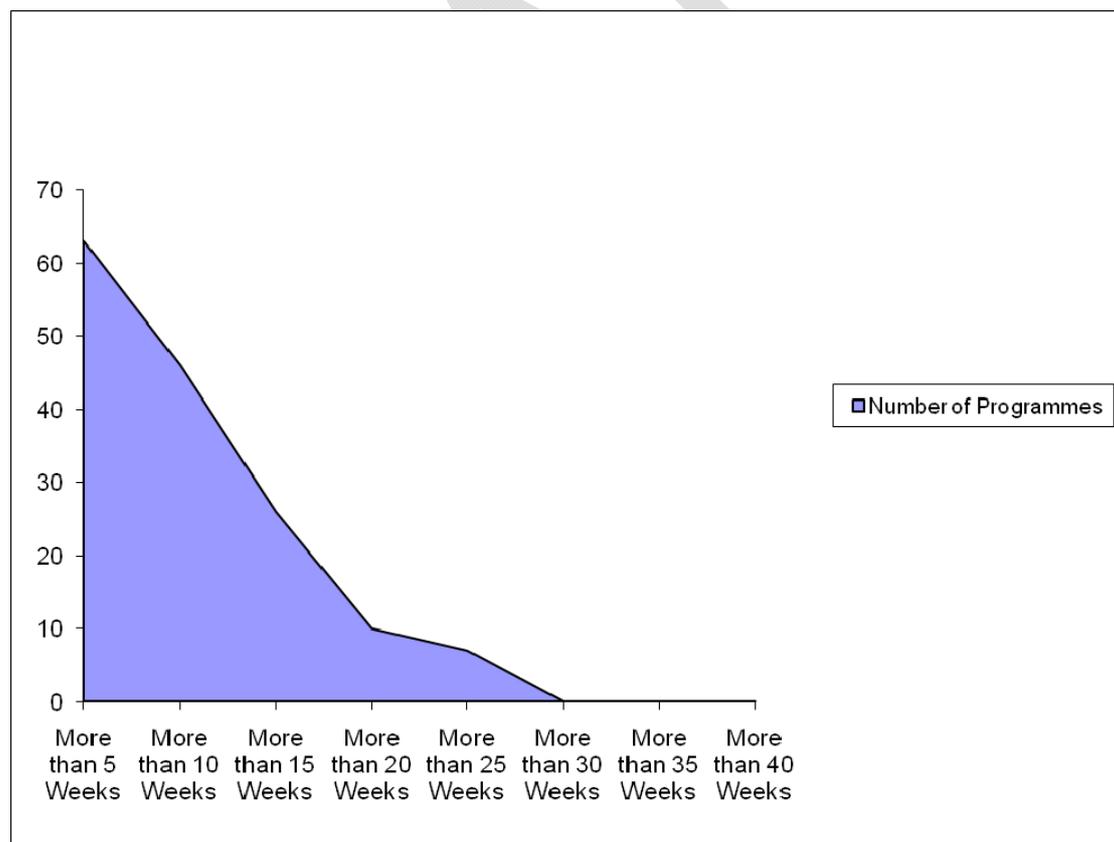


**How long does it take for us to consider a submission?**

**Table 44 Number of Weeks taken to consider a submission received before 1 March 2008**

Time taken from date of receipt to date of Education and Training panel	Number of Programmes
More than 5 Weeks	63
More than 10 Weeks	46
More than 15 Weeks	26
More than 20 Weeks	10
More than 25 Weeks	7
More than 30 Weeks	0
More than 35 Weeks	0
More than 40 Weeks	0

**Graph 52 Number of Weeks taken to consider a submission received before 1 March 2008**



The majority of submissions received before 1 March took between 5 and 15 weeks to process. We aim to process major change submissions in 12 weeks. When an application was received in the old process, we invited Visitors to consider the submission. Once we have selected the two Visitors to consider it, we need to see if they have a conflict of interest with the programmes under consideration. All this takes a minimum of two weeks.

The submission is sent to the Visitors, who assess it and provide a joint report. Again, this takes a minimum of two weeks. The Visitors may ask for extra documents. This would add another two to four weeks to the process.

Once we have a satisfactory Visitor report, their recommendation must go to Education and Training Committee for approval. The Committee meet on average once a month. Once received, it can take from one to four weeks for the completed report to reach Committee.

One of the reasons for amending the major change process was to reduce the duration of the simpler recommendations as a result of them being made by the Education Executive. In turn it was hoped this would increase the capacity of the Visitors to allow them to process more complex major changes in shorter time scales.

The following four tables and graphs show how the amended process performed during the review period. The data illustrates the time taken for Education Executives and Visitors to reach their decisions and also how long pending decisions have taken up until 31 August 2008.

**Table 45 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – complete**

<b>Time taken from date of receipt to EP informed for Approval visit or Annual monitoring review of changes</b>	<b>Number of Programmes</b>
More than 0.4 of a Week	40
More than 2 Weeks	29
More than 4 Weeks	28
More than 8 Weeks	0
More than 12 Weeks	0
More than 16 Weeks	0
More than 20 Weeks	0

**Table 46 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making - incomplete**

<b>Time taken from date of receipt to end of review period</b>	<b>Number of Programmes</b>
More than 0.4 of a Week	17
More than 2 Weeks	15
More than 4 Weeks	13
More than 8 Weeks	2
More than 12 Weeks	0
More than 16 Weeks	0
More than 20 Weeks	0

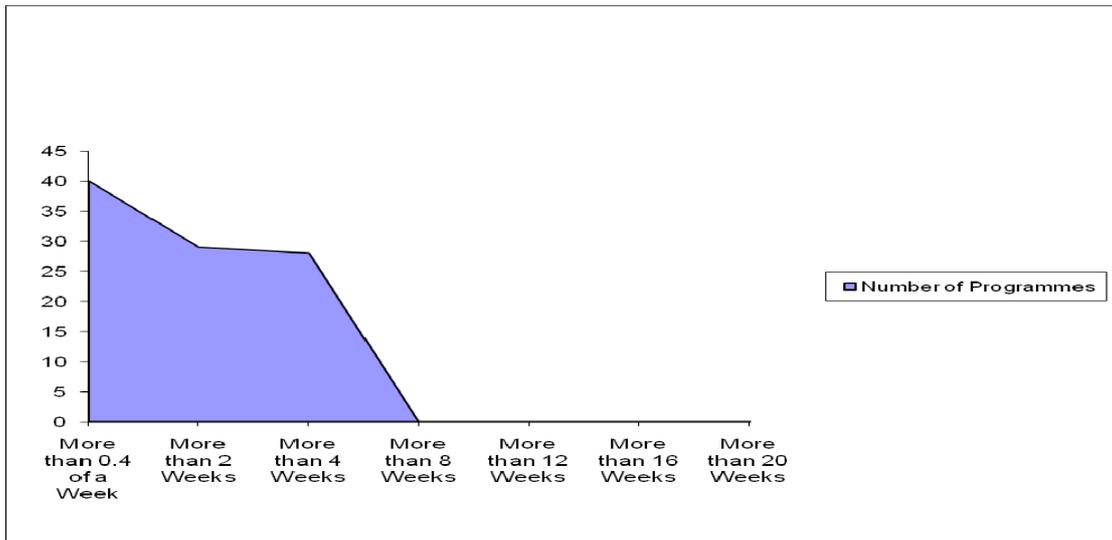
**Table 47 Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making – complete**

<b>Time taken from date of receipt to date of Education and Training Panel</b>	<b>Number of Programmes</b>
More than 2 Weeks	10
More than 4 Weeks	10
More than 8 Weeks	10
More than 12 Weeks	6
More than 16 Weeks	4
More than 20 Weeks	4
More than 24 Weeks	0

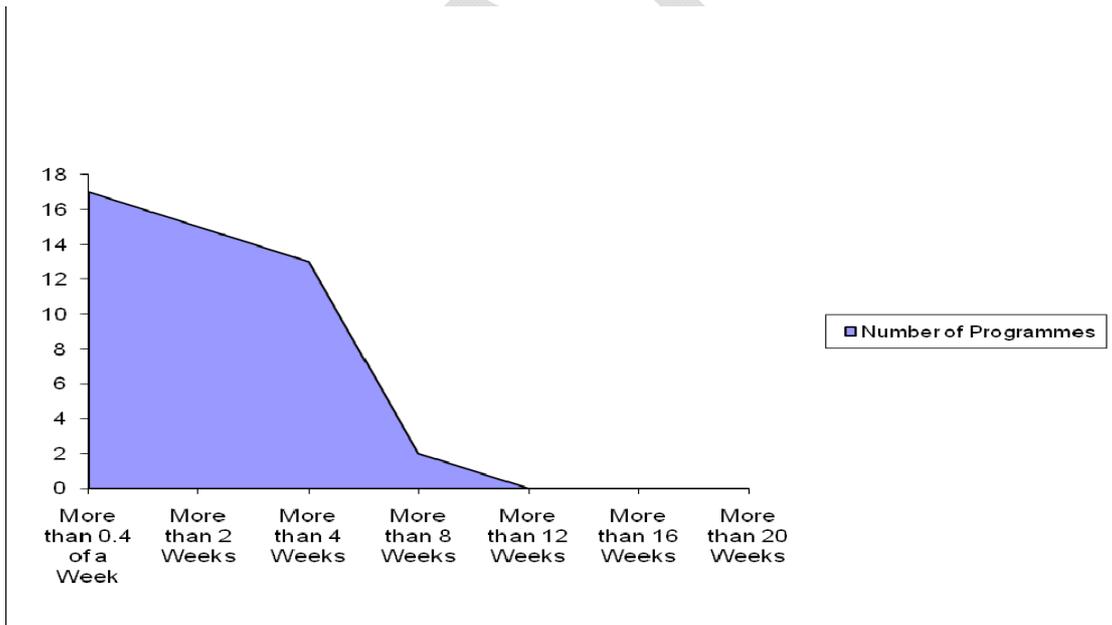
**Table 48 Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making – incomplete**

<b>Time taken from date of receipt to end of review period</b>	<b>Number of Programmes</b>
More than 2 Weeks	20
More than 4 Weeks	10
More than 8 Weeks	8
More than 12 Weeks	7
More than 16 Weeks	4
More than 20 Weeks	1
More than 24 Weeks	0

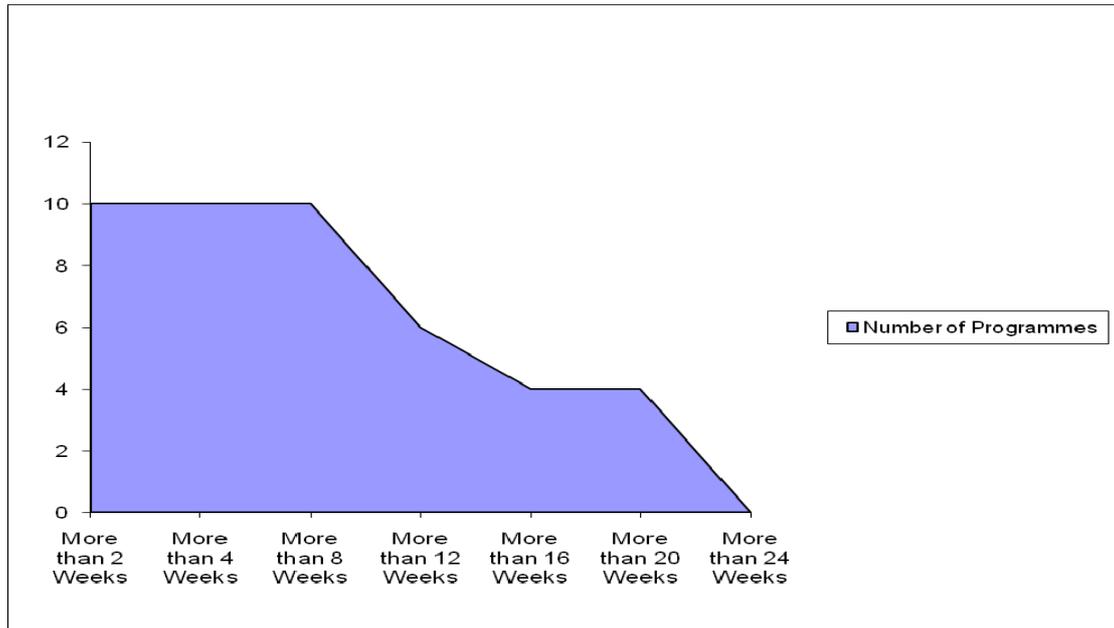
**Graph 53 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – complete**



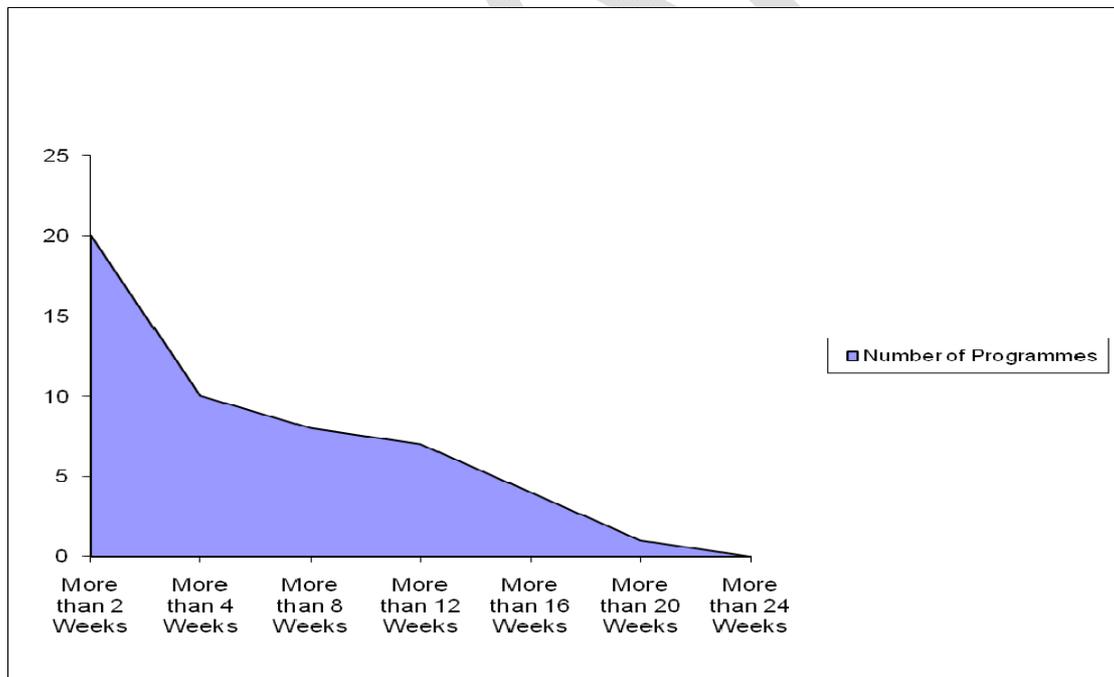
**Graph 54 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – incomplete**



**Graph 55 Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making - complete**



**Graph 56 Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making - incomplete**



It is clear that Education Executive decision making is in the majority being completed within four weeks of receipt. The expectation is that these decisions could be returned to education providers within two weeks of receipt. One of the reasons for the delays in this decision making may come from the relative novelty of the decision for the Education Executive. Training

was provided in relation to this new function of the Education Executive but this will be supplemented to assist with ease and therefore speed of decision-making. Another reason that submissions take considerable time to process is as a result of education providers submitting limited information. In these instances, the change cannot be processed until such time as information is submitted by the education provider. In the case of the pending submissions, the majority have extended over longer time frames as Education Executives are waiting for education providers to produce further information. We will continue to work with education providers to make clear what kind of information may be appropriate to submit on major change notifications forms. In the interim, guidance is already available in the publication 'Major change - supplementary information for education providers'.

When Visitors become involved with decision making it appears that the process of locating and allocating appropriate Visitors still significantly extends the duration of the major change process. In the majority, it appears major changes requiring Visitor scrutiny are resolved in approximately 12 weeks, though there are a number of submissions that are taking longer than this. Again the reasons for this are variable dependent on the submission. In some cases the reason for the delay has been Visitor illness or absence, whilst on other occasions it has been attributed to the education provider as further information is not received within the two week period normally allocated for this. We will continue to work with the education providers to ensure our expectations for documentation and deadlines are made clear. We will also continue to ensure that our own work is conducted in a timely fashion to assist education providers.

We are confident that these delays in the process can be managed over time once necessary adaptations are made to the new process and the expected time frames are communicated clearly to all parties.

## Conclusion from the Director of Education

This year has seen growth in the numbers of submissions considered for annual monitoring and major change. Whilst the number of visits undertaken is lower than in previous years, the numbers of programmes considered has remained high and the complexity of visits has increased as we have begun to work more frequently outside the higher education setting.

We have also used this year to revise the way that we work, making key changes to the structure of the Department and operational processes (such as the major change process amendments).

The multi-professional way that we conduct our work leads to key efficiencies, such as multi-professional visits, and also promotes working across professions. In particular this year, more emphasis was put on multi-professional pairs of Visitors working together at the annual monitoring assessments days.

All of this work ensures that the programmes that we approve remain robust and fit for purpose in delivering individuals who are fit to practise, and therefore contributes to our primary function of protecting the public.

Thank you for reading this document and I hope you have found it interesting. If you need any further information on our approval and monitoring processes, please see our website: [www.hpc-uk.org](http://www.hpc-uk.org)

**Osama Ammar**  
Acting Director of Education

## Contact us

If you have any questions or comments about our approval and monitoring processes, you can contact the Education Department direct.

Email:

**approvals@hpc-uk.org**  
**annualmonitoring@hpc-uk.org**  
**majorchange@hpc-uk.org**

Fax: **+44 (0)207 820 9684**

Telephone: **+44 (0)207 840 9812**

DRAFT

## List of tables

Table 1	Number of visits – per month .....	7
Table 2	Number of visits in 2007-2008, compared to 2005-2006 and 2006-2007 .....	8
Table 3	Number of programmes considered - per month .....	9
Table 4	Number of programmes considered in 2007-2008, compared to 2005-2006 and 2006-2007 .....	11
Table 5	Number of cancelled visits in 2007-2008, compared to 2005-2006 and 2006-2007 .....	13
Table 6	Breakdown of visits - by location .....	15
Table 7	Breakdown of visits - by profession.....	17
Table 8	Breakdown of visits - by profession in 2006-2007, compared to 2005-2006 .....	19
Table 9	Breakdown of visits - by reason .....	21
Table 10	Breakdown of reasons for visit - by profession.....	22
Table 11	Overview of visits 2007-2008 .....	25
Table 12	Summary of outcomes .....	31
Table 13	Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007 .....	33
Table 14	Number of conditions .....	33
Table 15	Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007 .....	35
Table 16	Breakdown of conditions - by profession.....	38
Table 17	Breakdown of conditions - by profession in 2007-2008, compared to 2005-2006 and 2006-2007 .....	39
Table 18	Breakdown of conditions against standards - by profession .....	41
Table 19	Breakdown of conditions - by reason for visit.....	43
Table 20	Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007 .....	43
Table 21	Breakdown of conditions against standards - by reason for visit.....	45
Table 22	Number of days taken to produce Visitors' reports .....	47
Table 23	Number of weeks between visit and response to meet conditions received .....	49
Table 24	Number of months between visit and final decision on programme approval .....	51
Table 25	Breakdown of the number of commendations - by profession .....	54
Table 26	Breakdown of the number of commendations - by reason for visit..	55
Table 27	Breakdown of number of commendations - by area of commendation .....	56
Table 28	Total number of annual monitoring submissions.....	58
Table 29	Number of annual monitoring submissions – by type.....	58

Table 30	Number of audits and declarations received .....	59
Table 31	Breakdown of annual monitoring submissions – by profession and entitlement .....	62
Table 32	Method of assessment.....	66
Table 33	Method of assessment in 2007-2008, compared to 2006-2007 .....	66
Table 34	Requests for further information, by method of assessment .....	66
Table 35	Summary of outcomes .....	68
Table 36	Number of months taken to consider declarations .....	69
Table 37	Number of months taken to consider audits.....	70
Table 38	Number of major change submissions received - per month .....	73
Table 39	Number of programmes considered - per month .....	74
Table 40	Breakdown of major change submissions received before 1 March 2008 - by outcome .....	78
Table 41	Breakdown of major change submissions received after 1 March 2008 - by outcome and Education Executive decision.....	79
Table 42	Breakdown of major change submissions received after 1 March 2008 - by outcome and Visitor decision .....	79
Table 43	Breakdown of major change submissions received after 1 March 2008 - by outcome and requirement for additional documentation .....	102
Table 44	Number of Weeks taken to consider a submission received before 1 March 2008.....	103
Table 45	Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – complete.....	104
Table 46	Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making - incomplete.....	105
Table 47	Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making – complete .....	105
Table 48	Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making – incomplete .....	105

## List of graphs

Graph 1 Numbers of visits - per month .....	7
Graph 2 Number of visits in 2007-2008, compared to 2005-2006 and 2006-2007 .....	8
Graph 3 Number of programmes considered – per month.....	9
Graph 4 Number of visits compared to number of programmes considered..	10
Graph 5 Number of programmes considered in 2007-2008, compared to 2005-2006 and 2006-2007.....	11
Graph 6 Types of visit .....	12
Graph 7 Who cancelled visits?.....	12
Graph 8 Who cancelled visits in 2007-2008, compared to 2005-2006 and 2006-2007? .....	14
Graph 9 Breakdown of visits - by location .....	15
Graph 10 Breakdown of visits - by location, in 2007-2008 compared to 2005-2006 and 2006-2007 .....	16
Graph 11 Breakdown of visits - by profession.....	17
Graph 12 Breakdown of visits - by pre- and post-registration .....	18
Graph 13 Breakdown of visits - by profession in 2007-2008, compared to 2005-2006 and 2006-2007.....	20
Graph 14 Breakdown of visits - by reason .....	21
Graph 15 Breakdown of visits - by profession and reason.....	23
Graph 16 Breakdown of reasons for a visit - by profession and reason.....	23
Graph 17 Summary of outcomes .....	32
Graph 18 Summary of outcomes in 2007-2008, compared to 2005-2006 and 2006-2007 .....	32
Graph 19 Number of conditions .....	34
Graph 20 Number of conditions in 2007-2008, compared to 2005-2006 and 2006-2007 .....	36
Graph 21 The eight standards of education and training with the highest number of conditions set against them .....	36
Graph 22 Breakdown of conditions - by profession.....	39
Graph 23 Breakdown of conditions - by profession in 2007-2008, compared to 2005-2006 and 2006-2007 .....	40
Graph 24 Breakdown of conditions - by standard and profession.....	41
Graph 25 Breakdown of conditions - by reason for visit.....	43
Graph 26 Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007 .....	44
Graph 27 Breakdown of conditions - by reason for visit and SET .....	45
Graph 28 Breakdown of conditions - by SET and reason for visit.....	46
Graph 29 Breakdown of days taken to produce Visitors' reports .....	47

Graph 30 Breakdown of weeks between visit and response to meet conditions received .....	50
Graph 31 Breakdown of months between visit and final decision on programme approval.....	51
Graph 32 Breakdown of the number of commendations - by profession .....	54
Graph 33 Breakdown of the number of commendations - by reason for visit.	55
Graph 34 Breakdown of number of commendations - by area of commendation .....	56
Graph 35 Number of annual monitoring submissions in 2007-2008, compared to 2005-2006 and 2006-2007.....	59
Graph 36 Number of audits and declarations received .....	60
Graph 37 Number of audits due and received - by month .....	60
Graph 38 Breakdown of annual monitoring submissions – by profession and entitlement .....	63
Graph 39 Breakdown of declarations by profession.....	64
Graph 40 Breakdown of audits by profession .....	65
Graph 41 Number of programmes considered by assessment day where further information was requested.....	67
Graph 42 Number of programmes considered by postal correspondence where further information was requested.....	67
Graph 43 Number of months taken to consider declarations .....	70
Graph 44 Number of months taken to consider audits.....	71
Graph 45 Number of major change submissions received compared to the number of programmes considered - by month .....	75
Graph 46 Types of submission .....	75
Graph 47 Breakdown of major change submissions - by profession and entitlement .....	76
Graph 48 Breakdown of major change submissions received before 1 March 2008 - by outcome .....	78
Graph 49 Breakdown of major change submissions received after 1 March 2008 - by outcome and Education Executive decision.....	79
Graph 50 Breakdown of major change submissions received after 1 March 2008 - by outcome and Visitor decision .....	80
Graph 51 Breakdown of major change submissions received after 1 March 2008 - by outcome and requirement for additional documentation .....	102
Graph 52 Number of Weeks taken to consider a submission received before 1 March 2008.....	103
Graph 53 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – complete.....	106
Graph 54 Number of Weeks taken to consider a submission received after 1 March 2008 - by Education Executive decision making – incomplete.....	106
Graph 55 Number of Weeks taken to consider a submission received after 1 March 2008 - by Visitor decision making - complete.....	107

Graph 56 Number of Weeks taken to consider a submission received after 1  
March 2008 - by Visitor decision making - incomplete ..... 107

DRAFT

## Protected titles

The titles below are protected by law. Anyone using one of these titles must be registered with the HPC, or they may be subject to prosecution and a fine up to £5,000.

Profession	Protected title
Arts therapists	Art psychotherapists Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodist / podiatrist	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietitian Dietician
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Prosthetists / orthotists	Prosthetist Orthotist
Physiotherapists	Physiotherapist Physical therapist
Radiographers	Radiographer Diagnostic Radiographer Therapeutic Radiographer
Speech and language therapists	Speech and language therapist Speech therapist

1 September 2008 to 31 August 2009

Approvals and monitoring annual report 2009

DRAFT

## Contents

Foreword .....	3
Introduction - The approvals and monitoring overview .....	4
About us (the HPC).....	4
Our main functions.....	<b>Error! Bookmark not defined.</b>
About our standards of proficiency (SOPs)..	<b>Error! Bookmark not defined.</b>
About our standards of education and training (SETs)	<b>Error! Bookmark not defined.</b>
What are the approval and monitoring processes?.....	<b>Error! Bookmark not defined.</b>
Who makes the decisions on programme approval? ..	<b>Error! Bookmark not defined.</b>
What programmes can be approved?.....	<b>Error! Bookmark not defined.</b>
Approvals .....	7
Number of approval visits .....	7
Number of programmes considered .....	9
Cancelled and postponed visits .....	14
Where were the programmes we visited?.....	17
Which professions were visited?.....	19
Why did we visit these professions? .....	21
Reasons for a visit .....	23
List of visits and outcomes.....	28
Outcome of visits .....	38
Conditions.....	40
Visitors' reports .....	56
Who makes representations on Visitor reports? .....	57
How long does it take to meet conditions? .....	58
Commendations.....	62
Annual monitoring.....	67
Number of annual monitoring submissions.....	67
When did the monitoring take place?.....	68
Which professions were monitored?.....	72
Who submitted a declaration and who submitted an audit?.....	73
Method of assessment.....	75
Requests for further information .....	76
Summary of outcomes.....	77
How long does it take for us to consider a submission? .....	79
Major change.....	83
Number of major change submissions.....	83
When were the major change submissions received?.....	83
Number of programmes considered .....	83
Which professions submitted major changes? .....	86
Summary of outcomes.....	88
List of outcomes.....	92
Which submissions required additional documentation? .....	113

How long does it take for us to consider a submission? ..... 114

Conclusion from the Director of Education ..... 119

Contact us ..... 120

List of tables ..... 121

List of graphs ..... 123

Protected titles ..... 126

DRAFT

## Foreword

Welcome to the fourth approvals and monitoring annual report of the Health Professions Council (HPC).

The report covers the period 1 September 2008 to 31 August 2009, or the '2008-2009 academic year' as it is more commonly known.

The 2008-2009 academic year has been another busy and productive year for the HPC's Education Department. We revised the annual monitoring process to improve efficiency and clarify the decision making process. We continued undertaking visits to education providers both within and outside the higher education setting. This year was also the first full year of operation of the revised major change process.

This report aims to give a continuing insight into the HPC's work in approving and monitoring programmes offered by UK education providers. These programmes provide students with eligibility to apply to register with us. The report gives information about the number and types of approval visits, the outcome of these visits, the number and types of annual monitoring submissions and the outcome of this monitoring.

This is our fourth annual report and the evidence base is broader than in previous years and so trends are becoming more prevalent in the data. Over time, we hope these reports will provide insight into the ways in which we can continue to refine our ways of working.

We hope that you find this report interesting and useful in understanding more about the work of the Health Professions Council.

**Eileen Thornton**

Chair of the Education and Training Committee

## Introduction - The approvals and monitoring overview

### About us (the HPC)

We are the Health Professions Council. We are a regulator, and we were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their professional skills, behaviour and health.

We currently regulate 14 health professions.

Profession	Abbreviation
Arts therapists	AS
Biomedical scientists	BS
Chiropodists / Podiatrists	CH
Clinical scientists	CS
Dietitians	DT
Occupational therapists	OT
Operating department practitioners	ODP
Orthoptists	OR
Paramedics	PA
Physiotherapists	PH
Practitioner psychologists	PYL
Prosthetists / Orthotists	PO
Radiographers	RA
Speech and language therapists	SL

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see our website: [www.hpc-uk.org](http://www.hpc-uk.org)

Each of these professions has one or more 'protected titles' (protected titles include titles like 'physiotherapist' and 'dietitian'). Anyone who uses one of these titles must be on our Register. Anyone who uses a protected title and is not registered with us is breaking the law, and could be prosecuted. For a full list of protected titles, please see page 126.

You should always check that a health professional using a protected title is registered with the HPC. You can check whether a health professional is registered by logging on to [www.hpcheck.org](http://www.hpcheck.org) or calling **+44(0)20 7840 9802**.

### Our main functions

To protect the public, we:

- set standards for the education and training, professional skills, conduct, performance, ethics and health of registrants (the health professionals who are on our Register);
- keep a register of health professionals who meet those standards;
- approve programmes which health professionals must complete before they can register with us; and
- take action when health professionals on our Register do not meet our standards.

The Health Professions Order 2001 says that we must set our standards to protect the public and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level (the minimum standard that must be met before we can allow entry onto the Register).

### **About our standards of proficiency (SOPs)**

The standards of proficiency are our threshold standards for safe and effective practice that all registrants must meet. They include both generic elements, which all our registrants must meet, and profession-specific elements. These standards play a central role in how to gain admission to and remain on the Register and thereby gain the right to use the protected title(s).

### **About our standards of education and training (SETs)**

The standards of education and training are our standards that an education programme must meet in order to be approved by us. These generic standards ensure that anybody who completes an approved programme meets the standards of proficiency and is therefore eligible to apply for admission to the Register. The standards cover:

- 1) the level of qualification for entry to the Register;
- 2) programme admissions;
- 3) programme management and resources;
- 4) curriculum;
- 5) practice placements; and
- 6) assessment.

### **What are the approval and monitoring processes?**

The HPC's approval and monitoring processes ensure that programmes and education providers meet the standards of education and training. The approval process involves an approval visit and an initial decision as to whether a programme meets the standards of education and training. **A programme is normally approved on an open-ended basis, subject to satisfactory monitoring. There are two monitoring processes, annual monitoring and major change.** Both of these processes are documentary and may trigger a new approval visit. Annual monitoring is a retrospective process by which we determine whether a programme continues to meet all the standards against which it was originally assessed. The major change process considers significant changes to a programme and the impact of these changes in relation to our standards. All of our processes ensure our regulation is robust, rigorous and effective, without being over-burdensome for education providers.

### **Who makes the decisions on programme approval?**

The Education and Training Committee has statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to register with the HPC. 'Visitors' are appointed by the HPC to visit education providers and assess monitoring submissions. Visitors come from a range of

backgrounds including registered members of the professions we regulate and members of the public. Visitors work as agents of the HPC (and not employees) and provide the expertise the Education and Training Committee need for their decision making. Visitors normally operate in panels, rather than individually. Each panel includes at least one Visitor from the relevant part of the Register for the programme under consideration. All Visitors are selected with due regard to their education and training experience. Visitors represent the HPC and no other body when they undertake an approval and monitoring exercise. This ensures an entirely independent outcome. All Visitors' reports from approval visits are published on our website.

### **What programmes can be approved?**

Any education provider (e.g. a university, college, private training institution or professional body) can seek approval of their programmes.

As well as approving and monitoring education and training for people who want to join our Register, we also approve a small number of qualifications for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists/podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine for chiropodists/podiatrists. For people who successfully complete these programmes, we will make a note on the Register.

The HPC publishes a list of all approved programmes on our website at [www.hpc-uk.org/education](http://www.hpc-uk.org/education)

## Approvals

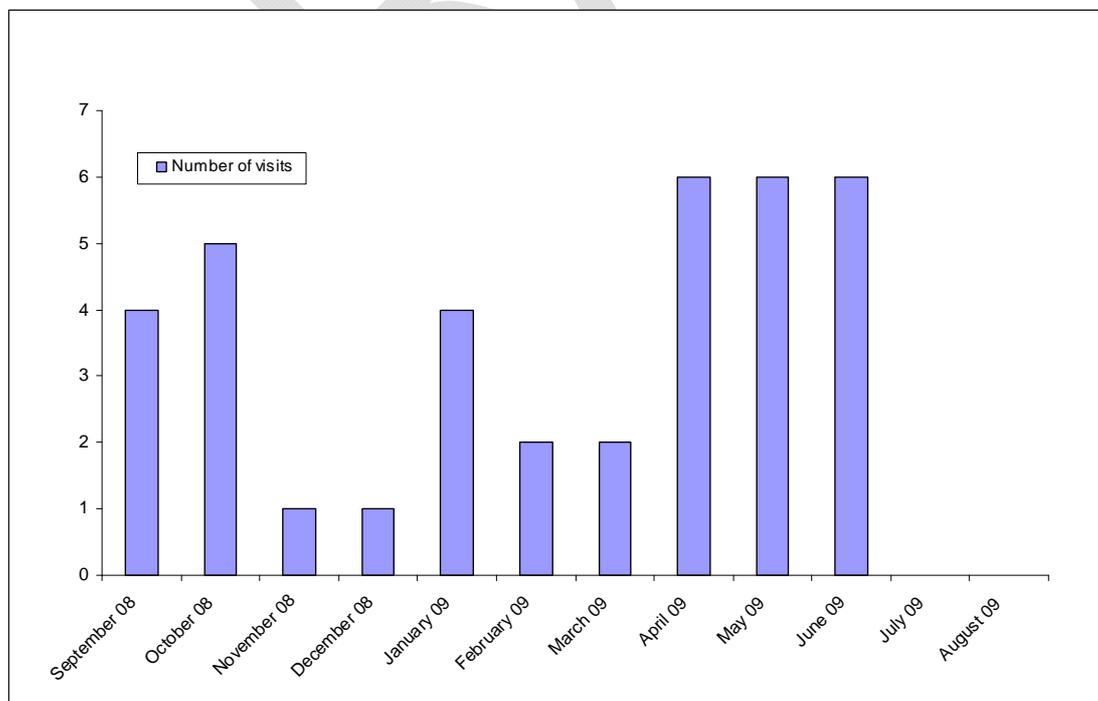
### Number of approval visits

This year we attended 37 visits. We received requests for 47 visits over the year but 10 were cancelled. More information about cancellation of visits can be found later in this report.

**Table 1 Number of visits – per month**

Month	Number of visits
September 08	4
October 08	5
November 08	1
December 08	1
January 09	4
February 09	2
March 09	2
April 09	6
May 09	6
June 09	6
July 09	0
August 09	0

**Graph 1 Numbers of visits - per month**



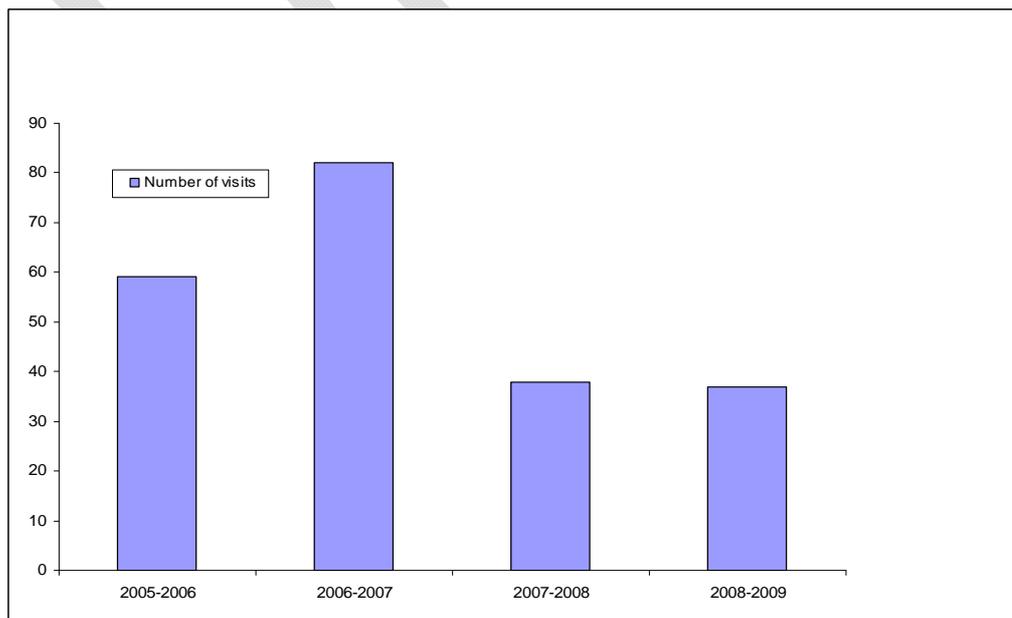
The largest number of visits was made in April, May and June 2009. As last year, approximately 50% of all visits took place within a three-month period. In the previous three years the busiest three months for visits were April, May and June for 2005-2006 and 2006-2007 and March, April and May for 2007-2008. Across a four year period, we now have clear evidence of approximately half of all our visits being held within just three months of each year. This continues to represent a significant peak of activity and concentration of our resources. The particular concentration appears to shift slightly from year to year but, there is still a preference for us to co-ordinate our visits with education providers' internal periodic reviews and validations, which tend to be held at this time of the academic year. Also, we do not hold visits less than three months before the start of a programme. Most programmes start in September, which means that June is the cut-off point each year for new programme visits. This makes the preceding months popular choices for visits by education providers.

Similarly, a smaller peak occurs also at the start of the academic year. This peak is most commonly associated with programmes that have an intake date in January or February.

**Table 2 Number of visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Year	Number of visits
2005-2006	59
2006-2007	82
2007-2008	38
2008-2009	37

**Graph 2 Number of visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



This year, we held the lowest number of visits in four years. We held 1 less visits than in the previous year. This represents a 2% decrease in the number of visits. In these years we have not had a requirement to visit programmes from new professions joining the Register or programmes undergoing change as a result of profession wide curriculum changes. The heightened activity in the first two years of annual reports demonstrates the impact that new professions (eg operating department practitioners) and profession wide curriculum changes (eg arts therapists). In years 2007-2008 and 2008-2009 the number of visits undertaken is very similar. This pattern signifies that when new professions join HPC or professions change their programmes significantly there are resulting and significant increases to the number of visits undertaken.

### Number of programmes considered

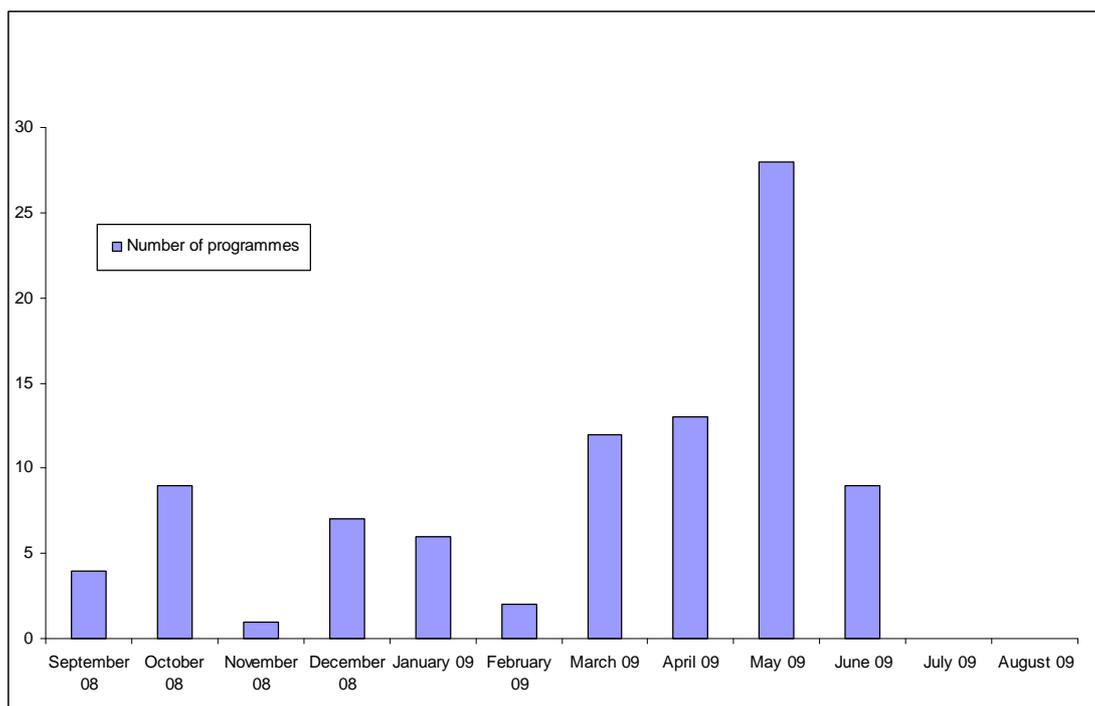
This year, during the 37 visits, 91 programmes were considered. This means that even though we visited one less programme than last year we considered five more programmes.

Each mode of study or level of qualification is recorded as a separate programme by the HPC.

**Table 3 Number of programmes considered - per month**

Month	Number of programmes
September 08	4
October 08	9
November 08	1
December 08	7
January 09	6
February 09	2
March 09	12
April 09	13
May 09	28
June 09	9
July 09	0
August 09	0

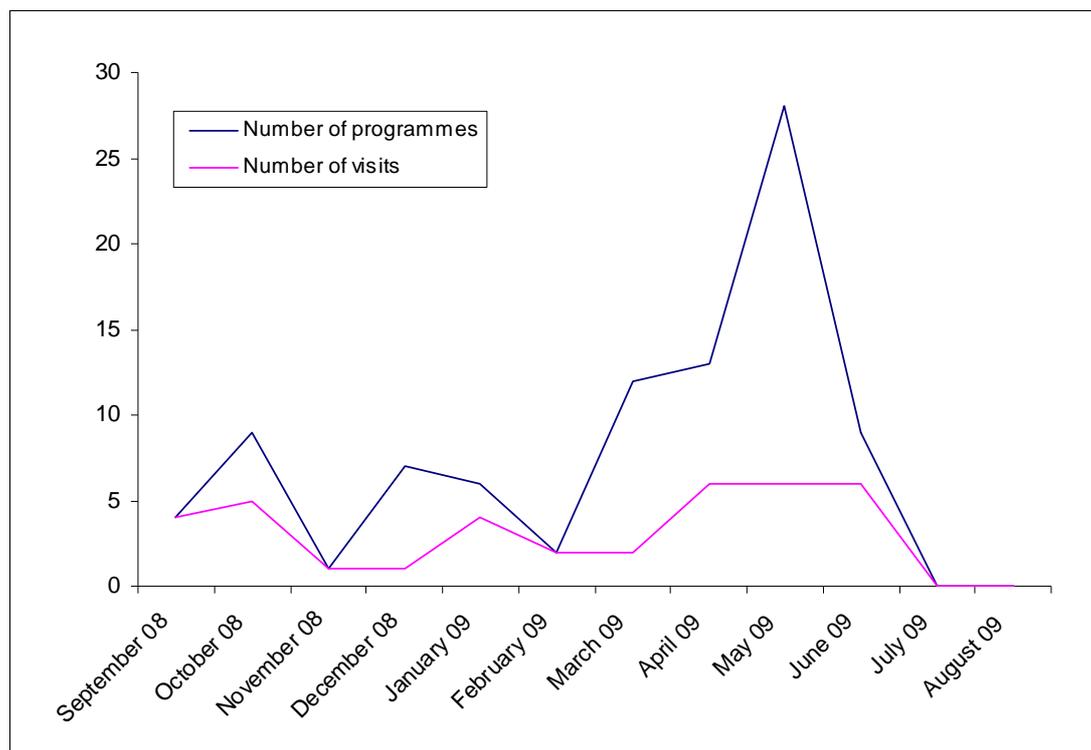
**Graph 3 Number of programmes considered - per month**



**Table 4 Number of visits compared to number of programmes considered**

Month	Number of programmes	Number of visits
September 08	4	4
October 08	9	5
November 08	1	1
December 08	7	1
January 09	6	4
February 09	2	2
March 09	12	2
April 09	13	6
May 09	28	6
June 09	9	6
July 09	0	0
August 09	0	0

**Graph 4 Number of visits compared to number of programmes considered**



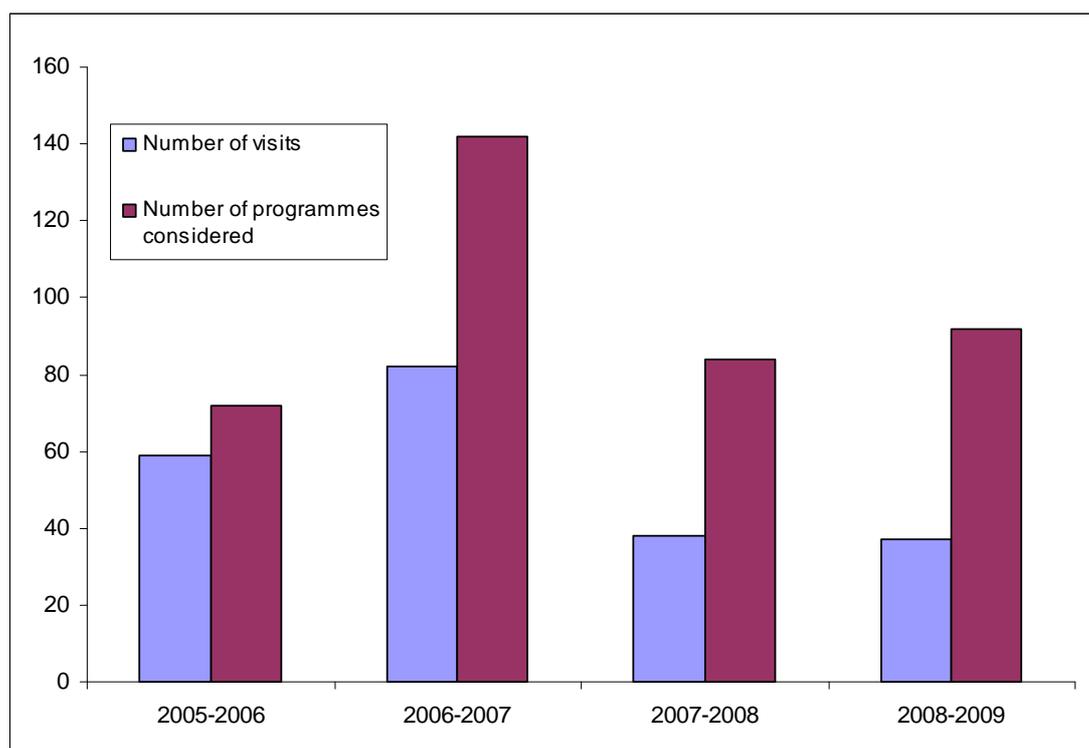
Just under half of our visits (44%) considered more than one programme. Five visits considered more than one qualification from the same profession (eg Postgraduate Diploma in Physiotherapy and BSc (Hons) Physiotherapy). Six visits considered one programme offered in two different modes of study (e.g. BSc (Hons) Biomedical Science full-time and BSc (Hons) Biomedical Science part-time). Six visits considered more than one profession (e.g. BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy). The size of the multi-professional visits varied greatly and explains the reason for the large variations between number of visits and number of programmes considered in May 2009 in particular. Three multi-professional visits in May 2009 considered 24 programmes. This equates to 26% of all programmes visited in the entire year.

As with the previous two years, the variation in the number of visits compared to the number of programmes considered is to be expected. Our standards of education and training are generic and not overly prescriptive, therefore allowing education providers to design very different programmes to suit their own individual needs. There are programmes delivered with differing modes of study, e.g. on a full-time and part-time basis.

**Table 5 Number of programmes considered in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

	2005-2006	2006-2007	2007-2008	2008-2009
<b>Number of visits</b>	59	82	38	37
<b>Number of programmes considered</b>	72	142	84	92

**Graph 5 Number of programmes considered in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



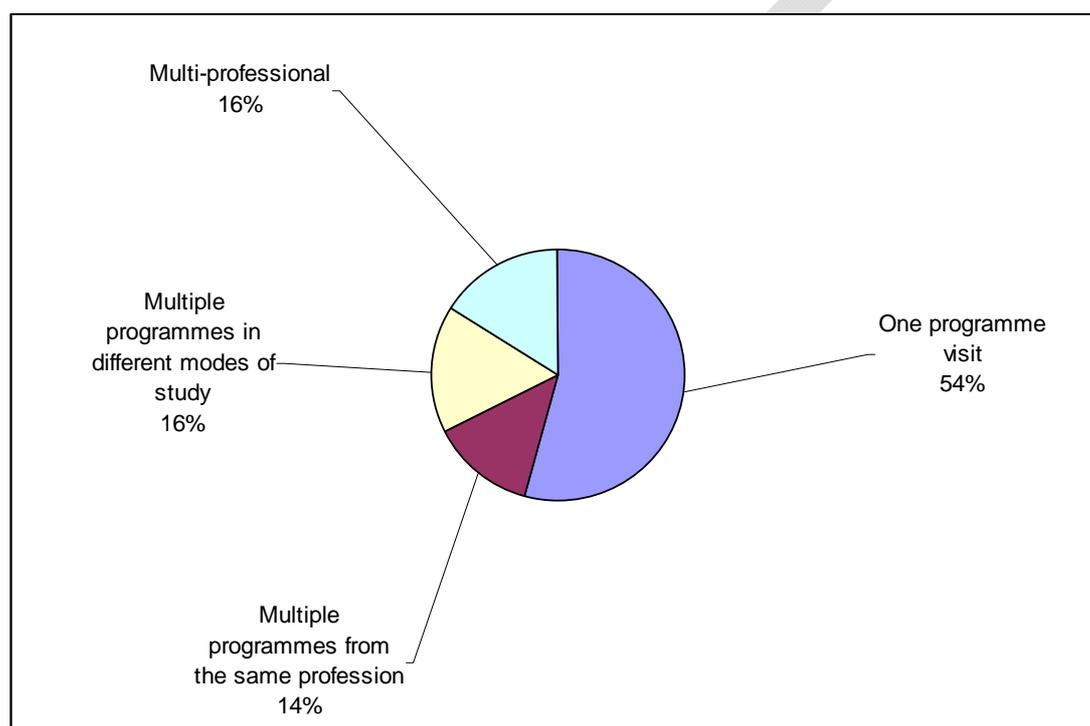
This year, five more programmes were considered than in the previous year. This represents an 8% increase. The ratio of programmes to visits has remained relatively stable with a very slightly increased disposition to larger multi-professional events. The average number of programmes per visit has increased from 2.3 in 2007-2008 to 2.5 in 2008-2009.

The difference between number of visits and number of programmes visited is a result of our approval process which allows us to incorporate multi-professional, multi-award and single programmes into one approval visit. Whilst the majority of visits (54%) continued to consider one programme only, there has been a continued trend toward multi-programme visits. This has been a growing trend across the four year period.

**Table 6 - Types of visit**

Type of visit	Number of visits
One programme visit	20
Multiple programmes from the same profession	5
Multiple programmes in different modes of study	6
Multi-professional	6

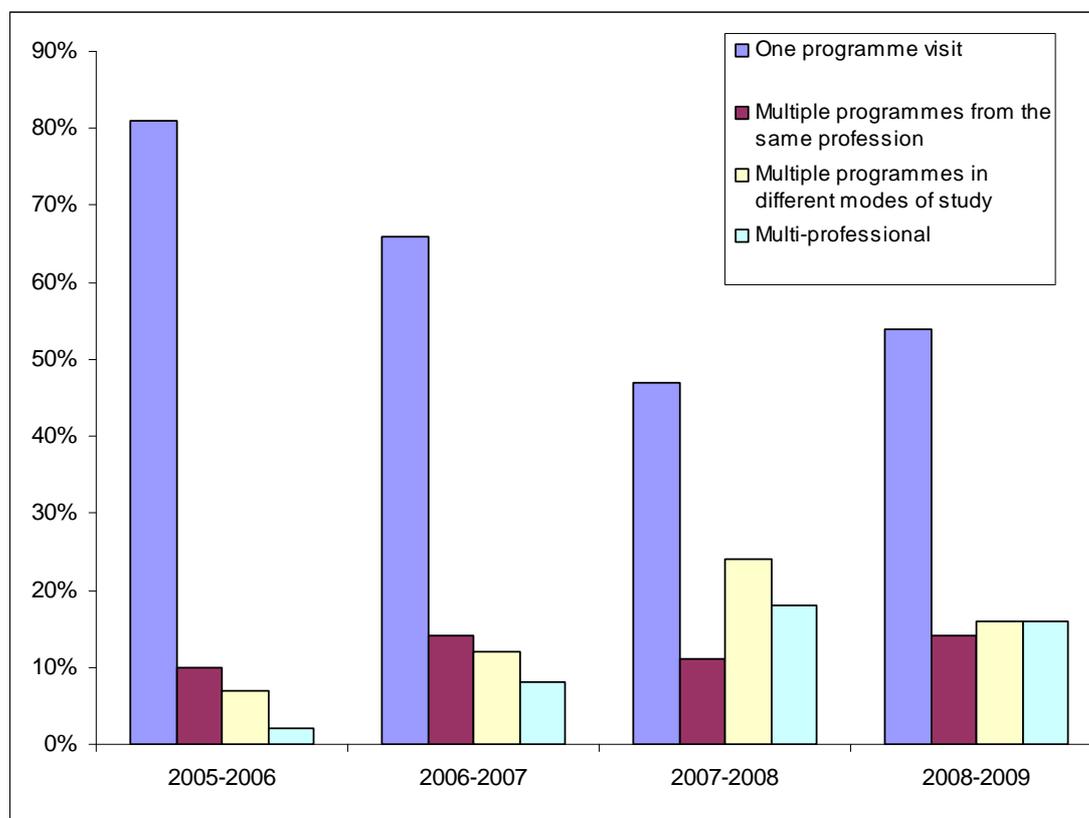
**Graph 6 Types of visit**



**Table 7 - Types of visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Type of visit	2005-2006	2006-2007	2007-2008	2008-2009
One programme visit	81%	66%	47%	54%
Multiple programmes from the same profession	10%	14%	11%	14%
Multiple programmes in different modes of study	7%	12%	24%	16%
Multi-professional	2%	8%	18%	16%

**Graph 7 - Types of visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



### Cancelled and postponed visits

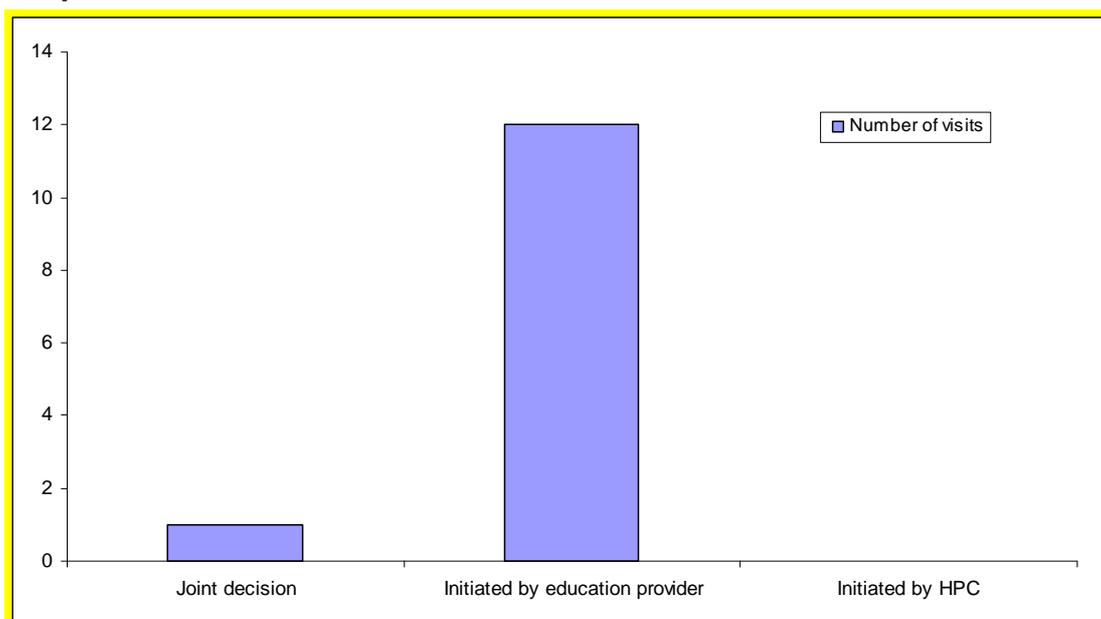
This year, 13 visits were cancelled. These 12 visits were due to consider 22 programmes. All except one of these cancellations were initiated by education providers. The joint decision for cancellation of the visit took place as a result of a programme due to be visited as a result of a major change. In the case of visits instigated by HPC, the education provider cannot cancel the visit as it is a decision for HPC to make. In this case though, the education provider decided to close the programme and withdraw the proposed changes. As a result of this the decision was made that the visit was no longer required.

All but four of the visits were cancelled at least six weeks before the date of the visit, so minimum time and effort was wasted. One visit, due to consider two programmes, was cancelled on the day of a visit. The remaining three visits resulted in the education providers making the decision to withdraw their request for approval after the visit took place.

**Table 8 Who cancelled visits**

Who	Number of visits
Joint decision	1
Initiated by education provider	12
Initiated by HPC	0

**Graph 8 Who cancelled visits**



As in previous years, there were a number of reasons given by education providers for these cancellations. These include insufficient preparation of documentation for the visit, unconfirmed funding arrangements for new programmes and internal decisions to delay the start date of new programmes to the next academic year.

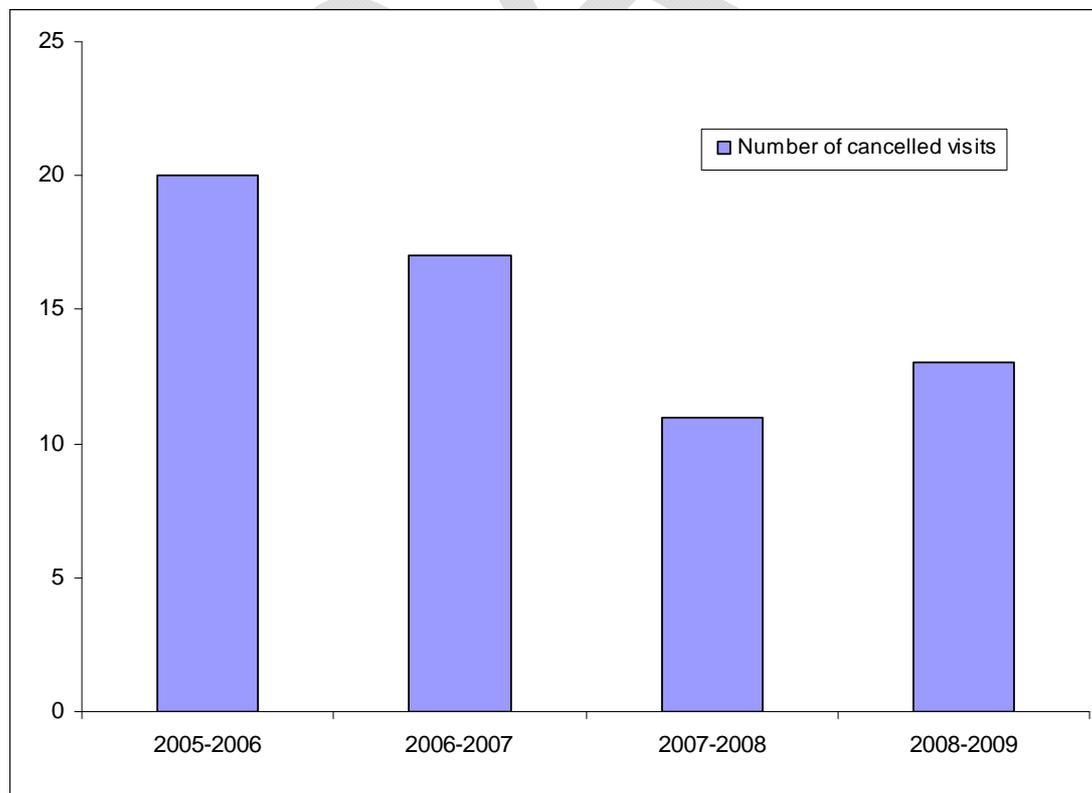
In one instance the visit was cancelled on the day and in three cases, following the visit, the education providers withdrew their request for approval. Our process does not allow the HPC to cancel a visit once it has started, however it is possible for an education provider to withdraw their request for approval (which in effect cancels the remainder of the visit) if the programme is a new programme seeking approval for the first time. For more information on cancelling visits please see 'Approval process – Supplementary information for education providers' and 'Guidelines for HPC approval visits'.

**Table 9 Number of cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Year	Number of cancelled visits
2005-2006	20
2006-2007	17
2007-2008	11
2008-2009	13

This year, the number of visits has remained relatively stable compared to the previous year cancelled than in the previous year. Taking into account the overall number of programmes visited, the overall cancellation rate is marginally higher at 14% compared to 13% the year previous. This relatively low percentage of cancellations continues to have a positive affect on the HPC's overall approval visit schedule. As the HPC require six months' notice of a visit, to allow time for arrangements to be made and for the Visitors to read the documentation, late cancellation often means that there is insufficient time to reallocate slots in the schedule to another visit. The relatively low cancellation rate means that the HPC continues to be able to use their resources most effectively.

**Graph 9 Number of cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



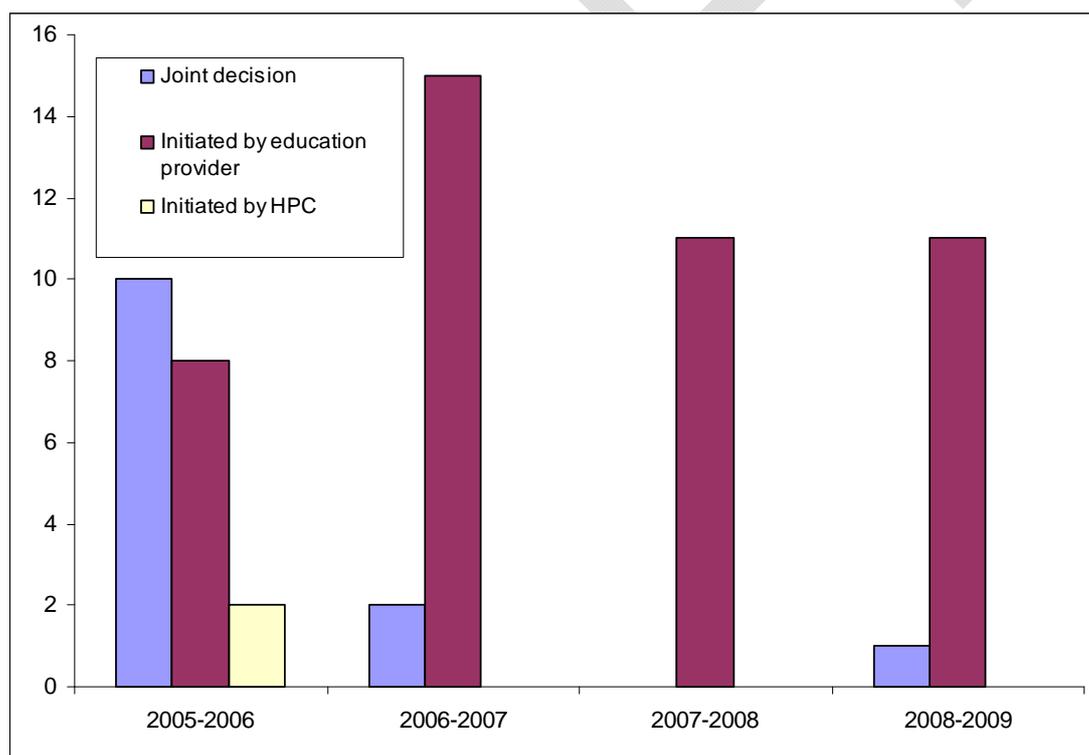
For the second year, the HPC did not cancel any visits independently from an education provider. Over the three year period, there has been a significant

drop in the number of cancellations initiated by the HPC. This can be directly attributed to the fine tuning to our process guidelines and implementation as well as our resource planning. The six-month notification period for a visit allows us sufficient time to find Visitors (who do not have a significant connection with the programme) for the selected dates. Additionally, regular communication between the executive and the education provider throughout this six-month notification period allows us to highlight and overcome any obstacle which, if left unresolved, could lead to cancellation or postponement.

**Table 10 Who cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

	2005-2006	2006-2007	2007-2008	2008-2009
<b>Joint decision</b>	10	2	0	1
<b>Initiated by education provider</b>	8	15	11	11
<b>Initiated by HPC</b>	2	0	0	0

**Graph 10 Who cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



### Where were the programmes we visited?

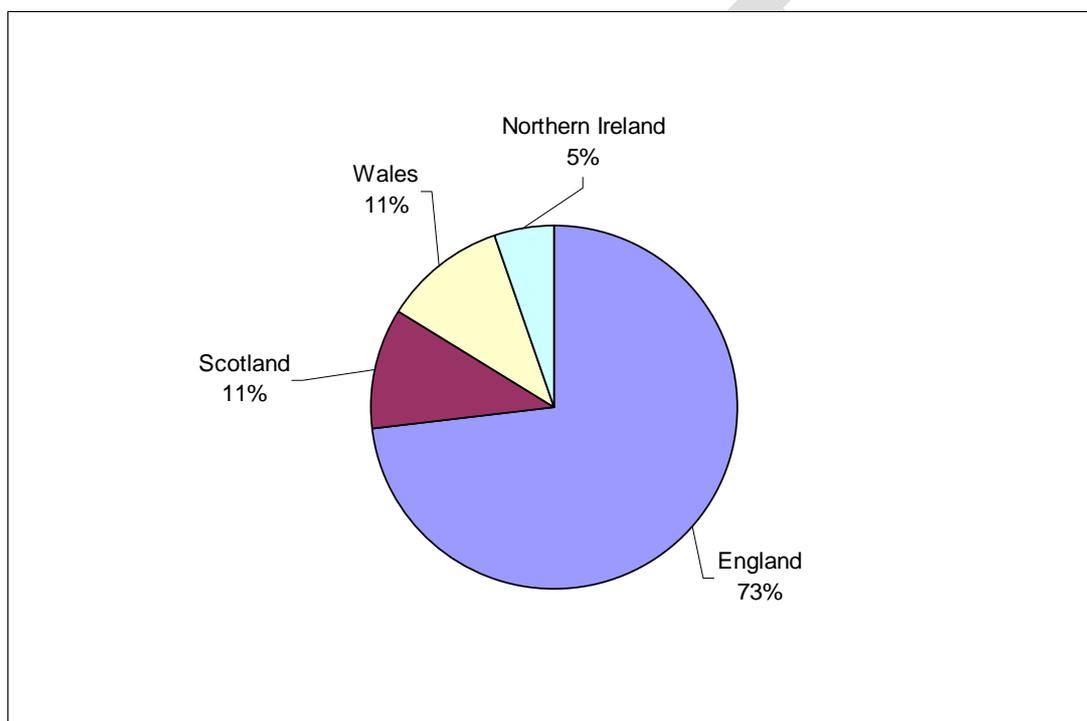
We visited more programmes in England than any of the other home countries again this year. This pattern mirrors the previous three years and is to be expected as we have the highest number of approved programmes in England, with the second highest number in Scotland. There has been a

slight increase in the percentage of visits to Scotland, Northern Ireland and Wales.

**Table 11 Breakdown of visits to education providers - by location**

Country	Number of visits
England	27
Scotland	4
Wales	4
Northern Ireland	2

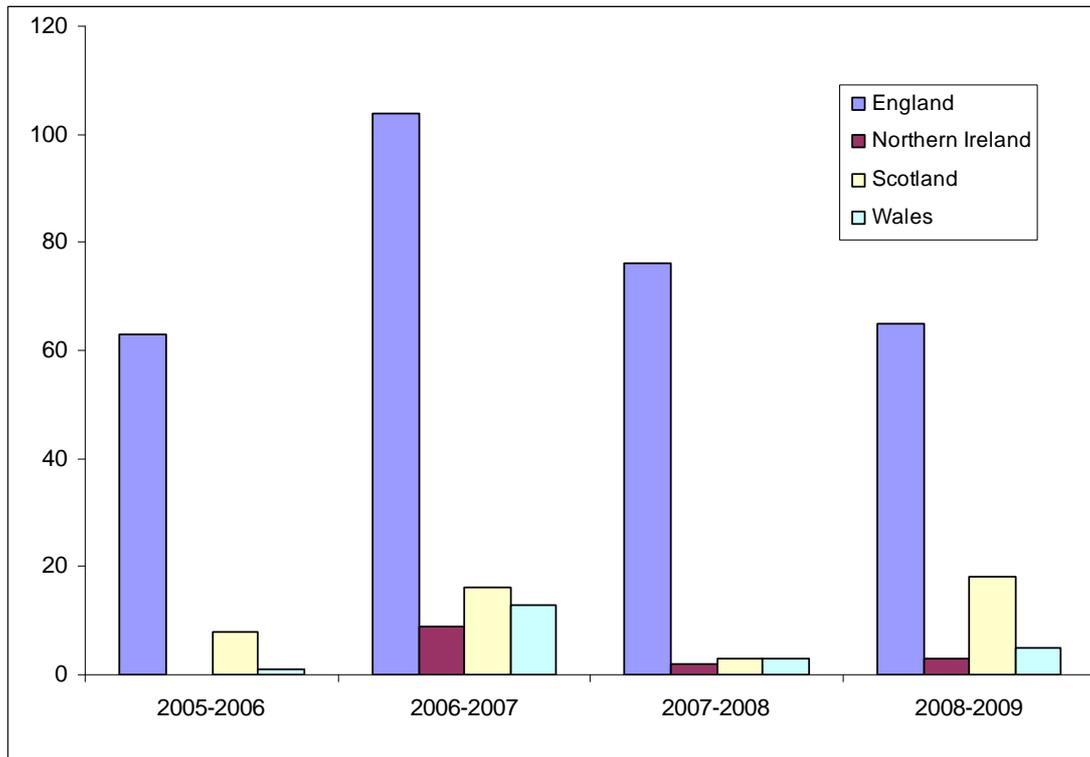
**Graph 11 Breakdown of visits to education providers - by location**



**Table 12 Breakdown of visits to programmes in 2008-2009 - by location, compared across 2005-2006, 2006-2007 and 2007-2008**

	2005-2006	2006-2007	2007-2008	2008-2009
<b>England</b>	63	104	76	65
<b>Northern Ireland</b>	0	9	2	3
<b>Scotland</b>	8	16	3	18
<b>Wales</b>	1	13	3	5

**Graph 12 Breakdown of visits to programmes in 2008-2009 - by location, compared across 2005-2006, 2006-2007 and 2007-2008**



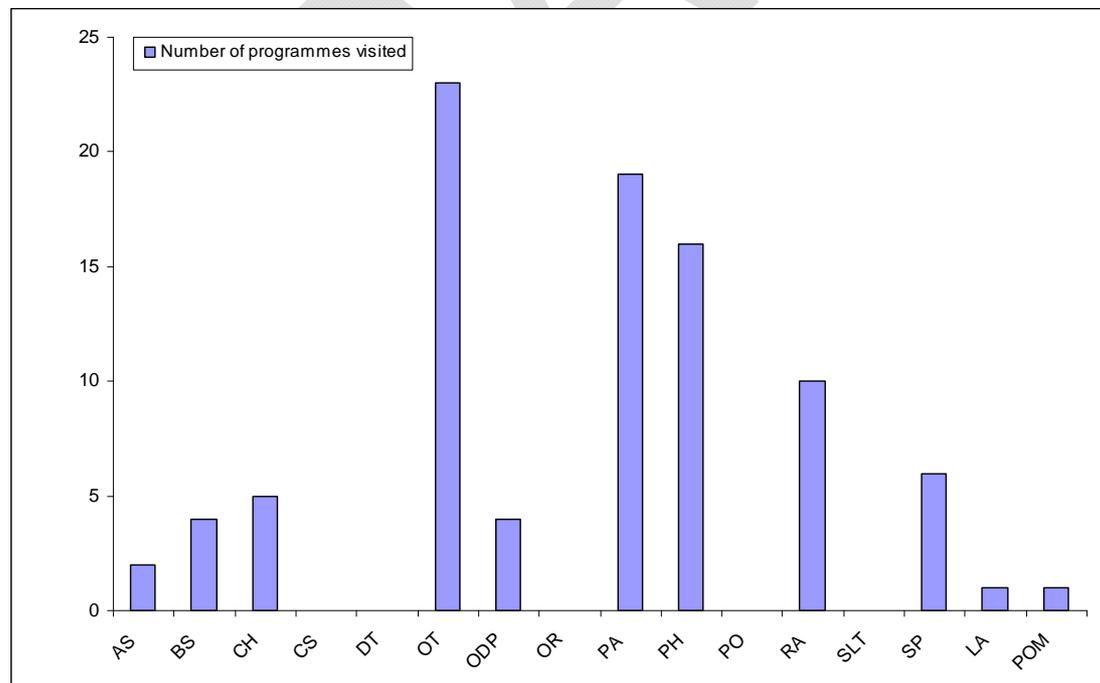
### Which professions were visited?

We visited more occupational therapy programmes than any other programme this year. Paramedic programmes had the second highest number of visits. No visits were made to five professions (clinical scientists, dietitians, orthoptists, prosthetists / orthotists and speech language therapists) as there was no reason to visit existing programmes, and no new programmes were developed in these professions / entitlements. Once again this year, a significant majority (91%) of visits were to pre-registration programmes.

**Table 13 Breakdown of visits - by profession**

Profession/entitlement	Number of programmes visited	Percentage
AS	2	2
BS	4	4
CH	5	5
CS	0	0
DT	0	0
OT	23	25
ODP	4	4
OR	0	0
PA	19	21
PH	16	18
PO	0	0
RA	10	11
SLT	0	0
SP	6	7
LA	1	1
POM	1	1

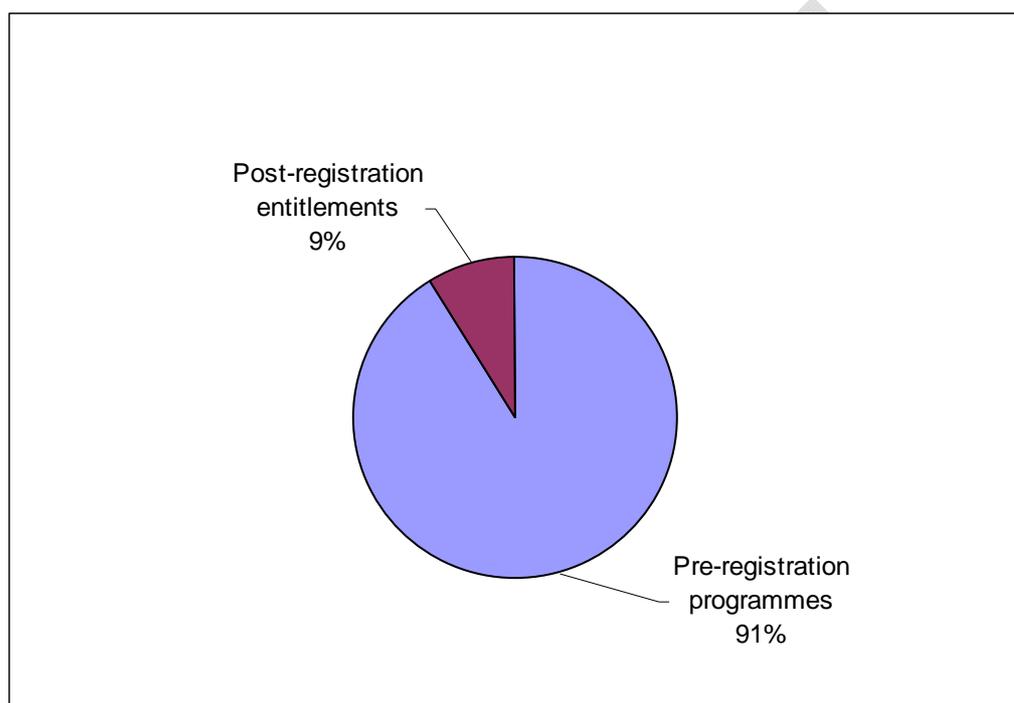
**Graph 13 Breakdown of visits - by profession**



**Table 14 Breakdown of visits - by pre- and post-registration**

Type	Number of programmes visited
Pre-registration programmes	83
Post-registration entitlements	8

**Graph 14 Breakdown of visits - by pre- and post-registration**



**Why did we visit these professions?**

As we do not visit programmes on a routine or cyclical basis (eg every five years), it is difficult to predict which programmes and professions will be visited and draw long-term trends on visits. However, because we visit new programmes and programmes undergoing major change, we can make a broad forecast at the level of change in each profession based on universal changes in legislation and / or curriculum guidance.

As last year, there has continued to be a significant reduction in the number of visits to certain professions or entitlements that in the previous two years accounted for a significant proportion of the workload. For example, in 2005-2006 and 2006-2007 the majority of visits were conducted to arts therapy, biomedical science, operating department practitioner and supplementary prescribing. The trend of reducing numbers of visits for these professions or entitlements may be a result of a number of factors. The first factor is a saturation of the market with programmes from a particular profession or entitlement will reduce the market competitiveness of and therefore the

appetite for generating new programmes. The second factor is that once a new profession join HPC we undertake a series of visits over a defined timescale (1-3 years) to all programmes of study to reconfirm approval against the standards of education and education. The third factor is that following the introduction of profession wide curriculum changes a profession will normally go through a period of relative stability and so the number of major changes occurring in subsequent years will be reduced.

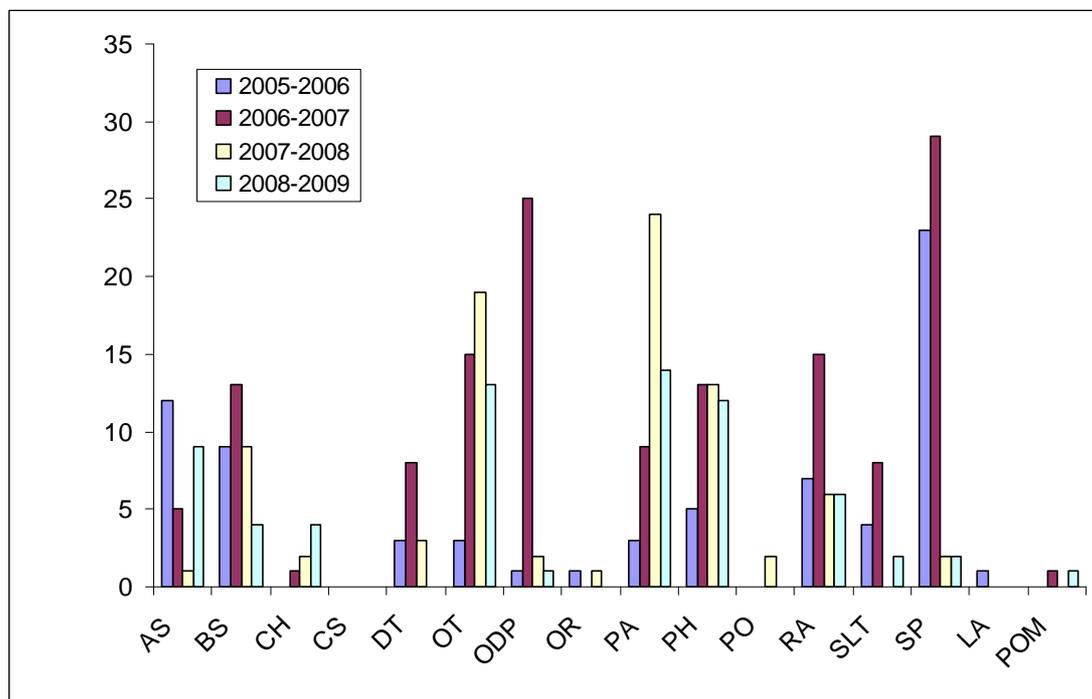
The high number of visits to paramedic programmes is partly due to a decision taken by the HPC in the previous year. In 2004, when the HPC adopted all the approved paramedic programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM), a decision was made to visit all paramedic programmes as they had not been visited since the publication of the final QAA subject benchmark statements. This resulted in a number of visits to paramedic programmes in the 2005-2006 and 2006-2007 academic years. In 2006, the Education & Training Committee made a follow up decision to confirm that all IHCD paramedic awards should be visited as soon as possible. The delay in visiting the IHCD paramedic award programmes was due to the uncertainty of their future. Once a decision was taken in 2007, visits to 13 education providers were scheduled, with the majority taking place in 2007-2008 and a small number in 2008-2009.

The high number of visits to occupational therapist and physiotherapist programmes is to be expected, as these are the two professions which have the largest number of approved programmes. The same trend is apparent with the paramedic and radiographer programmes which also account for significant numbers of approved programmes.

**Table 15 Breakdown of visits - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Profession/entitlement	2005-2006	2006-2007	2007-2008	2008-2009
AS	12	5	1	9
BS	9	13	9	4
CH	0	1	2	4
CS	0	0	0	0
DT	3	8	3	0
OT	3	15	19	13
ODP	1	25	2	1
OR	1	0	1	0
PA	3	9	24	14
PH	5	13	13	12
PO	0	0	2	0
RA	7	15	6	6
SLT	4	8	0	2
SP	23	29	2	2
LA	1	0	0	0
POM	0	1	0	1

**Graph 15 Breakdown of visits - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



### Reasons for a visit

There were four reasons for all the visits this year. They are listed below.

- New programme seeking HPC approval for the first time.
- Major change to a currently approved programme.
- Annual monitoring process identifies significant changes to a currently approved programme.
- Currently approved programme not approved since the publication of the QAA subject benchmark statements. \*

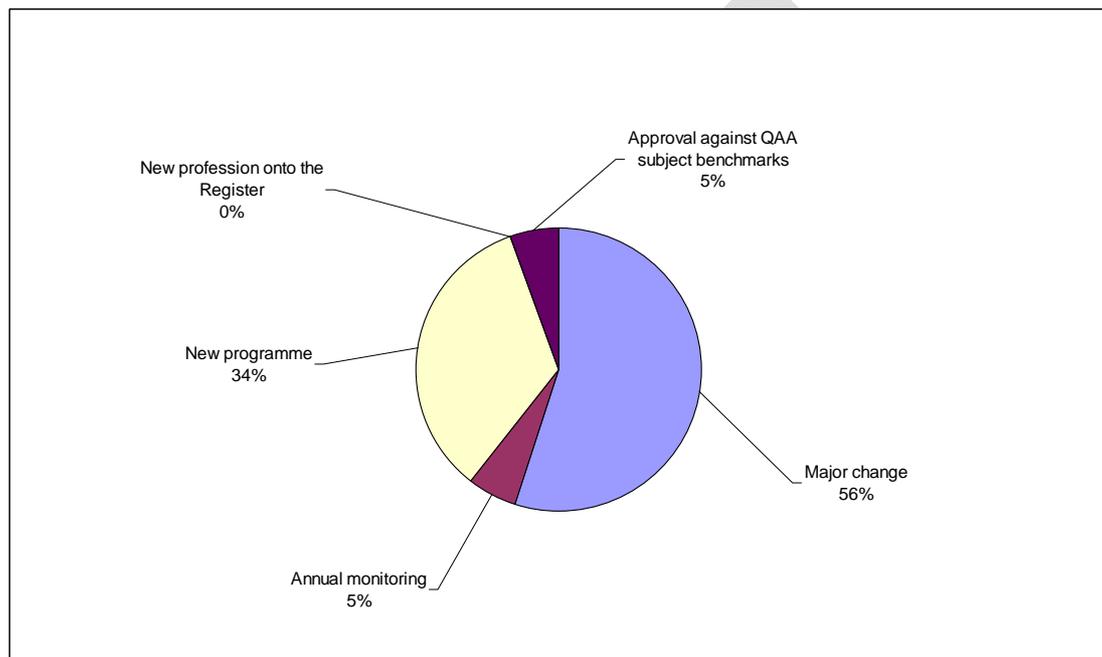
*\* When the HPC adopted all the approved programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM), a decision was made to only visit programmes which had not been visited since the publication of the QAA subject benchmark statements. This decision ensured our processes were cost effective and flexible and that our regulation was robust and rigorous, without being over-burdensome.*

In previous years, “New profession on the Register” was an additional reason for visits.

**Table 16 - Breakdown of visits - by reason**

Reason for visit	Number of programmes visited
Major change	50
Annual monitoring	5
New programme	31
New profession onto the Register	0
Approval against QAA subject benchmarks	5

**Graph 16 - Breakdown of visits - by reason**



This year, over half of our visits were to consider major changes to already approved programmes. There has been an increasing trend over the previous three years to visit existing programmes which are undergoing a major change. However, this year the percentage share has grown from approximately 49% of all visits to 56%.

The percentage of visits to new programmes seeking approval for the first time has been gradually reducing over the four year period from 58% to 34%. This may be attributed to market saturation of programmes for the currently approved programmes. The paramedic profession continues to generate the most new programmes.

This year, we visited five already approved programmes as a result of our annual monitoring process. This accounts for approximately 1% of all approved programmes.

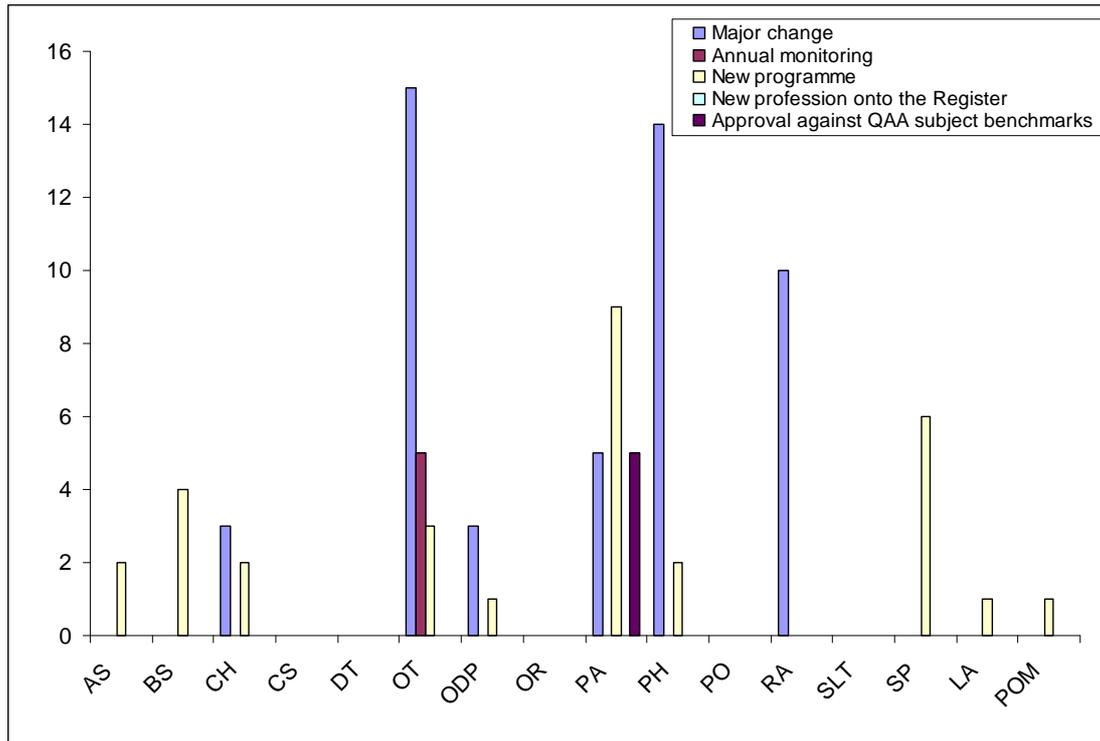
We did not visit any programmes from professions new to the HPC register this year. This is because the last new profession onto the HPC Register was operating department practitioners in 2004 and all of these programmes were visited in 2005-2006 and 2006-2007. We anticipate visiting more programmes for this reason for practitioner psychologists in 2009-2010.

The reasons for visits varied greatly between and within the professions. The following table shows the reasons for a visit broken down into each profession.

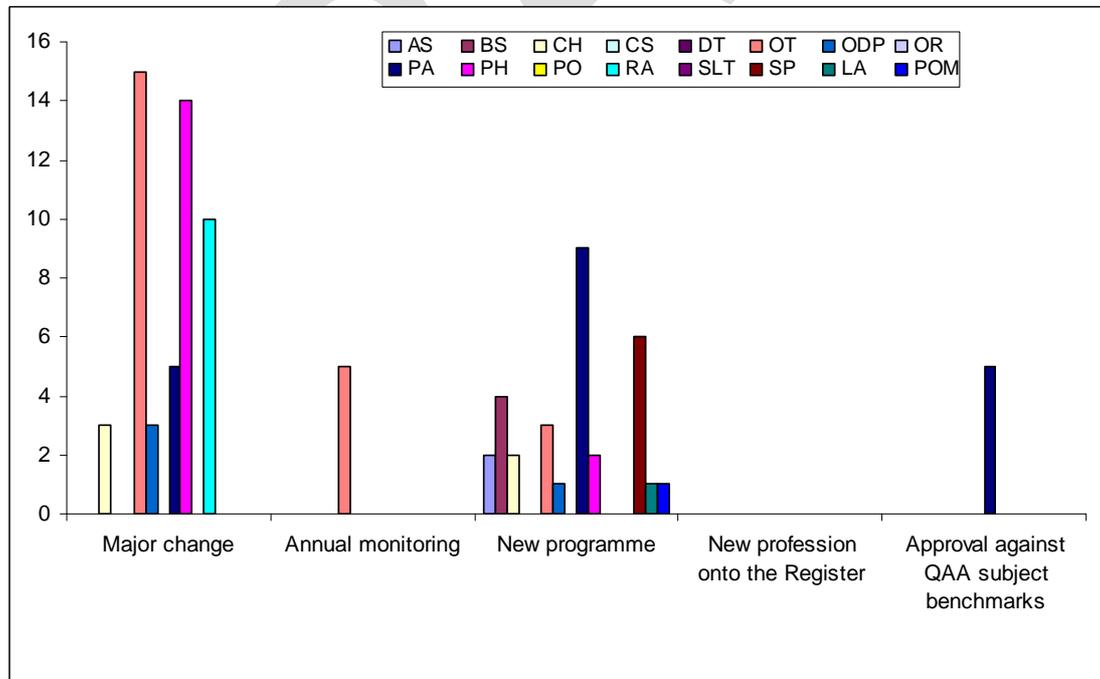
**Table 17 Breakdown of reasons for visits - by profession**

<b>Profession /entitlement</b>	<b>Major change</b>	<b>Annual monitoring</b>	<b>New programme</b>	<b>New profession onto the Register</b>	<b>Approval against QAA subject benchmarks</b>
AS	0	0	2	0	0
BS	0	0	4	0	0
CH	3	0	2	0	0
CS	0	0	0	0	0
DT	0	0	0	0	0
OT	15	5	3	0	0
ODP	3	0	1	0	0
OR	0	0	0	0	0
PA	5	0	9	0	5
PH	14	0	2	0	0
PO	0	0	0	0	0
RA	10	0	0	0	0
SLT	0	0	0	0	0
SP	0	0	6	0	0
LA	0	0	1	0	0
POM	0	0	1	0	0

**Graph 17a Breakdown of reasons for visits - by profession and reason**



**Graph 17b Breakdown of reasons for visits - by reason and profession**



This year, the majority of new programmes were paramedic programmes. Supplementary prescribing programmes accounted for the second highest number of new programmes.

In previous years the number of new programme visits for the paramedic and biomedical scientist professions and supplementary prescribing entitlement has been significant higher. The consistent number of number of programmes in these two professions can be attributed to a number of factors, including changes to funding arrangements, changes in curriculum guidance and new models of workforce planning. We have conducted new programme visits for 35 biomedical scientist programmes, 23 paramedic programmes and 59 supplementary prescribing programmes over the last four years. As predicted the proportionately high number of new programme visits to these professions / entitlements has continued over this year, but there are signs of diminishing numbers over the four year period.

Of the 14 professions on our Register, only 7 developed new programmes this year. There were new programme visits for arts therapists, biomedical scientists, chiropodists / podiatrists, occupational therapists, operating department practitioners, paramedics, and physiotherapists. Apart from chiropodists / podiatrists, all of these professions have developed new programmes for the previous two years.

The majority of major change visits were to occupational therapist (33%), physiotherapist (31%) and radiographer (22%) programmes. This reflects the fact that these three professions are the ones with the highest number of already approved programmes, which can have major changes made to them. This trend was also evidence in previous years.

All of the visits to programmes against the QAA subject benchmark statements were from the paramedic profession. The reasons for this are explained in the previous section.

## List of visits and outcomes

All HPC reports on programme approval are published on our website at [www.hpc-uk.org](http://www.hpc-uk.org) If you would like more information regarding one of the visits listed below, please look at our website.

Education provider	Programme	Mode of study	Date of visit	Status (as of 31 August 2009)
Scottish Ambulance College	IHCD Paramedic Award	Full Time	10/09/2008	Approved
London Ambulance Service NHS Trust	IHCD Paramedic Award	Block Release	16/09/2008	Approved
Coventry University	BSc (Hons) Applied Biomedical Science	Full Time	17/09/2008	Approved
The College Of Search And Rescue Medicine	Search and Rescue Paramedic Award	Part Time	25/09/2008	Approved
Manchester Metropolitan University	MSc Applied Biomedical Science	Full Time	07/10/2008	Approved
University of Glamorgan	Supplementary Prescribing	Part Time	21/10/2008	Approved
Isle Of Wight NHS Primary Care Trust	IHCD Paramedic Award	Full Time	28/10/2008	Pending
Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time	29/10/2008	Approved
Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Health Ergonomics	Full Time	29/10/2008	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Psychology	Full Time	29/10/2008	Approved
Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Sociology	Full Time	29/10/2008	Approved
Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time	29/10/2008	Approved
West Midlands Ambulance Service NHS Trust	IHCD Paramedic	Full Time	29/10/2008	Pending
Cardiff University (Prifysgol Caerdydd)	Postgraduate Certificate in Non-Medical Prescribing	Part Time	20/11/2008	Approved
Sheffield Hallam University	BSc (Hons) Diagnostic Radiography	Full Time	02/12/2008	Approved
Sheffield Hallam University	BSc (Hons) Occupational Therapy	Full Time	02/12/2008	Approved
Sheffield Hallam University	BSc (Hons) Physiotherapy	Full Time	02/12/2008	Approved
Sheffield Hallam University	BSc (Hons) Physiotherapy	Part Time	02/12/2008	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	02/12/2008	Approved
Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full Time	02/12/2008	Approved
Sheffield Hallam University	Diploma of Higher Education Paramedic Practice	Full Time	02/12/2008	Approved
South East Coast Ambulance Service NHS Trust	Early Registration Programme (IHCD Modules)	Full Time	20/01/2009	Approval withdrawn
Glyndwr University	Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6)	Part Time	22/01/2009	Approved
Glyndwr University	Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 7)	Part Time	22/01/2009	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
University of Portsmouth	FdSc Paramedic Science	Full Time	27/01/2009	Approved
University of Portsmouth	FdSc Paramedic Science	Part Time	27/01/2009	Approved
University of Central Lancashire	Diploma of Higher Education Paramedic Practice	Full Time	29/01/2009	Approved
Emergency Response Services (ERS) Group International LTD	Award in Paramedic Practice	Part Time	04/02/2009	Request withdrawn
University of Cumbria	BSc (Hons) Diagnostic Radiography	Full Time	11/02/2009	Approved
University of Salford	BSc (Hons) Physiotherapy	Full Time	05/03/2009	Approved
University of Salford	BSc (Hons) Physiotherapy	Part Time	05/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) Diagnostic Imaging	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) in Occupational Therapy (Ageing and Well-being)	Full Time	11/03/2009	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
Glasgow Caledonian University	BSc (Hons) in Occupational Therapy (Psychosocial Interventions)	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) in Occupational Therapy (Work Practice)	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) Physiotherapy	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	11/03/2009	Approved
Glasgow Caledonian University	BSc (Hons) Radiotherapy and Oncology	Full Time	11/03/2009	Approved
Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time	11/03/2009	Approved
Glasgow Caledonian University	MSc Physiotherapy (Pre-registration)	Full Time	11/03/2009	Approved
University of Derby	BSc (Hons) Diagnostic Radiography	Full Time	01/04/2009	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
University of Derby	BSc (Hons) Occupational Therapy	Full Time	01/04/2009	Approved
University of Derby	BSc (Hons) Occupational Therapy	Part Time	01/04/2009	Approved
University of Derby	MSc Occupational Therapy	Full Time	01/04/2009	Approved
University of Surrey	BSc (Hons) Paramedic Practice	Full Time	01/04/2009	Approved
The University of Northampton	FDS Sc Paramedic Science	Full Time	15/04/2009	Approved
The University of Northampton	FDS Sc Paramedic Science	Part Time	15/04/2009	Approved
Canterbury Christ Church University	BSc (Hons) Diagnostic Radiography	Full Time	28/04/2009	Approved
Canterbury Christ Church University	BSc (Hons) Occupational Therapy	Full Time	28/04/2009	Approved
Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full Time	28/04/2009	Approved
Canterbury Christ Church University	Diploma of Higher Education Operating Department Practice	Full Time	28/04/2009	Approved
New College Durham	Certificate in Local Analgesia	Part Time	29/04/2009	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
University of Ulster	BSc (Hons) Podiatry	Full Time	29/04/2009	Approved
Teesside University	BSc (Hons) Diagnostic Radiography	Full Time	06/05/2009	Approved
Teesside University	BSc (Hons) Occupational Therapy	Full Time	06/05/2009	Approved
Teesside University	BSc (Hons) Physiotherapy	Full Time	06/05/2009	Approved
Teesside University	MSc Diagnostic Radiography (Pre-registration)	Full Time	06/05/2009	Approved
Teesside University	MSc Occupational Therapy (Pre-registration)	Full Time	06/05/2009	Approved
Teesside University	MSc Physiotherapy (Pre-registration)	Full Time	06/05/2009	Approved
Teesside University	Pg Dip Diagnostic Radiography (Pre-registration)	Full Time	06/05/2009	Approved
Teesside University	Pg Dip Occupational Therapy (Pre-registration)	Full Time	06/05/2009	Approved
Teesside University	Pg Dip Physiotherapy (Pre-registration)	Full Time	06/05/2009	Approved

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
Bournemouth University	BSc (Hons) Occupational Therapy	Full Time	12/05/2009	Approved
Bournemouth University	BSc (Hons) Physiotherapy	Full Time	12/05/2009	Approved
Bournemouth University	Diploma of Higher Education Operating Department Practice	Full Time	12/05/2009	Approved
Bournemouth University	FdSc Paramedic Science	Full Time	12/05/2009	Approved
Edge Hill University	Diploma of Higher Education Paramedic Practice	Full Time	12/05/2009	Approved
Keele University	BSc (Hons) Applied Biomedical Science	Full Time	12/05/2009	Approved
University of Chester	MA in Art Therapy	Full Time	12/05/2009	Request withdrawn
University of Chester	MA in Art Therapy	Part Time	12/05/2009	Request withdrawn
University of Southampton	BSc (Hons) Occupational Therapy	Full Time	27/05/2009	Pending
University of Southampton	BSc (Hons) Occupational Therapy	Part Time	27/05/2009	Pending
University of Southampton	BSc (Hons) Physiotherapy	Full Time	27/05/2009	Pending
University of Southampton	BSc (Hons) Physiotherapy	Part Time	27/05/2009	Pending

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
University of Southampton	BSc (Hons) Podiatry	Full Time	27/05/2009	Pending
University of Southampton	MSc Occupational Therapy (Pre-registration)	Full Time	27/05/2009	Pending
University of Southampton	MSc Physiotherapy (Pre-registration)	Full Time	27/05/2009	Pending
University of Southampton	MSc Podiatry (Pre-registration)	Full Time	27/05/2009	Pending
University of Southampton	Pg Dip Occupational Therapy (Pre-registration)	Full Time	27/05/2009	Pending
University of Southampton	Pg Dip Physiotherapy (Pre-registration)	Full Time	27/05/2009	Pending
University of Southampton	Pg Dip Podiatry (Pre-registration)	Full Time	27/05/2009	Pending
Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	02/06/2009	Pending
Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time Accelerated	02/06/2009	Request withdrawn

<b>Education provider</b>	<b>Programme</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status (as of 31 August 2009)</b>
De Montfort University	BSc (Hons) Applied Biomedical Science	Full Time	03/06/2009	Approved
University of Ulster	Pharmacotherapeutics in Prescribing	Part Time	12/06/2009	Pending
University of Ulster	Postgraduate Certificate in Prescribing for Allied Health Professionals	Part Time	12/06/2009	Pending
Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	16/06/2009	Approved
Queen Margaret University	Post Graduate Diploma Physiotherapy (Pre-registration)	Full Time	16/06/2009	Approved
Keele University	Supplementary Prescribing for Allied Health Professionals	Part Time	17/06/2009	Approved
University of Brighton	BSc (Hons) Paramedic Practice	Full Time	23/06/2009	Approved

## Outcome of visits

After an approval visit, Visitors can recommend to the Education and Training Committee, one of the following.

- Approval of a programme without any conditions.
- Approval of a programme subject to all conditions being met.
- Non-approval of a new programme.
- Withdrawal of approval from a currently approved programme.

This year, all programmes visited were recommended for approval, apart from one which had approval withdrawn and four which withdrew their requests for approval on the day of the visit or following the visit. For the second time in a row 9% of programmes visited were recommended for approval without any conditions. Across a four year period, there is an average of 9% of programmes were recommended for approval without any conditions. This trend appears to be relatively constant across the four years.

The decision to withdraw approval from one programme came about as a result of failure to respond to conditions. The decision to withdraw approval was not taken likely by the Committee. Withdrawal of approval remains a very infrequent outcome of the approval process.

As in previous years, the majority of programmes had conditions to meet before the Education and Training Committee could grant or reconfirm open-ended approval.

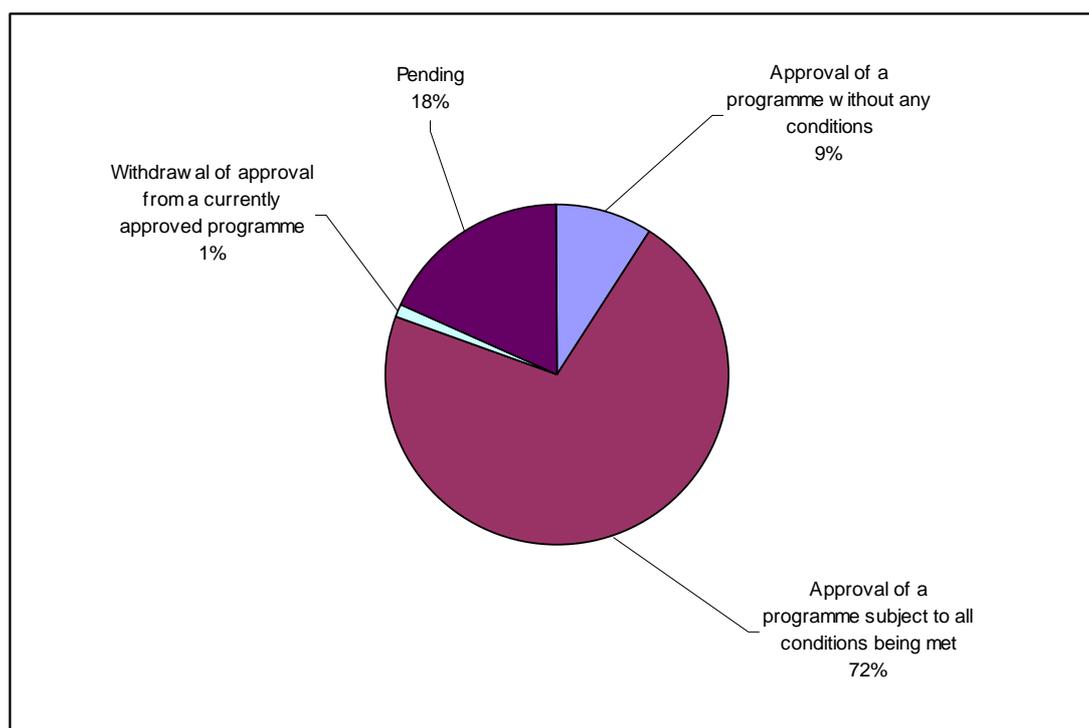
There were 16 pending decisions on approval as of 31 August 2009. In five cases, the education provider planned a start date later in the academic year (eg January 2010) and so there was no requirement for approval to be in place before September 2009. In the case of 11 programmes all from the same institution, the final decisions on approval were made at the September 2009 meeting of the Education and Training Committee before the programmes commenced.

**Table 18 Summary of outcomes**

Decision	Number of outcomes	Percentage
Approval of a programme without any conditions	8	9
Approval of a programme subject to all conditions being met	62	71
Non-approval of a new programme	0	0
Withdrawal of approval from a currently approved programme	1	1
Pending	16	18

*NB - four programmes withdrew their request for approval on the day of or following the visit so no final decisions were made on approval*

## Graph 18 Summary of outcomes

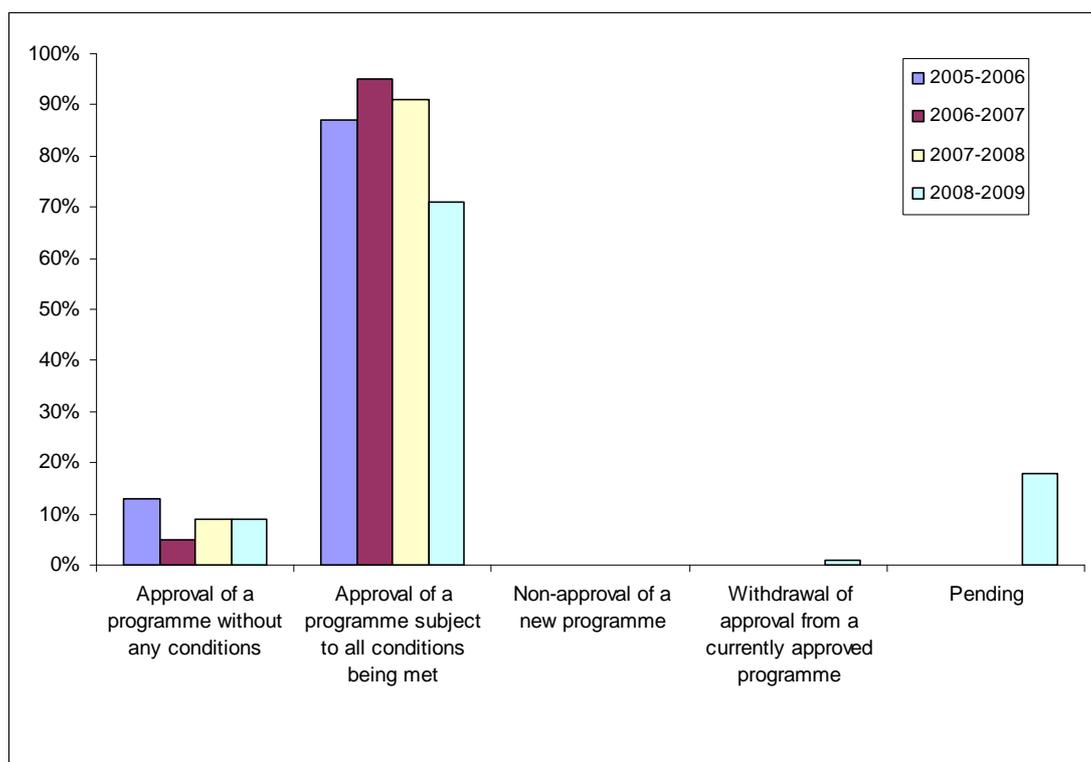


**Table 19 Summary of outcomes in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

	2005-2006	2006-2007	2007-2008	2008-2009
Approval of a programme without any conditions	13%	5%	9%	9%
Approval of a programme subject to all conditions being met	87%	95%	91%	71%
Non-approval of a new programme	0%	0%	0%	0%
Withdrawal of approval from a currently approved programme	0%	0%	0%	1%
Pending	0%	0%	0	18%

NB – this year the information is based on final outcome from Committee rather than recommendation from Visitors – this accounts for the significant increase in pending outcomes.

**Graph 19 Summary of outcomes in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



### Conditions

'Conditions' are requirements made of an education provider, by Visitors, which must be met before a programme can be recommended for approval. Conditions are linked to the standards of education and training and require changes to the programme to ensure the threshold standards are met.

This year, there were 801 conditions set across the 91 programmes visited. This gives an average of nine conditions per programme and sees a reduction in the total number of conditions by 45 when compared to the previous year.

**Table 20 Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Year	Number of conditions	Number of programmes visited	Average number of conditions per programme
2005-2006	327	62	6
2006-2007	734	142	5
2007-2008	846	84	10
2008-2009	801	91	9

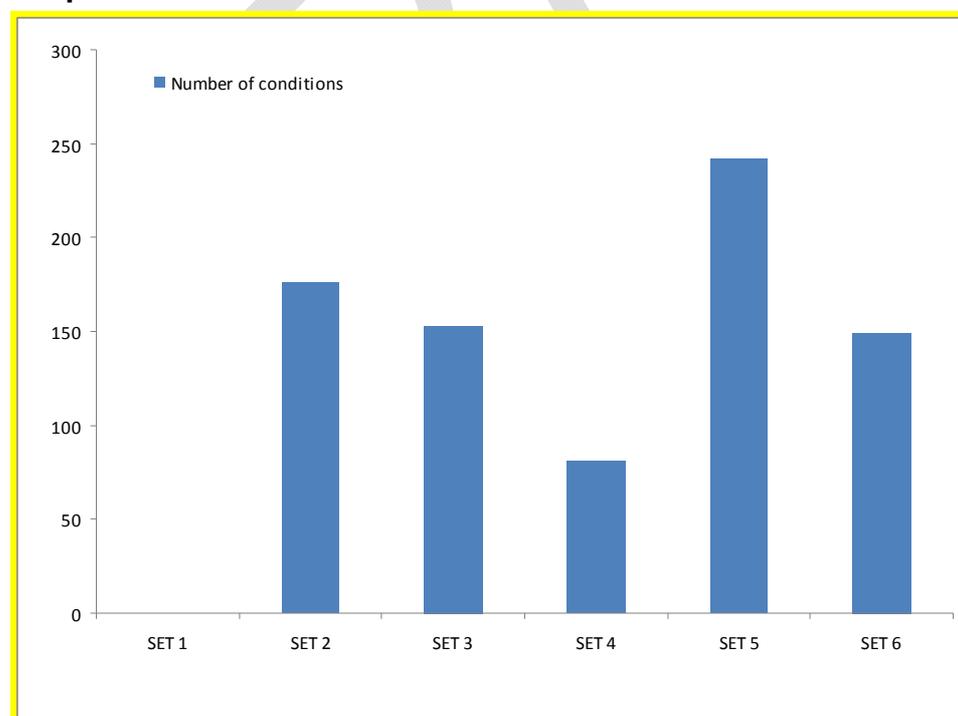
Over the four years there has been a general increase in the number of conditions, but there has been some reduction this year in spite of a slightly higher number of programmes visited. It is difficult to determine the full reasons for the continued increase in the number of conditions applied to programmes. One causal factor may be linked to the increased number of visits to education providers outside of the higher education setting where established quality assurance mechanisms are less prevalent.

There are 63 specific standards. Each one can have conditions mapped against it. The table below shows the number of conditions listed against the broad standard categories.

**Table 21 Number of conditions**

Standards of education and training (SETS)	Number of conditions	Percentage
SET 1	0	0
SET 2	176	22
SET 3	153	19
SET 4	81	10
SET 5	242	30
SET 6	149	19

**Graph 20 Number of conditions**



The highest number of conditions was set against the placement standards (SET 5) and the lowest number of conditions was set against the level of qualification for entry to the Register (SET 1). This is the fourth consecutive year where placement standards have had the most conditions set against them, and by a substantial margin.

For the fourth year, a relatively low number of conditions have been set against curriculum standards. This continues to be encouraging, as it shows most education providers are designing programmes which ensure that those who successfully complete them meet the standards of proficiency.

The continuing high number of conditions set against placement standards is an area for particular attention. In 2006, we published our guidance on our standards of education and training, which explains that the HPC expects education providers rather than NHS trusts, to take ultimate responsibility for placements. This information has been available to education providers for a significant period of time, but placement standards still appear to be a challenge for education providers in the presenting their programmes for approval. We will continue to publicise and encourage education providers to use our guidance, in particular focusing on the areas most at risk. As always, a copy of the guidance is available to download from our website and is sent to education providers electronically at the start of the approval process. In previous years we have used the education presentations / seminars to promote understanding of the standards, and there may be further opportunities to do the same in future years or to use other stakeholder communications for this purpose.

No conditions were set against standard one - the level of qualification for entry to the Register this year. Conditions set against this standard are very unusual, as the standard is broad and flexible, which allows education providers to meet it in a variety of ways. In three years, just three conditions have been set against standard one - the level of qualification for entry to the Register.

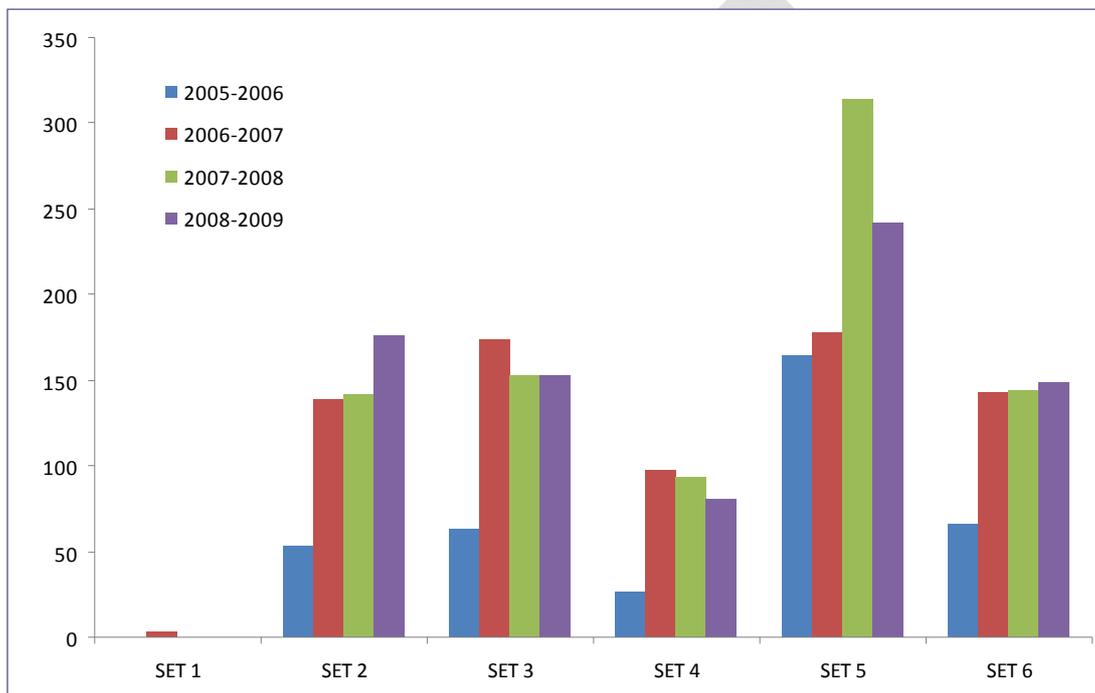
The numbers of conditions applied to standard one – admissions standards has increased significantly this year. In the main, the conditions in this area have all been applied to one particular standard (SET 2.1) which will be discussed in greater detail later in this section of the report.

The number of conditions applied to standards three, four and six – programme management and resource standards, curriculum standards and assessment standards respectively – appears to be relatively consistent across the last three years.

**Table 22 Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

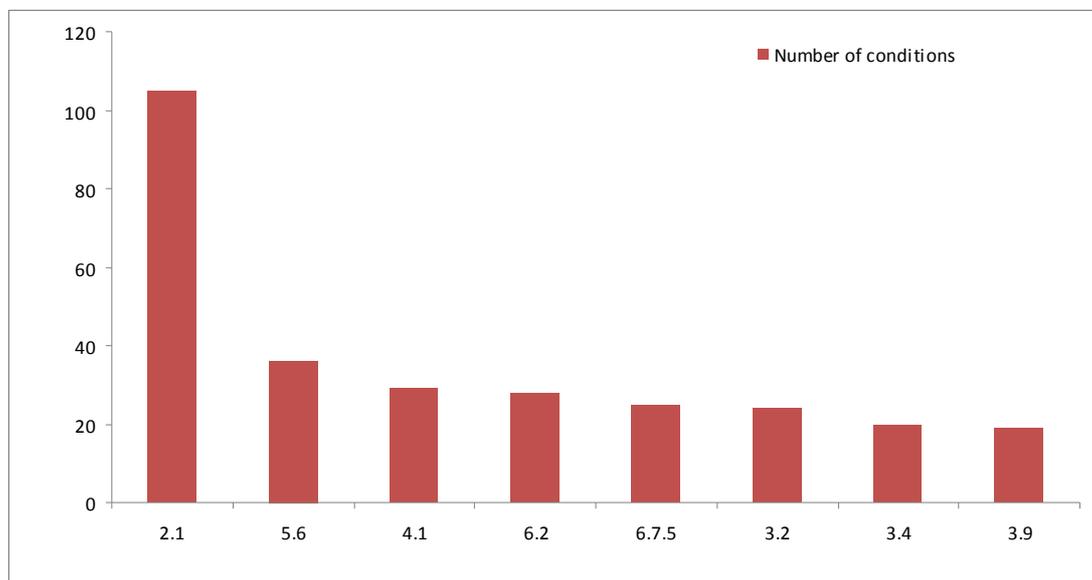
Standards	2005-2006	2006-2007	2007-2008	2008-2009
SET 1	0	3	0	0
SET 2	53	139	142	176
SET 3	63	174	153	153
SET 4	26	97	93	81
SET 5	164	178	314	242
SET 6	66	143	144	149

**Graph 21 Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



Within each group of standards, there are a number of individual standards. The diagram below shows the eight specific standards which had the highest number of conditions set against them this year.

**Graph 22 The eight standards of education and training with the highest number of conditions set against them**



For four years, there have been a relatively high number of conditions set against standards 2.1 and 5.6.

This year the number of conditions applied to standard 2.1 has increased significantly. The increase is so great that it exceeds the number of programmes that were visited during the academic year. For this to occur, multiple conditions must have been applied against the standard for single programmes. Standard 2.1 seeks to ensure that the admissions procedure of an approved programme gives both the education provider and the applicant the information they require to make an informed choice about whether to make or take up the offer of a place on the programme. Conditions against this standard were repeatedly set for two reasons. Firstly education providers did not make it clear in their information that completing a programme means students are 'eligible to **apply**' for registration with the HPC. Instead they used phrases like 'completing this programme entitles you to be registered with the HPC' or 'once you have completed this programme, you will be registered'. Secondly, education providers used outdated phrases such as 'state registered' or confused the role of the HPC with the role of professional bodies in statutory registration. Our advertising protocol was published in 2007 and gives education providers advice on how best to advertise their programme and refer to the HPC. The advertising protocol is provided to education providers at the start of the approval process and is available to download from our website. In the revised standards of education and training, which will become effective on 1 September 2009, the guidance for standard 2.1 will make specific reference to the advertising protocol. Alongside this change we

will continue to publicise and encourage education providers to use our advertising protocol, in particular focusing on the areas most at risk in terms of our admissions standards.

Standard 5.6 seeks to ensure that education providers maintain a thorough and effective system for approving and monitoring placements. The high number of conditions set against this standard relates to the fact that many education providers often misunderstand our placement standards and the level of responsibility they need to assume themselves. In addition, the impact of our guidance has not yet been felt. We will continue to publicise and encourage education providers to use our standards of education and training guidance, in particular focusing on the responsibility and remit of our placement standards.

For three years, there have been a relatively high number of conditions set against standard 4.1. Standard 4.1 seeks to ensure that the learning outcomes of an approved programme ensure that those who successfully complete the programmes meet the standards of proficiency for their part of the Register. This is one of the most crucial standards and requires education providers to carefully map and clearly articulate how the standards of proficiency are delivered to students within the learning outcomes for a programme. Similarly to last year, the relatively high number of conditions set against standard 4.1 appears to be concentrated in specific professions.

This year, there were a relatively high number of conditions set against standards 3.2, 3.4 and 6.2. This was not a feature in the previous two years and therefore it should not be assumed to be a common, long-term trend. The possible reason for the increase in conditions against these standards is linked to the professions visited this year and will be discussed in more detail in forthcoming sections.

This year standards 3.9 and 6.7.5 received a relatively high number of conditions. These particular standards also received a relatively high number of conditions in 2006-2007. Standard 3.9 seeks to ensure protocols are in place to gain student consent when undertaking activities such as role play or manual handling as part of the programme. This standard often receives conditions owing to education providers either not appropriately documenting the provision of consent or not considering certain activities such as role play as requiring consent. The revised guidance to the standards of education and training which comes into effect on 1 September 2009 has been amended to make the expectations around this standard clearer. Standard 6.7.5 seeks to ensure that external examiners are on the appropriate part of the Register unless other arrangements are agreed. This standard was amended in 2006-2007 to allow it to be more inclusive of professions or entitlements where registration with HPC would be problematic or unusual. The conditions that are applied against this standard now are in relation to the amendment where education providers do not provide sufficient information in relation to external examiners who are not on the Register. The amended standard and its

guidance will be embedded in the revised guidance to the standards of education and training.

In the previous two years, there were a relatively high number of conditions set against standards 2.2.2, 3.7, 4.2, 5.7.1, 5.7.4, 5.8.3 and 6.1. These standards have not received a relatively high number of conditions this year and so it appears that there was not particular trend, but these standards will be revisited in the next annual report.

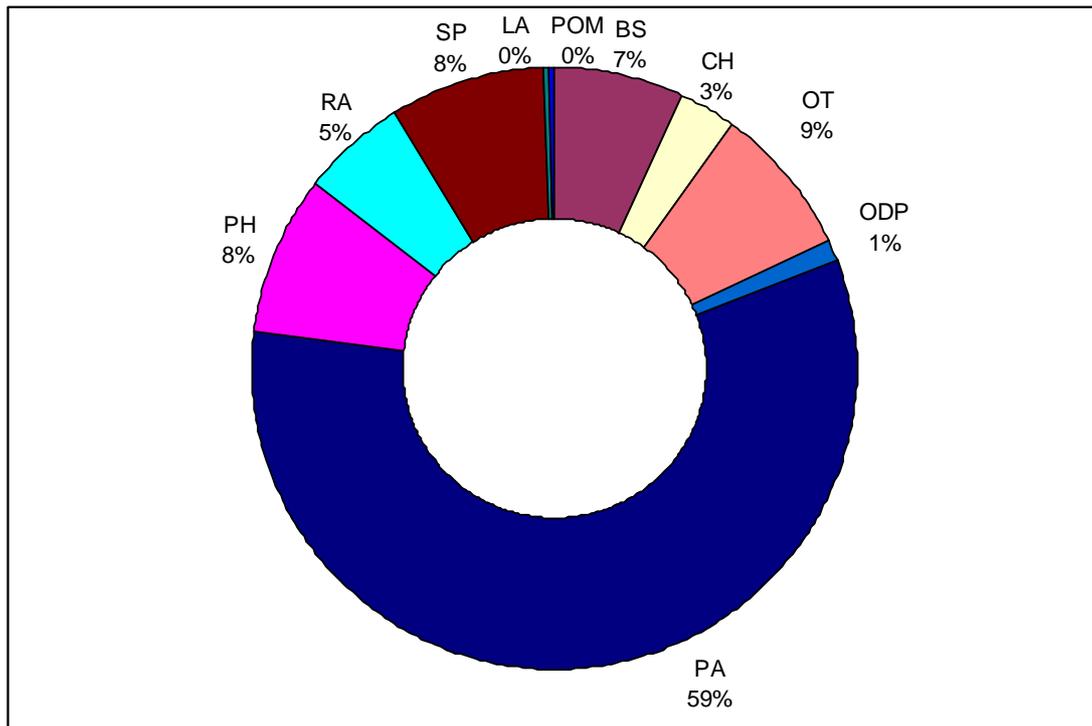
The number and concentration of conditions varied greatly between and within the professions. The following tables show the conditions broken down by profession.

**Table 23 - Breakdown of conditions - by profession**

Profession/entitlement	Number of conditions	Percentage
AS	0	0
BS	56	7
CH	24	3
CS	0	0
DT	0	0
OT	65	8
ODP	9	1
OR	0	0
PA	463	58
PH	68	8
PO	0	0
RA	44	5
SLT	0	0
SP	67	8
LA	2	0.2
POM	3	0.4

NB – for local anaesthetics and prescription only medicine programmes a nearly statistically insignificant number of conditions were applied. In this table the percentage value has been adjusted in the case of these two entitlements in order to show the presence of some conditions. In some later graphs, these entitlements are recorded as contributing 0% to the share of conditions.

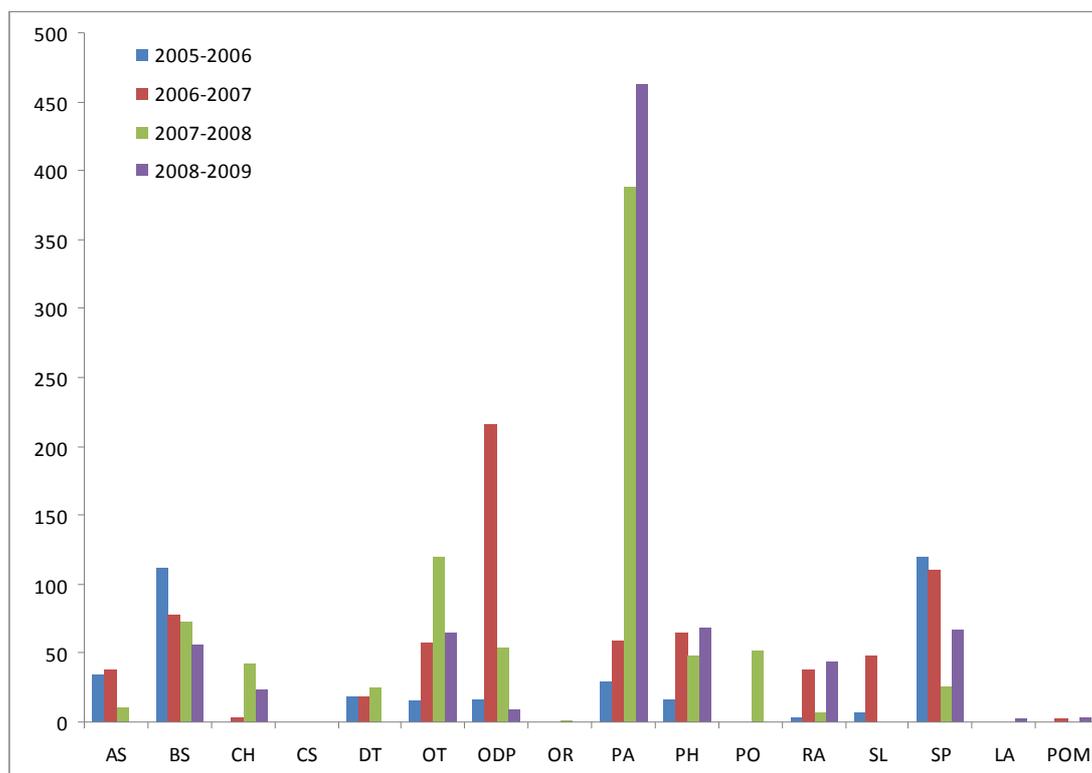
**Graph 23 Breakdown of conditions - by profession**



**Table 24 Breakdown of conditions - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Profession/entitlement	Number of conditions			
	2005-2006	2006-2007	2007-2008	2008-2009
AS	34	37	10	0
BS	111	78	73	56
CH	0	4	42	24
CS	0	0	0	0
DT	19	19	25	0
OT	15	58	120	65
ODP	17	216	54	9
OR	0	0	1	0
PA	29	59	388	463
PH	16	65	48	68
PO	0	0	52	0
RA	4	38	7	44
SL	7	48	0	0
SP	120	110	26	67
LA	0	0	0	2
POM	0	2	0	3

**Graph 24 Breakdown of conditions - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**



The majority of conditions (58%) were set against paramedic programmes, with occupational therapist and supplementary prescribing programmes having the second (8% for both) and biomedical scientists having the third (7%) highest numbers of conditions set against them. We visited more paramedic and occupational therapist programmes than any other professions this year, so the concentrations of conditions reflect the higher number of programmes visited in these two professions. However, in the case of biomedical scientist and supplementary prescribing programmes, the higher number of conditions does not correlate with a relatively higher number of visits to programmes in this profession.

There were no conditions against arts therapist, clinical scientist, dietitian, orthoptist, prosthetist / orthotist and speech and language therapist programmes because we did not visit any programmes in these professions or because the request for approval was withdrawn before a report was written in the case of arts therapy.

For four years there has been a relatively high number of conditions set against paramedic and biomedical scientist programmes. This reflects the fact that we have visited a higher number of programmes from these two professions across the total four year period.

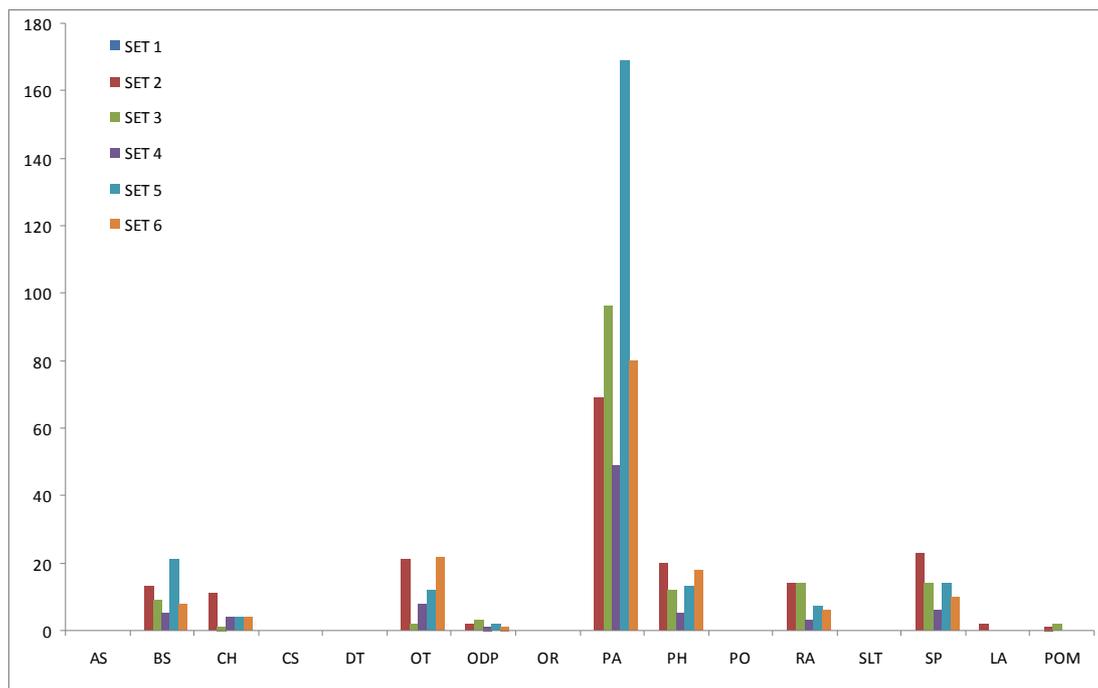
The number of conditions applied to supplementary prescribing programmes dipped last year but has increased this year as the number of visits to these programmes has also increased.

Looking at the data across four years, there is an apparent trend that paramedic programmes have a higher number of conditions applied to them. This trend may be misleading as there are a number of potential contributing factors to the increased number of conditions. These factors include the number of programmes in the profession that were visited, the reasons for the visits (which will be explored later in the report) and variation in types of education provider (ie based at a higher education sector or elsewhere). As a general pattern across all the professions though the higher incidences of conditions are borne out of the higher number of programmes visited in each particular year.

**Table 25 Breakdown of conditions against standards - by profession**

Profession/entitlement	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
AS	0	0	0	0	0	0
BS	0	13	9	5	21	8
CH	0	11	1	4	4	4
CS	0	0	0	0	0	0
DT	0	0	0	0	0	0
OT	0	21	2	8	12	22
ODP	0	2	3	1	2	1
OR	0	0	0	0	0	0
PA	0	69	96	49	169	80
PH	0	20	12	5	13	18
PO	0	0	0	0	0	0
RA	0	14	14	3	7	6
SLT	0	0	0	0	0	0
SP	0	23	14	6	14	10
LA	0	2	0	0	0	0
POM	0	1	2	0	0	0

**Graph 25 Breakdown of conditions against standards - by profession**



Similar to last year, there is a great deal of variation between the professions with no one standard having the majority of conditions set against it. In some professions or entitlements (biomedical scientists, chiropodists / podiatrists, operating department practitioners, physiotherapists and supplementary prescribing) the number of conditions is comparatively well spread across the six sections of the standards; whereas in other professions (occupational therapists and paramedics) the number of conditions is more heavily skewed to one particular section of the standards. Although this particular section of the standards varies to a great extent from profession to profession.

This year only two professions (biomedical scientists and paramedics) had the most conditions set against SET 5 – practice placement standards. Compared to last year, where five professions exhibited this trend, this is an encouraging trend that, in some professions, a greater understanding of standard five is developing. The paramedic profession has shown this trend across a three year period whilst other professions have been more intermittent.

Biomedical scientist programmes continue to have a high number of conditions set against placement standards and this appears to link to the fact that the profession has traditionally offered biomedical science programmes without a placement component (which were not approved by the HPC) and when education providers have redesigned their programme to include a placement component, they have misunderstood our placement requirements.

The highest number of conditions set against placement standards for paramedic programmes (70%) is accounted for by the continued concentration of visits to paramedic programmes delivered by local ambulance trusts this year. The paramedic profession has traditionally offered

an in-house, on-the-job training route (commonly referred to as the IHCD paramedic route) which has been based on a national curriculum (designed by EdExcel) but delivered and managed in accordance with the local context. There was a shared misunderstanding in both the local ambulance trusts and in EdExcel about our placement standards and who we would ultimately hold responsible for meeting them. In addition, the local ambulance trusts failed to adequately differentiate the role and remit of the curriculum body (i.e. EdExcel) from the role and remit of the regulator (i.e. HPC).

The number of conditions also varied greatly depending on the reason for the visit. The following tables show the conditions broken down by reason for visit.

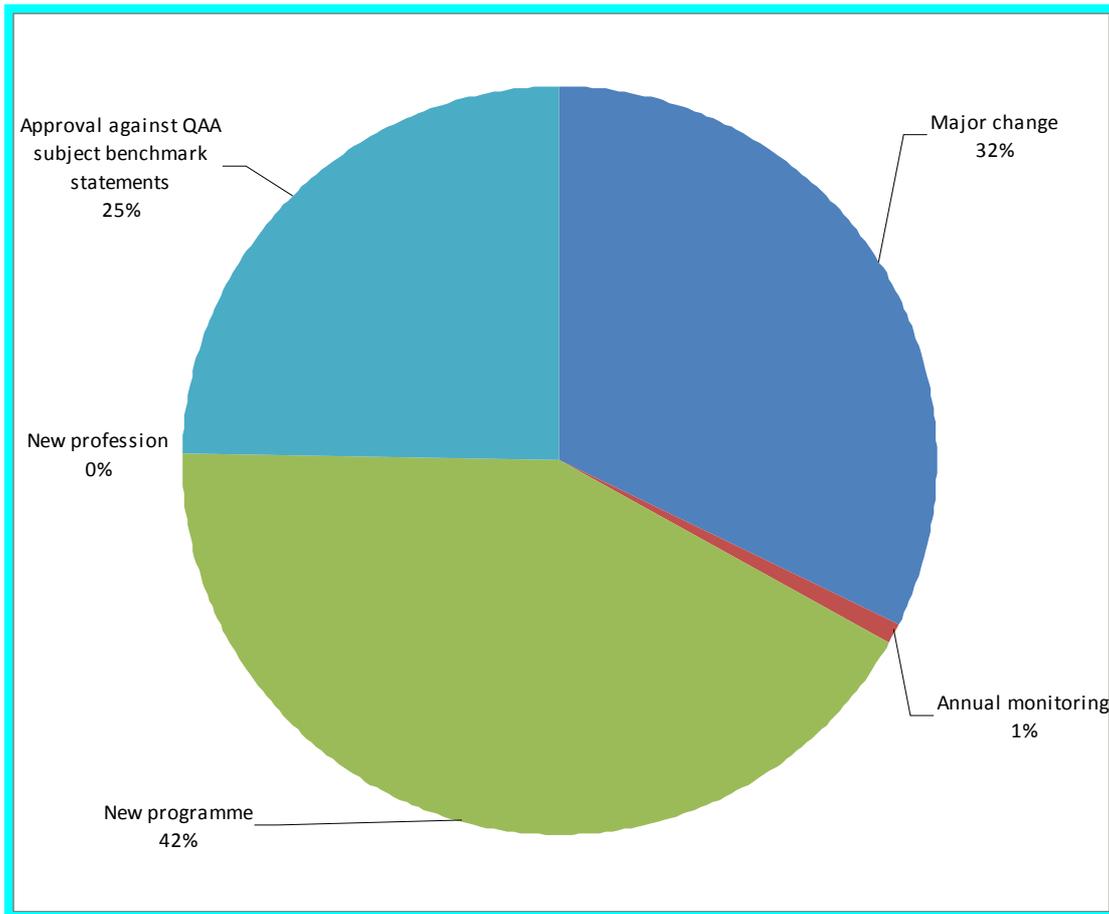
**Table 26 Breakdown of conditions - by reason for visit**

Reason for visit	Number of conditions	Percentage
Major change	259	32
Annual monitoring	5	1
New programme	338	42
New profession	0	0
Approval against QAA subject benchmark statements	199	25

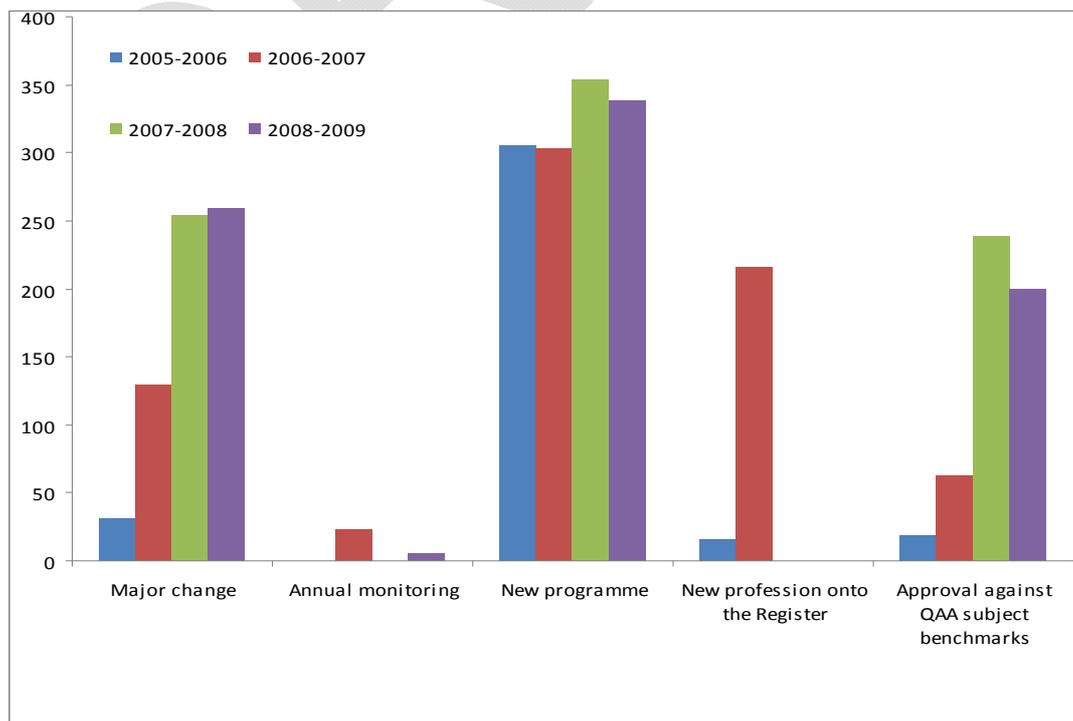
**Table 27 Breakdown of conditions - by reason for visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008**

Reason for visit	2005-2006	2006-2007	2007-2008	2008-2009
Major change	31	129	254	259
Annual monitoring	0	23	0	5
New programme	306	303	354	338
New profession onto the Register	16	216	0	0
Approval against QAA subject benchmarks	19	63	238	199

**Graph 26 Breakdown of conditions - by reason for visit**



**Graph 27 Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007**



For the fourth consecutive year, the majority of conditions have been set against new programmes. Similarly to last year but differing from the previous years, this is despite more visits taking place to programmes because of a major change. There is now significant evidence to suggest that visits to new programmes are more likely to result in a higher number of conditions, compared to visits for other reasons. It is likely that a proportion of conditions set against new programmes may be an unavoidable result of approval visits being concurrent with education providers' internal validations. The validation of a new programme is often a pre-requisite for the financial and resource commitment it receives from an education provider. And without this financial and resource commitment it is difficult not to justify conditions on a programmes' approval.

The overall majority of conditions set against new programmes this year (42%) is very similar to the overall majority for the last two years (41-42%). It is apparent that this trend is relatively consistent across the four year period.

For visits as a result of major change there appears to be some consistency across both this year and last year in terms of the number of conditions applied on ongoing approval. Last year 30% of conditions were applied to major change visits whilst this year 32% of conditions were applied to this type of visit. This trend has only appeared over a relatively short time frame and so it is difficult to regard it as a pattern or to determine the cause. This will be an area of note for the report next year to determine if the trend is ongoing.

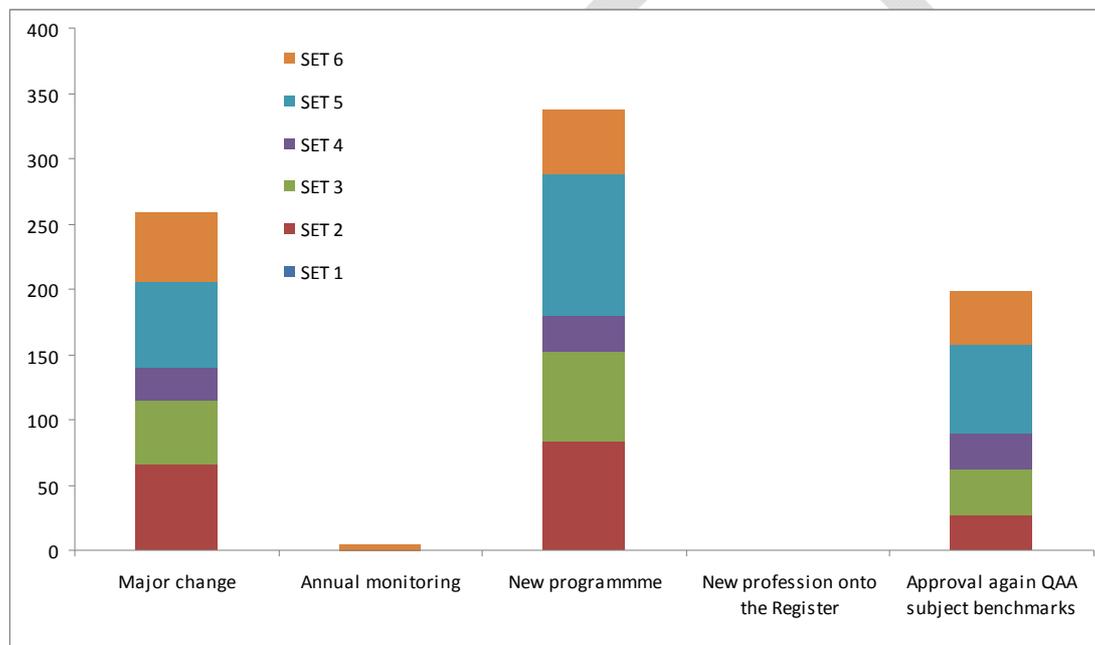
Annual monitoring visits have again returned a low number of conditions on ongoing approval. This pattern is difficult to interpret as the number of annual monitoring visits is comparatively low and can be sporadic. It is a possibility that the reason for such a low number of conditions in these cases is that education providers have been addressing the areas highlighted by the annual monitoring process in the lead up to the visit and as a result, by the time the Visitors scrutinise a programme the standards have been appropriately evidenced.

For the second year, there have been a relatively high number of conditions set against QAA subject benchmark visits (25%) compared to the number of visits (5%).

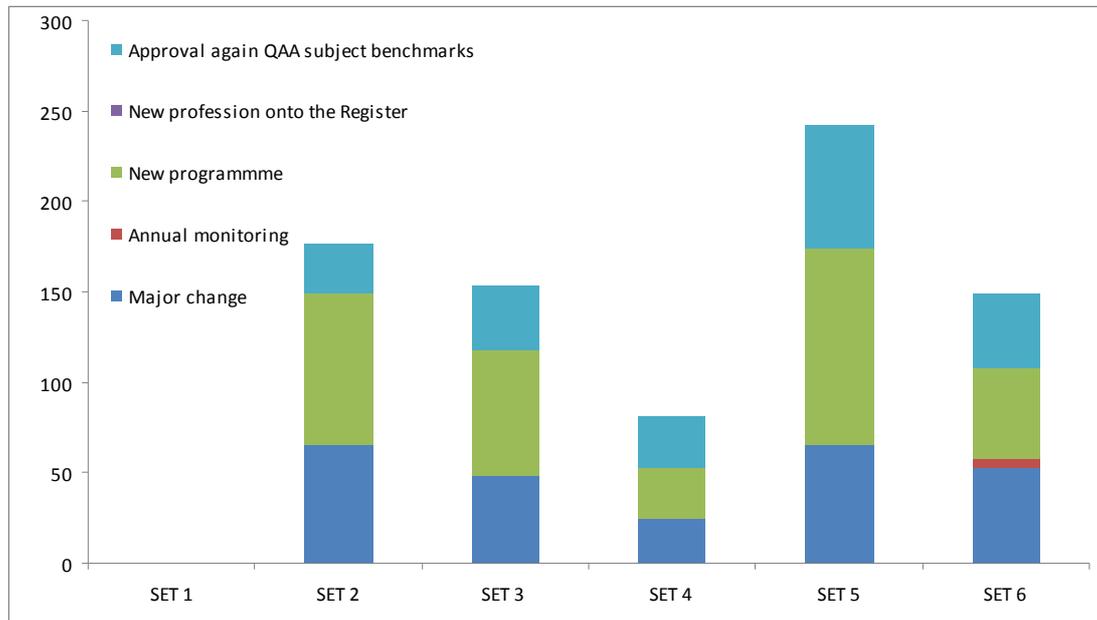
**Table 28 - Breakdown of conditions against standards - by reason for visit**

Reason for visit	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
Major change	0	66	49	25	66	53
Annual monitoring	0	0	0	0	0	5
New programme	0	83	69	28	108	50
New profession onto the Register	0	0	0	0	0	0
Approval again QAA subject benchmarks	0	27	35	28	68	41

**Graph 28a - Breakdown of conditions against standards - by reason for visit and SET**



**Graph 28b - Breakdown of conditions against standards - by SET and reason for visit**



For the fourth consecutive year, the majority of reasons for visits resulted in conditions being set against all areas of the standards of education and training. For annual monitoring visits though, there are only conditions applied to SET 6. It is likely to be a continuing trend that annual monitoring visits result in focussed areas for conditions as a result of the visits generally being instigated by a focussed issue at the programme. Again, this pattern will be difficult to measure over time as the annual monitoring visits are few in number and sporadic in their appearance.

## Visitors' reports

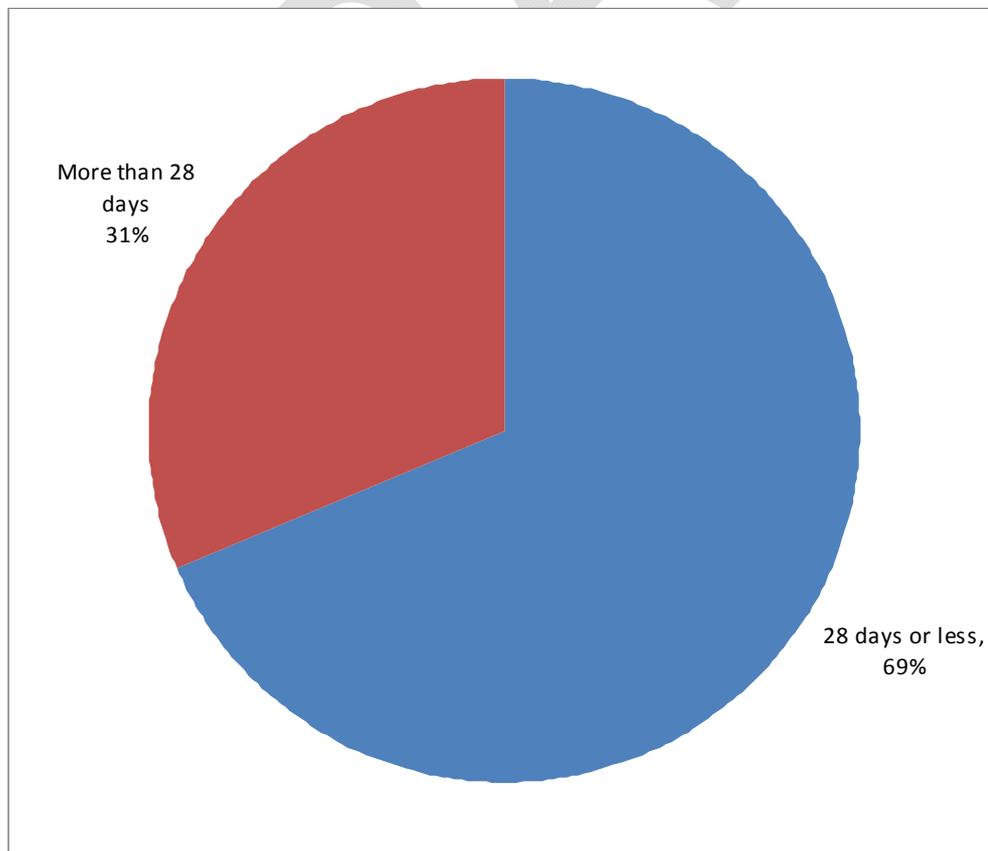
Following a visit, our Visitors produce a report which is sent to the education provider. Our process gives us up to 28 days to produce this report. After a report is sent to the education provider, they have 28 days to make any observations on it. After these 28 days, the Visitors' report is considered by the Education and Training Committee and the final outcome and conditions agreed.

**Table 29 - Number of days taken to produce Visitors' reports**

Number of days	Number of reports	Percentage
7 days or less	1	1
8-14 days	15	17
15-21 days	19	22
22-28 days	26	30
29-40 days	15	17
41-60 days	13	15
61-100 days	0	0

NB – three programmes withdrew their request for approval before a report was produced.

**Graph 29 Breakdown of days taken to produce Visitors' reports**



This year, 69% of our Visitor reports were sent to education providers within 28 days of the visit. This has been a significant improvement by 20% on last year. Unfortunately, 31% of our Visitor reports were sent to education providers outside of our process guidelines, though no reports took longer than two months to produce.

There is no clear link between profession, reason for visit or type of visit and time taken to produce a Visitors' report.

This year's figures are considerably different from last year and the year before. In 2006-2007, 94% of our Visitor reports were sent to education providers within twenty eight days of the visit and in 2007-2008 only 49% of reports were reaching education providers within 28 days. The improvement from last year came about as a result of continued adaptation to the new style Visitors report introduced in 2007-2008. However, it is clear that continued work needs to be done to ensure that reports reach education providers within reasonable time scales. We will work to produce the Visitors report within 28 days in the future, as we are aware that a timely receipt of the formal outcome will allow education providers to begin working on their response to conditions (if appropriate) at the earliest opportunity.

### **Who makes representations on Visitor reports?**

This year, we published Visitor reports for 88 programmes. We received representations from education providers on 31 of these programmes. This represents 35% of all programmes. Some of these representations were issues of factual inaccuracy, whilst others raised objections to particular conditions recommended by the Visitors.

Over the last two years we received representations from education providers on 22-23% of the programmes visited. The reason for the significant increase in representations appears to come from the fact that in two cases general representations were received that impacted upon reports from a multi-professional visit. This adds 18 programmes to the number which received observations and therefore disproportionately affects the data. The continued submission of representations on reports is an encouraging sign that education providers recognise the stage of the process in which they can challenge the content of the Visitors' report. This will further ensure that conditions remain proportionate to the risks posed by each programme.

The Education and Training Committee considered the Visitor reports for all 88 programmes for which they were produced. They made variations to the Visitor reports for eleven programmes. This represents 13% of all programmes. The variations ranged from areas of technical inaccuracy to amending the language of conditions to make them more appropriate to the work required.

Unlike last year, the Education and Training Committee made a variation to Visitor reports as part of their remit to receive and assure that the recommended outcomes (including the specific conditions) from the Visitors are appropriate to our role as a regulator and within the scope of our standards of education and training. In this case, the Education and Training Committee determined that the Visitors' recommendation to conduct a revisit to the institution was to be over-turned in order to ensure consistency and fairness in the process as the education provider had previously had a visit cancelled as a result of failure to produce documentation. The education provider was instead required to submit documentation in order to meet conditions.

### How long does it take to meet conditions?

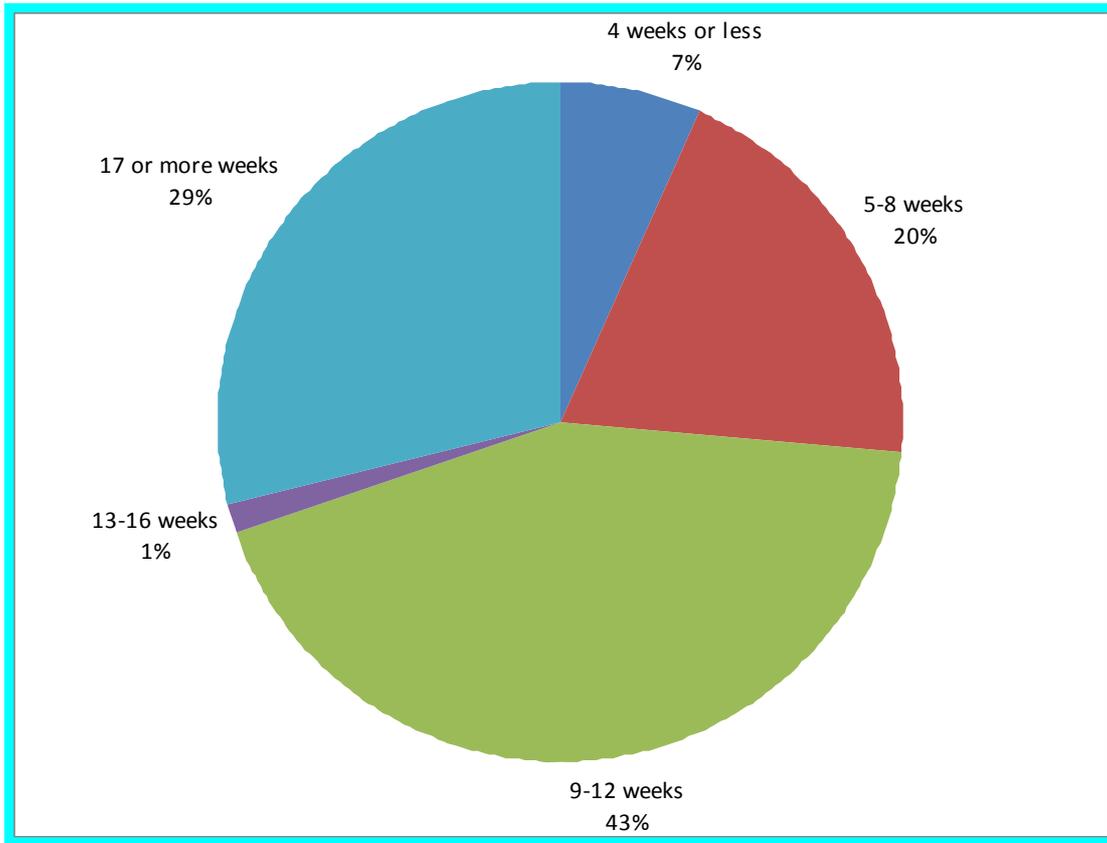
If we have placed conditions on programme approval, we will negotiate a due date by which the education provider should meet the conditions. When deciding on a due date, we will consider issues such as how long education providers need to address the conditions, the start date of the programmes and the schedule of our Education and Training Committee meetings. Once the response from education providers is received, our Visitors assess the documentation and make a final recommendation to our Education and Training Committee on whether the conditions have been met, or not.

**Table 30 - number of weeks between visit and initial response to meet conditions received**

Number of weeks	Number of programmes	Percentage
4 weeks or less	5	7
5-8 weeks	15	20
9-12 weeks	33	43
13-16 weeks	1	1
17 or more weeks	22	29

*NB: Eight programmes did not have any conditions of approval to meet. Three programmes withdrew their request for approval prior to the response date for their condition. As of 31 August 2009, one programme was still due to submit their response to meet their conditions. One programme failed to submit a response to conditions and later had approval withdrawn.*

**Graph 30 Breakdown of weeks between visit and initial response to meet conditions received**



This year, the majority of responses to conditions (70%) were received from education providers within twelve weeks of the visit. This allowed our Visitors to consider these responses at an early opportunity and make a timely recommendation on final programme approval to our Education and Training Committee within three months of the visit.

Three years ago, the majority of responses were received within eight weeks, though the emerging trend now suggests that within 12 weeks will become the norm. It could be attributed to a number of factors including the date of receipt of the Visitors' report, the date of the visit compared to the start date of the programme and the date of the visit compared to dates of the meetings of the Education and Training Committee.

This year 29% of responses took longer than 17 weeks to be received. There are a number of contributing factors that may affect this percentage. The first is that education providers may have allowed sufficient time before the next commencement date of a cohort. In these cases, there is no immediate need for conditions to be met. The second factor arises from changes to the approval process which allows currently approved programmes to seek extended deadlines or split deadlines between conditions if permission is granted by the Education and Training Committee. In these cases, education providers must explain the mitigating circumstances why conditions cannot be met until a later time. We do not anticipate that education providers will

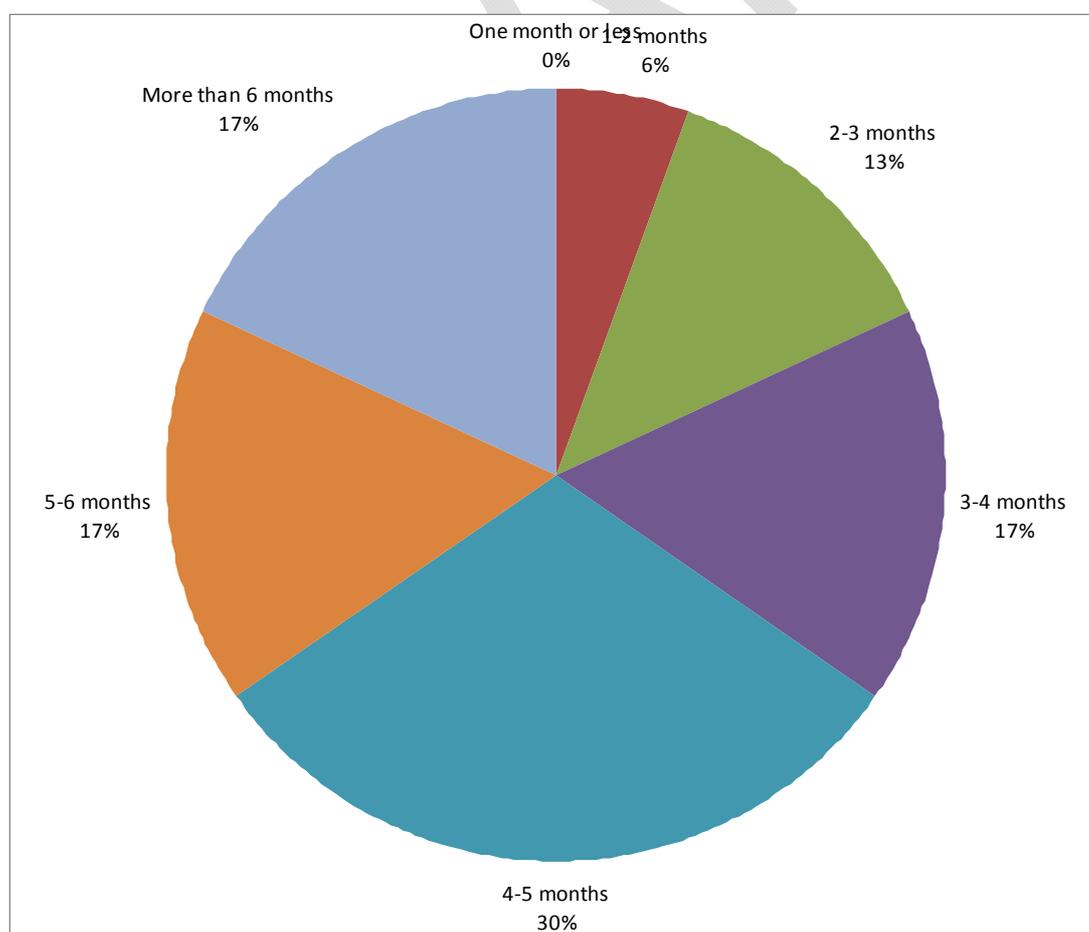
routinely need to use this option; however it has been effective at managing the risks presented by programmes proportionately and allowing education providers time to implement far-reaching changes.

**Table 31 - Number of months between visit and final decision on programme approval**

Number of months	Number of programmes	Percentage
One month or less	0	0
1-2 months	4	6
2-3 months	9	13
3-4 months	12	17
4-5 months	22	31
5-6 months	12	17
More than 6 months	13	18

*NB: 16 programmes were unresolved as of 31 August 2009. Three programmes withdrew their request for approval before a final decision on approval was made.*

**Graph 31 - Number of months between visit and final decision on programme approval**



The majority of programmes (67%) were approved within five months of their visit. The 'post visit' process normally takes between eight to ten weeks to complete, which is why our approval process requires that a visit takes place no more than three months before the start of a programme. Although only 19% of programmes were approved within the three month period this year, there were no programmes which had to delay the start of a programme. Last year 37% of programmes were approved within the three month period and similarly no programmes had to delay the start of a programme.

Similarly to last year, the longer time taken to complete the 'post visit' process could be explained by the timing of the visits and the start date of programmes. This year, 90% of visits were held before June 2008, therefore creating a four-month period (or longer), before the start of the next academic year in September 2009, which is when the majority of programmes start. Last year, nearly 89% of visits were held before June 2008, therefore creating a four-month period (or longer), before the start of the next academic year in September 2007. This pattern was similar in 2006-2007 also. Our process allows us to negotiate individual deadlines with education providers based on the date of their visit, the dates of our Education and Training Committee meetings and the start date of the programme. This flexible approach aims to give both the education provider and our Visitors' sufficient time to consider responses to conditions satisfactorily.

This year, we continued to work extremely hard with education providers and Visitors to ensure that the 'post visit' process was completed ahead of the start of the 2008-2009 academic year (when the majority of programmes enrol new cohorts). 82% of programmes reached a final decision by the Education and Training Committee by 31 August 2009.

This year, we continued to work with education providers outside of the higher education sector to recognise the fact that not all education providers deliver their programmes on an academic year cycle (September – July). Nearly a fifth of all visits were to education providers outside of the higher education sector this year. This represents a significant increase from previous years when almost all visits (approximately 95%) were to education providers within the higher education sector.

This year, 6% of programmes were approved by the Education and Training Committee after September 2008, or the start of the 2008-2009 academic year. This equates to five programmes; two of which were new programmes with start dates planned for January 2010 and three of which were existing programmes seeking reconfirmation of their open ended approval.

The two new programmes were all approved after September 2009 as they were due to start later in the 2009-2010 academic year. This meant that a later final decision on approval did not disadvantage education providers,

students or prospective students. It took an average of six months between the visit and final decision on programme approval for these two programmes.

The remaining three already approved programmes took advantage of the changes agreed by the Education and Training Committee and either had a later or staged response to conditions agreed. It took an average of 12 months between the visit and final decision on programme approval for these three programmes.

This year, 18% of programmes took over six months to receive their final approval. It is too early to assume any long term trend. However, we will monitor the data in this area over the next few years to ensure that the changes agreed by the Education and Training Committee in December 2008 mean that the approval process continues to balance flexibility, robustness and public protection.

For more information on the 'post visit' process, please see our 'Approvals process – Supplementary information for education providers'. We routinely update the information and requirements within this publication to ensure they are robust, accommodating and evidence based.

### **Commendations**

In March 2008, the Education and Training Committee made the decision to report on the commendations which were given as part of the approval process. The publication of the trends in relation to commendations will disseminate good practice in the provision of education and training linked to the professions.

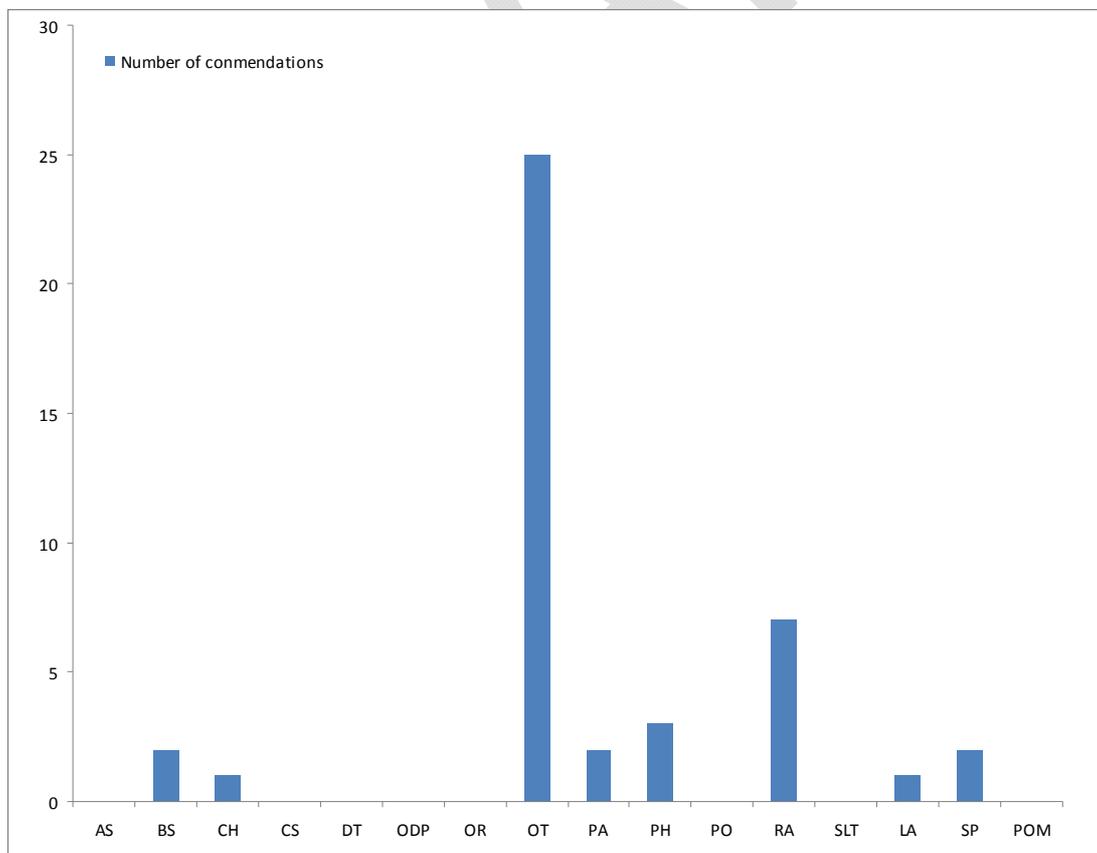
Commendations, as conditions, are contained within the approval visit report and therefore can be viewed online at [www.hpc-uk.org](http://www.hpc-uk.org)

This year a total of 43 commendations were given to programmes. This sees a reduction by 3 (approximately 7%) from the previous year.

**Table 32 Breakdown of the number of commendations - by profession**

Profession	Number of commendations
AS	2
BS	3
CH	0
CS	0
DT	5
ODP	1
OR	2
OT	8
PA	7
PH	13
PO	0
RA	4
SLT	0
LA	0
SP	1
POM	0

**Graph 32 Breakdown of the number of commendations - by profession**

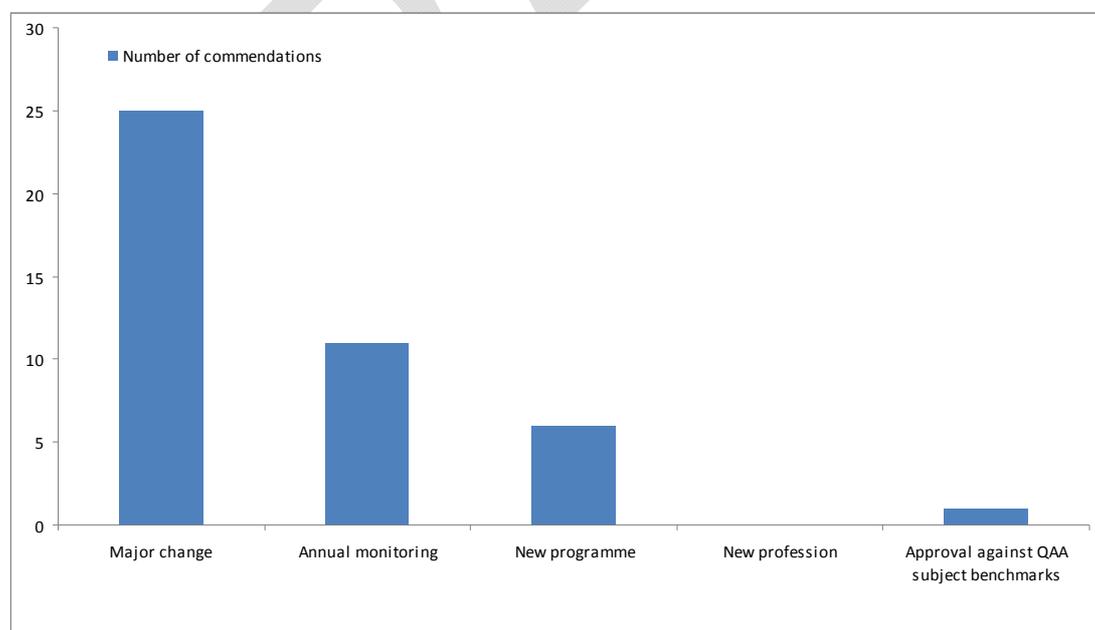


As last year, a general trend emerges in the above table and graph for professions subject to the most visits this year to in the main have the highest number of commendations. This pattern is to be expected given that only the approval process report contains areas for Visitors to grant commendations. The visits to occupational therapy and radiography programmes were relatively high this year compared to other professions and accordingly the number of commendations is also relatively high. Notably, the number of visits to paramedic and physiotherapy programmes was also high but the number of commendations is not correspondently high. There are no apparent reasons for this to be the case.

**Table 33 Breakdown of the number of commendations - by reason for visit**

Profession	Number of commendations
Major change	25
Annual monitoring	11
New programme	6
New profession	0
Approval against QAA subject benchmarks	1

**Graph 33 Breakdown of the number of commendations - by reason for visit**



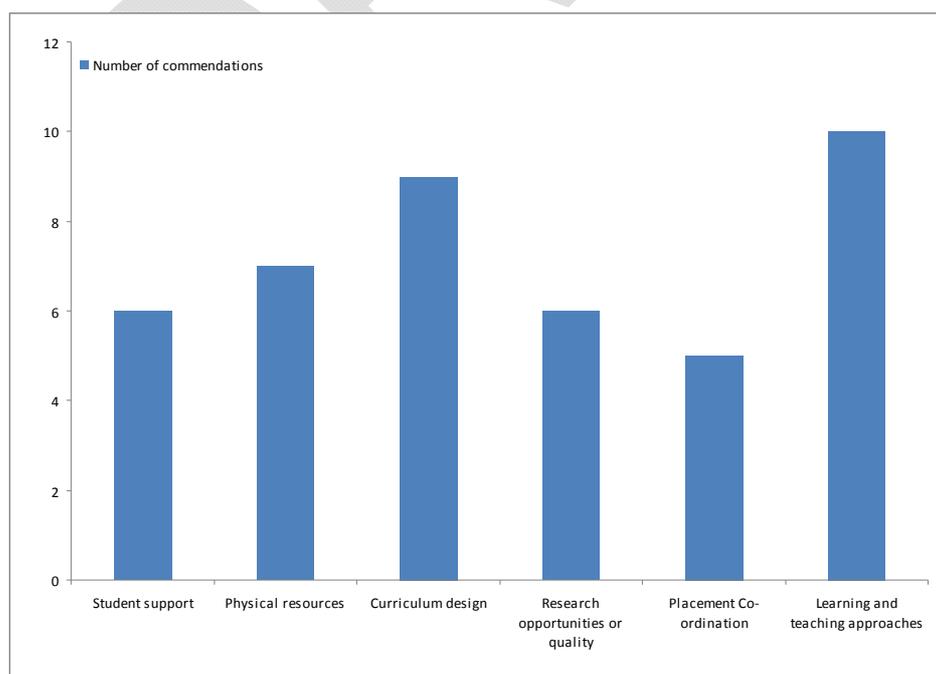
This year, the number of commendations is not, as it was last year, a direct correlation with the number of visits undertaken for each reason. The number of conditions granted for programmes visited as a result of major change is significant of the fact that this was the highest occurring reason for a visit (50

visits). However, when compared to annual monitoring visits for which there were only five, there is a disproportionately high number of commendations. This becomes particularly stark when compared to QAA subject benchmark visits of which there were also five. It is unclear why there is such a high number of commendations for annual monitoring visits. It may be as a result of the fact that annual monitoring visits are generally instigated by a focussed area of the programme, but the visit then reviews all areas of the programme where the education provider may have been engaging in particularly innovative good practice. Once again, there were no commendations for new profession programmes as no visits were undertaken for this reason.

**Table 34 Breakdown of number of commendations - by area of commendation**

Area of commendation	Number of commendations
Student support	6
Physical resources	7
Curriculum design	9
Research opportunities or quality	6
Placement Co-ordination	5
Learning and teaching approaches	10

**Graph 34 Breakdown of number of commendations - by area of commendation**



The graph and table above illustrate the areas of a programme over which commendations were granted. These areas are not linked to the standards of education and training as commendations can be granted for any aspect of an approved programme. In some cases, commendations were given which crossed over the areas (for example a virtual learning environment being praised both as a physical resource and the learning and teaching approach). Notably, physical resources, curriculum design and teaching and learning approaches received the highest numbers of commendations. Last year, the student support and placement co-ordination received a higher number of commendations than physical resources and teaching and learning approaches.

In relation to physical resources the Visitors praised institutional resources and programme specific resources such as learning resource centres or clinical skills suites respectively. For curriculum design the Visitors were impressed by programme design decisions facilitating development of postgraduate skills or by service users being closely involved in programme design. With regard to learning and teaching approaches Visitors commended virtual learning platforms, role-emergent placement settings and items of assessment that helped build a student's understanding of continuing professional development.

This year placement co-ordination is the area which received the least number of conditions. However, this year, the spread of conditions across the areas is more equal as the range of conditions applied to each area runs from 5-10 whereas last year the range was 1-14.

## Annual monitoring

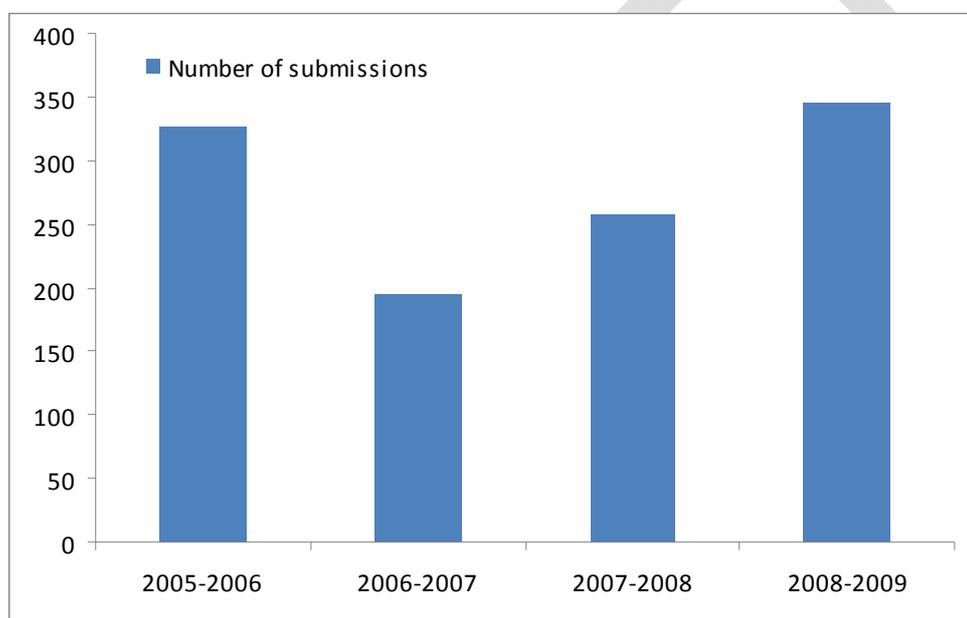
### Number of annual monitoring submissions

This year we received 345 annual monitoring submissions.

**Table 35 Total Number of annual monitoring submissions**

Year	Number of submissions
2005-2006	326
2006-2007	194
2007-2008	257
2008-2009	345

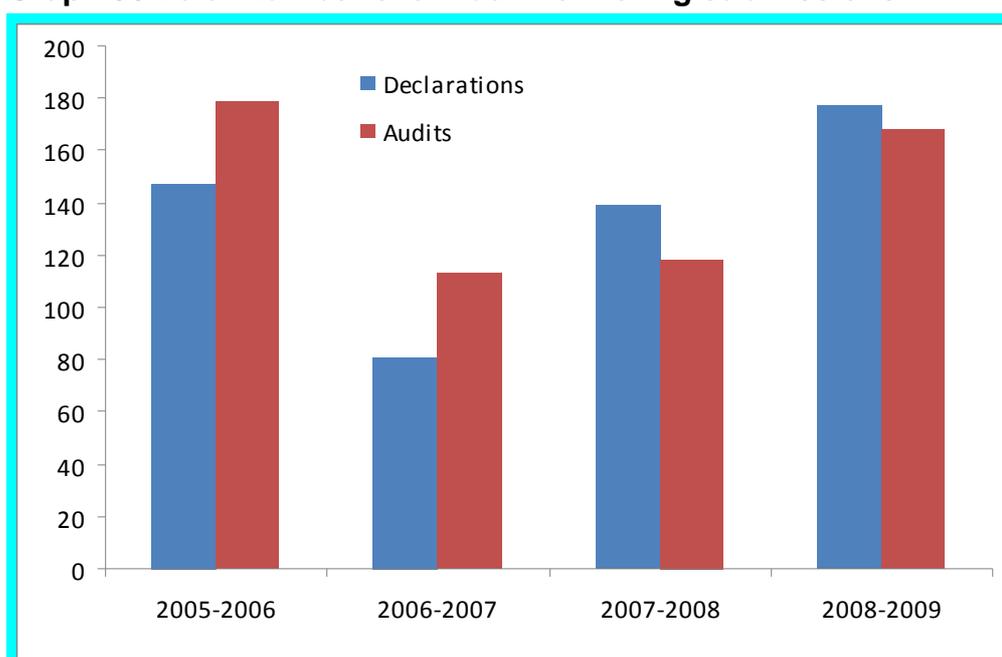
**Graph 35 Total Number of annual monitoring submissions**



**Table 36 Number of annual monitoring submissions in 2008-2009 - by type, compared to 2005-2006, 2006-2007 and 2007-2008**

Type of submission	Number of submissions			
	2005-2006	2006-2007	2007-2008	2008-2009
Declarations	147 (45%)	81 (42%)	139 (54%)	177 (51%)
Audits	179 (55%)	113 (58%)	118 (46%)	168 (49%)

**Graph 36 Total Number of annual monitoring submissions**



Similarly to last year, the number of annual monitoring submissions this year was determined by the total number of approved programmes and the approval visit schedules from this year and the preceding year.

In the 2005-2006 academic year, all approved programmes were subject to the annual monitoring process. However, from 2006-2007 onwards, it was agreed that programmes approved by us in the previous academic year, or currently going through the approvals process, would not normally be subject to annual monitoring. In this year of annual monitoring the number of submissions has now surpassed that first year, which is indicative of the scale of increase of the number of approved programmes over the last four years.

#### **When did the monitoring take place?**

As last year, there were varied submission dates this year. Our process uses and builds upon the education provider's own processes for internal monitoring.

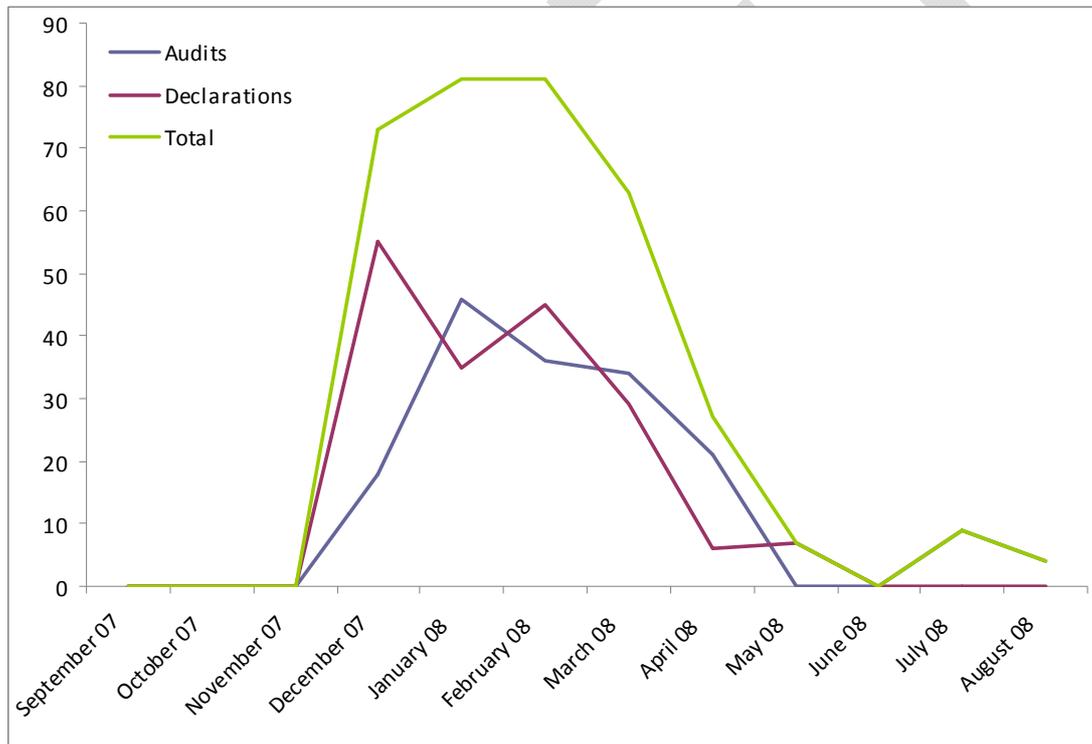
Education providers are required to complete their forms and submit them within 28 days of their own internal annual monitoring process. For example, if they were required to submit their annual monitoring report to their quality assurance office on 2 March, they needed to ensure they had submitted their forms to us by 30 March.

This system of varied submission dates mean that while the exact number and split between audit and declaration submissions will vary from year to year, the overall trend of peaks and troughs will remain constant over time.

**Table 37 Number of audits and declarations received - by month**

Month	Audits	Declarations	Total
September 07	0	0	0
October 07	0	0	0
November 07	0	0	0
December 07	18	55	73
January 08	46	35	81
February 08	36	45	81
March 08	34	29	63
April 08	21	6	27
May 08	0	7	7
June 08	0	0	0
July 08	9	0	9
August 08	4	0	4

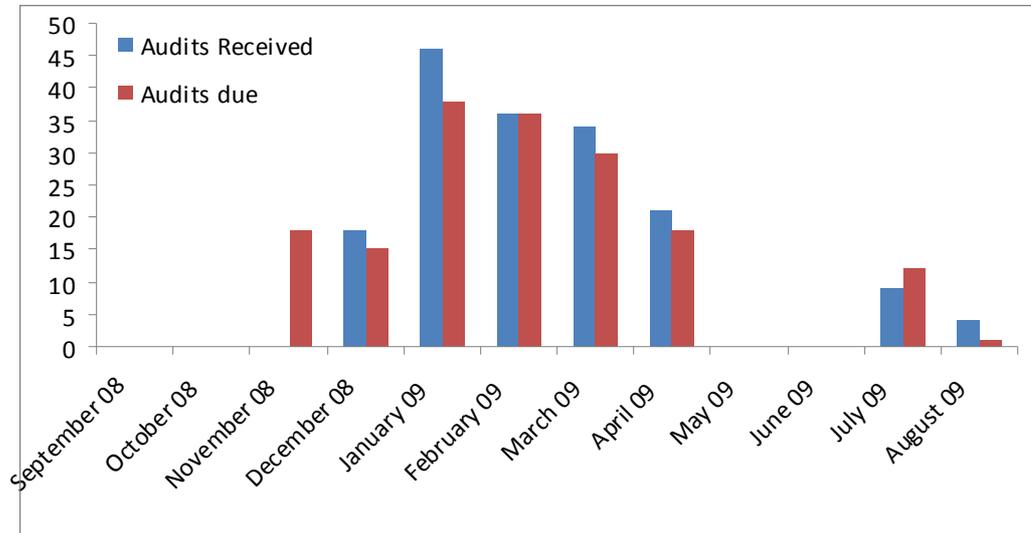
**Graph 37 Number of audits and declarations received - by month**



The largest number of submissions was received between December and March 2009. Although there is slight variation this year in that a high number of submissions arrived in December, a similar pattern emerges this year as it has done in previous years. 65% of all submissions were received within this three-month period from January to March. January to March were also the busiest three months for receiving submissions last year and the year before. 66% and 73% of all submissions were received within this three-month period in 2007 and 2008 respectively. There is compelling evidence to show that approximately two thirds of all our annual monitoring submissions are being

received within just three months of each year. When this years data is combined with the submissions from January it is apparent that 86% of submissions were received across a four month period. This continues to represent a significant peak of activity and concentration of our resources.

**Graph 38a Number of audits due and received - by month**



The graph above shows the dates when audit submissions were due to be submitted, and the dates when they were actually received.

As last year, although education providers were required to complete the forms and submit them within 28 days of their own internal annual monitoring process, this did not always happen. There were a number of reasons for the variations between when audit submissions were due to be submitted, and the dates when they were actually received. In most cases, education providers were simply late in making their submission; however in some cases, education providers submitted ahead of their due dates and other cases the actual internal annual monitoring submission dates held by the HPC were incorrect. In particular, the lack of submissions in November resulted from a delay in sending the initial correspondence to education providers in October 2008. As a result of the delay, education providers with submission dates in November were given an extension to submit in December.

The months when we received more submissions than expected were as follows.

- December 2008
- January 2009
- March 2009
- April 2009
- August 2009

The months when we received fewer submissions than expected were as follows.

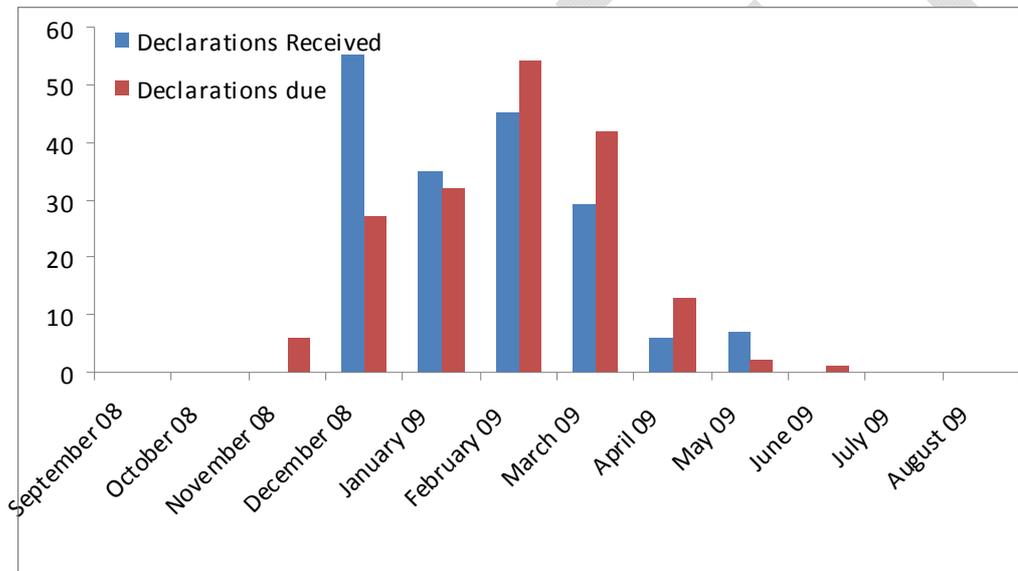
- November 2008

- July 2009

The variation in expected and actual submission date has impacted upon the effectiveness of our annual monitoring assessment days. We organise annual monitoring assessment day based on when the audit submissions are due to be submitted, taking into account both the number and profession of the submissions due, as these factors determine the composition of Visitors needed for each day.

We have continued to monitor the difference between expected and actual submission dates owing to the impact on the assessment days. Improvements in submission rates have been noted and in the main we are receiving submissions earlier rather than later. One impact of early submission though is an extension in the duration audits take to receive final decisions as the audits cannot be processed ahead of the scheduled annual monitoring assessment day.

**Graph 38b Number of declarations due and received - by month**



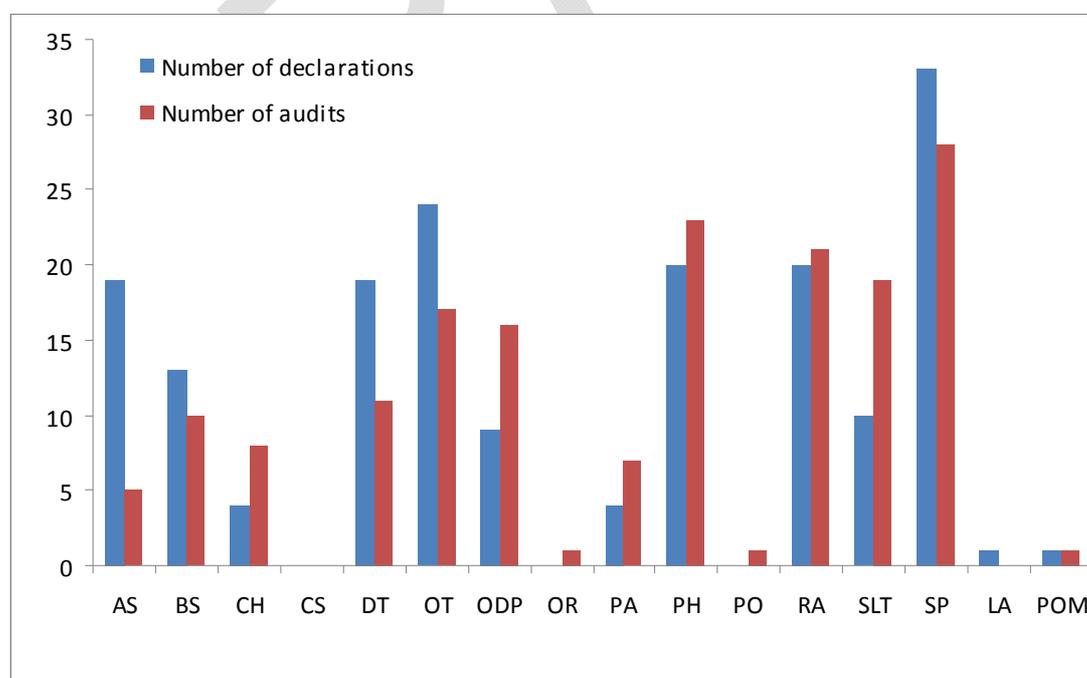
The graph above illustrates the planned and actual submission dates for annual monitoring declarations. Most striking is the peak of submissions received in December which outstrips the planned numbers for processing. We believe this has occurred as education providers have completed the annual monitoring declaration form as soon as they received the initial mailing in early November rather than waiting for the completion of retrospective internal monitoring processes. The result of the peak is an apparent deficit in submission numbers in later months of the academic year, but the reality is that these declarations were received up to seven months early. We will encourage education providers to wait for completion of internal processes in future to ensure that declarations are representative of the finalised internal monitoring conducted by institutions.

## Which professions were monitored?

**Table 38 Breakdown of annual monitoring submissions - by profession and entitlement**

Professions/entitlement	Number of declarations	Number of audits
AS	19	5
BS	13	10
CH	4	8
CS	0	0
DT	19	11
OT	24	17
ODP	9	16
OR	0	1
PA	4	7
PH	20	23
PO	0	1
RA	20	21
SLT	10	19
SP	33	28
LA	1	0
POM	1	1

**Graph 39 Breakdown of annual monitoring submissions - by profession and entitlement**



Similarly to previous year, we considered more submissions from occupational therapist, physiotherapist and radiographer programmes than

any other professions. This is to be expected as we have the largest number of approved programmes in these three professions.

Following last year's emerging trend, we considered a relatively high number of submissions (18%) from supplementary prescribing programmes. This increase is a direct result of a peak of new supplementary prescribing programmes approved for the first time in the 2005-2006 and 2006-2007 academic year and thus being subject to annual monitoring for the first time last year and this year. We anticipate this increase of supplementary prescribing annual monitoring submissions continuing next year, though the rate of increase should be reduced as fewer programmes were initially approved in 2007-2008.

In contrast to previous years, the number of biomedical scientist and operating department practitioner programmes subject to annual monitoring has increased from around 3% to 7%. This is a direct result of the number of approval visits to programmes in these professions in the two preceding years which lead the programmes being exempted from annual monitoring. This increase in the number of submissions was predicted in last year's report and it is anticipated that a slight further increase will be experienced in biomedical scientist programmes next year as some visits to these professions were conducted in 2007-2008.

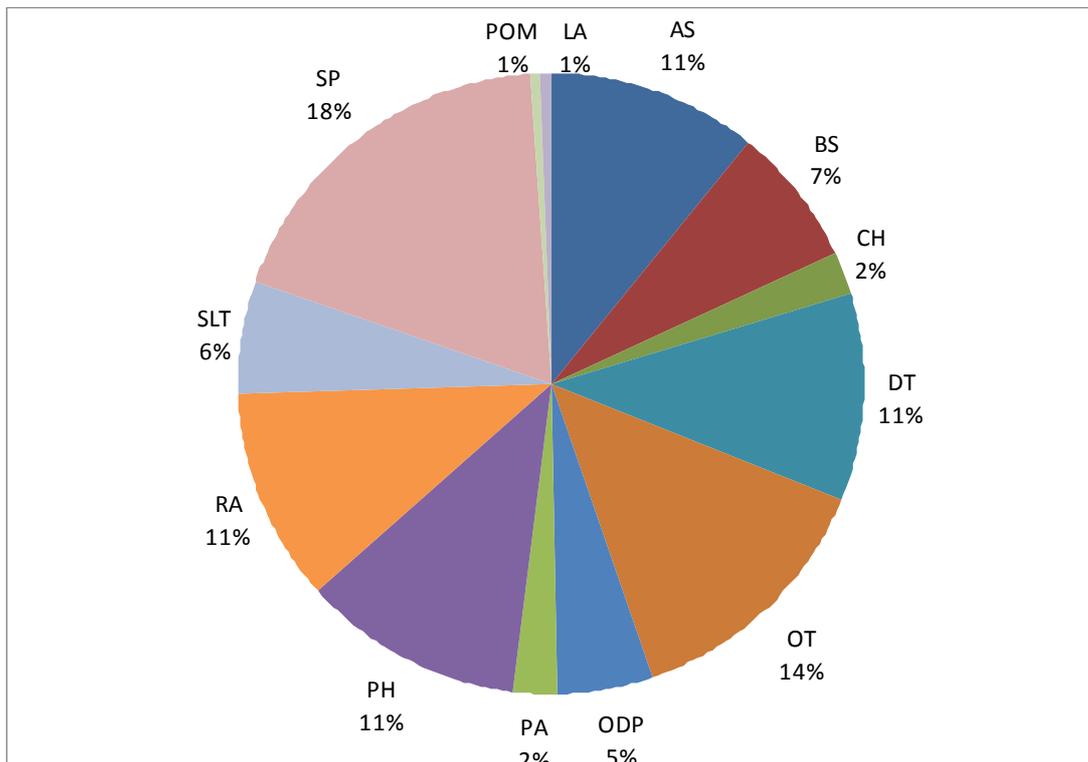
The low number of programmes subject to annual monitoring for orthoptics and prosthetics / orthotics is symbolic firstly of the fact that there are only two programmes approved for each profession and also that visits have recently been undertaken with the last four year to the programmes meaning they have been exempted from annual monitoring.

This year we did not consider any submissions from clinical scientist, orthoptist or prescription only medicine programmes. This is the third year that we have not considered any submissions for clinical scientist programmes. We have however, considered programmes in local anaesthetics and prescription only medicines this year for the first time.

### **Who submitted a declaration and who submitted an audit?**

Once again, in an attempt to have an identical number of declaration and audit submissions each year, we divided our education providers into two groups. This year group A submitted an audit and group B submitted a declaration. Programmes were divided by education provider, rather than by profession.

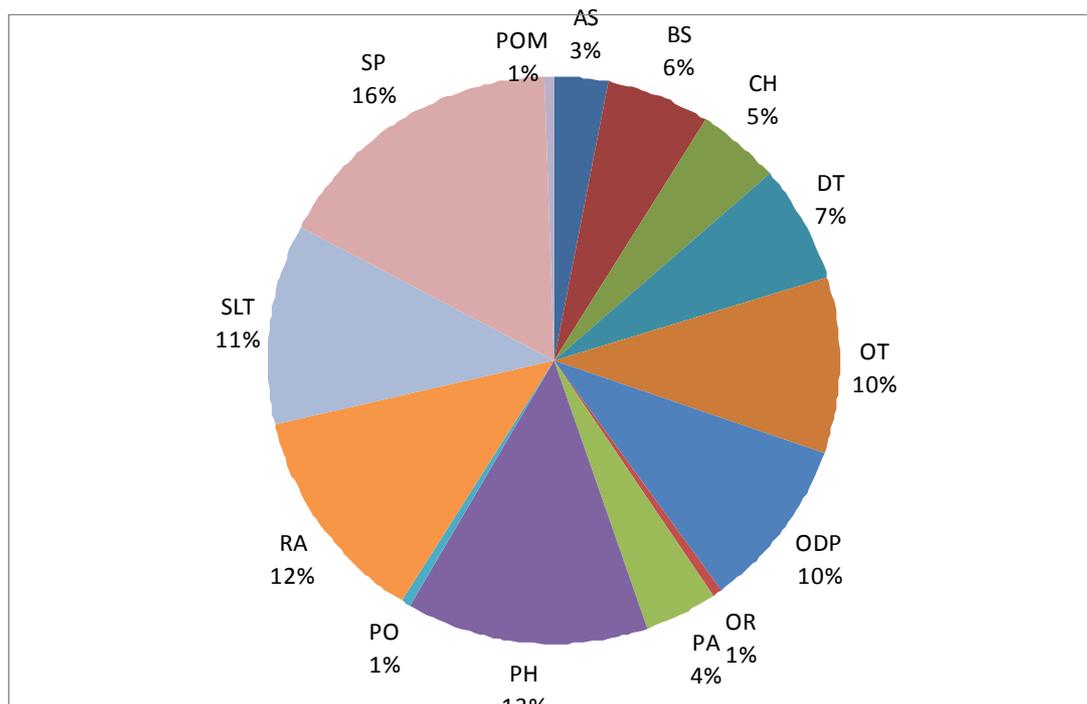
**Graph 40a Breakdown of declarations by profession**



For the first time we considered more declarations from supplementary prescribing than any other profession / entitlement. This is because this entitlement has recently had a number of programmes initially approved in 2005-2006 and 2006-2007.

The percentage of occupational therapy programmes subject to an audit is lower than in previous and this most likely is a result of the increased number of visits undertaken for this profession. Additionally, the percentage share attributed to what were regarded as the larger professions has been subject to attrition as other professions or entitlements have increased their number of programmes.

**Graph 40b Breakdown of audits by profession**



As with declarations, we considered more audits from supplementary prescribing programmes than any other profession / entitlement for the first time. We have continued to see a relatively high percentage share of occupational therapy, physiotherapist and radiographer programmes but other professions have seen an increased number of audits being processed. This has led to more even spread of numbers of audits being received for each profession. This may be a result of increased numbers of approved programmes increasing the number of programmes for audit (as is the case for supplementary prescribing) or it may be related to the numbers of visits for occupational therapy for example with have exempted programmes from annual monitoring.

Compared to last year, we considered a higher number of audits from arts therapist programmes. This was partly due to the lower number of visits undertaken for programmes in these professions this year and last year, and partly due to the way we have divided our education providers into two groups.

**Method of assessment**

Annual monitoring audit submissions are considered by at least two Visitors, at assessment days or by postal correspondence.

**Table 39 Method of assessment**

Method of assessment	Number of audits
Assessment day	103
Postal	15

**Table 40 Method of assessment in 2008-2009, compared to 2006-2007 and 2007-2008**

Year	Method of assessment	
	Assessment day	Postal
2006-2007	100 (88%)	13 (12%)
2007-2008	103 (87%)	15 (13%)
2008-2009	150 (89%)	18 (11%)

This year as the preceding two years, the majority (89%) of audit submissions were considered at assessment days. Across a two year period, the distribution between assessment methods is relatively consistent.

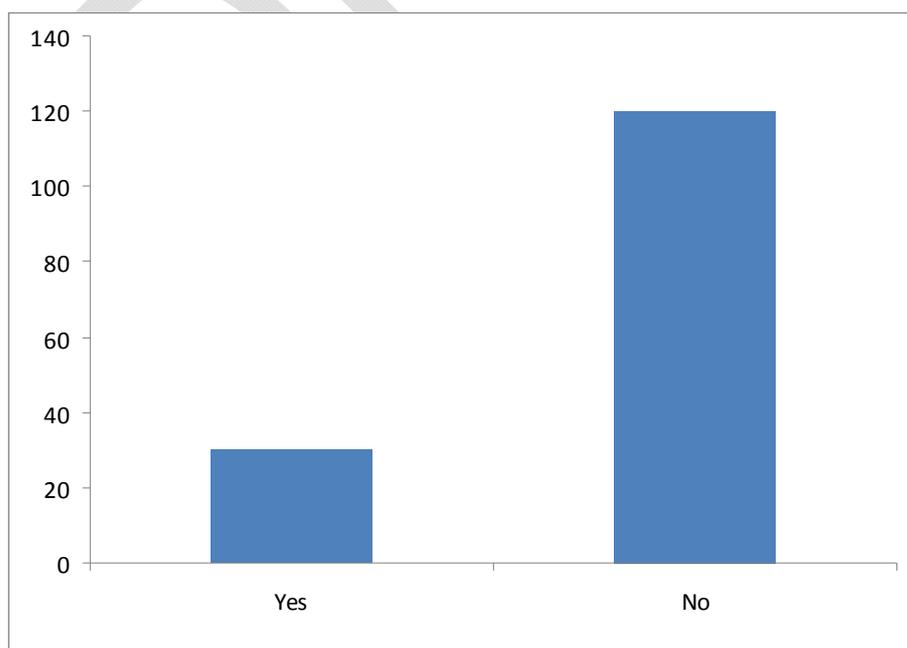
### Requests for further information

Visitors may need to ask for further documentation to help in their decision-making.

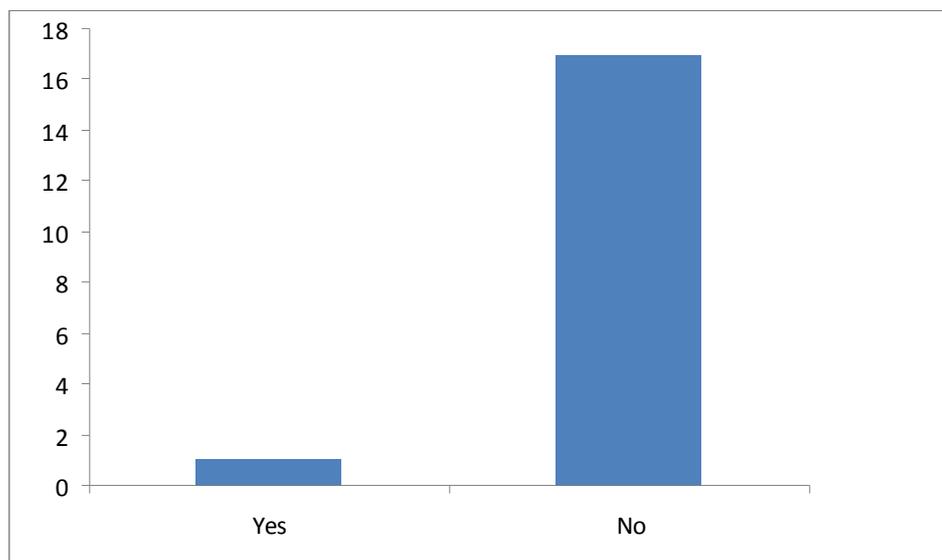
**Table 41 Requests for further information, by method of assessment**

Method of assessment	Further information was requested	
	Yes	No
Assessment day	30	120
Postal	1	17

**Graph 41a Number of programmes considered by assessment day where further information was requested**



**Graph 41b Number of programmes considered by assessment day where further information was requested**



This year, 19% of all annual monitoring audit submissions required further information. There was a noticeable variation again between the two assessment methods, with 25% of annual monitoring audit submissions considered at an assessment day requiring further information and 6% of annual monitoring audit submissions considered by postal correspondence requiring further information.

There appears to be significant variation from year to year in relation to the number of submissions requiring additional documentation. In previous years, up to 41% of submissions required additional documentation. This year also saw a significant percentage reduction in the requirement to seek additional documentation for postal submissions.

There is no clear reason either for the significant increase last year from 29% to 41% and then reduction this to 19%. The variation could be suggestive that education providers for newer programmes (such as the increased numbers of supplementary prescribing or biomedical science programmes) struggled to meet the documentary requirements in their first year of annual monitoring but in subsequent years have become accustomed to the process.

### **Summary of outcomes**

A declaration form asks education providers to confirm the programme continues to meet our standards of education and training and upon completion that students will meet the standards of proficiency. Our Visitors do not assess declaration forms. They are forwarded to the Education and Training Committee for consideration.

Each audit submission is looked at by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors

can recommend to the Education and Training Committee that the programme:

- There is sufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession; or
- There is insufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession. An approval visit is required to gather information and if necessary place conditions on continued approval of the programme.

**Table 42 Summary of outcomes**

Outcome	Number of programmes			
	2005-2006	2006-2007	2007-2008	2008-2007
Sufficient evidence of standards continuing to be met	172 (96%)	112 (99%)	114 (97%)	153 (91%)
Insufficient evidence of standards continuing to be met	7 (4%)	1 (1%)	3 (3%)	2 (1%)
Pending	0 (0%)	0 (0%)	1 (1%)	13 (8%)

Once again this year, the majority of programmes (91%) continued to meet the standards of education and training and standards of proficiency. Two programmes were considered in need of an approval visit. 13 programmes had not reached a final decision by the end of the review period.

Across a four year period, there is an emerging trend that at least 97% of all programmes are likely to retain their open ended approval after successfully completing the annual monitoring process each year. Or, on the contrary, that approximately 3% of all programmes are likely to trigger an approval visit as a result of the annual monitoring process each year.

This year we saw an increase in the number of submissions pending a final outcome. There are two reasons for this. The first reason is that this year's annual report only evaluates data within the review period whereas previous years considered data from the September meeting of the Education and Training Committee where the majority of the outstanding 13 submissions reached a final outcome. The second reason is that increasingly some education providers are indicating that their annual internal processes complete in June, July or August. As we must wait for internal processes to complete (particularly in the case of audits) these submissions will undoubtedly cross over into the following academic year.

We will monitor the data in this area over the next few years to ensure that the annual monitoring process continues to offer a risk based approach to public

protection. Our process seeks to follow a model of regulation that is robust, rigorous and effective without being over-burdensome for education providers.

### **How long does it take for us to consider a submission?**

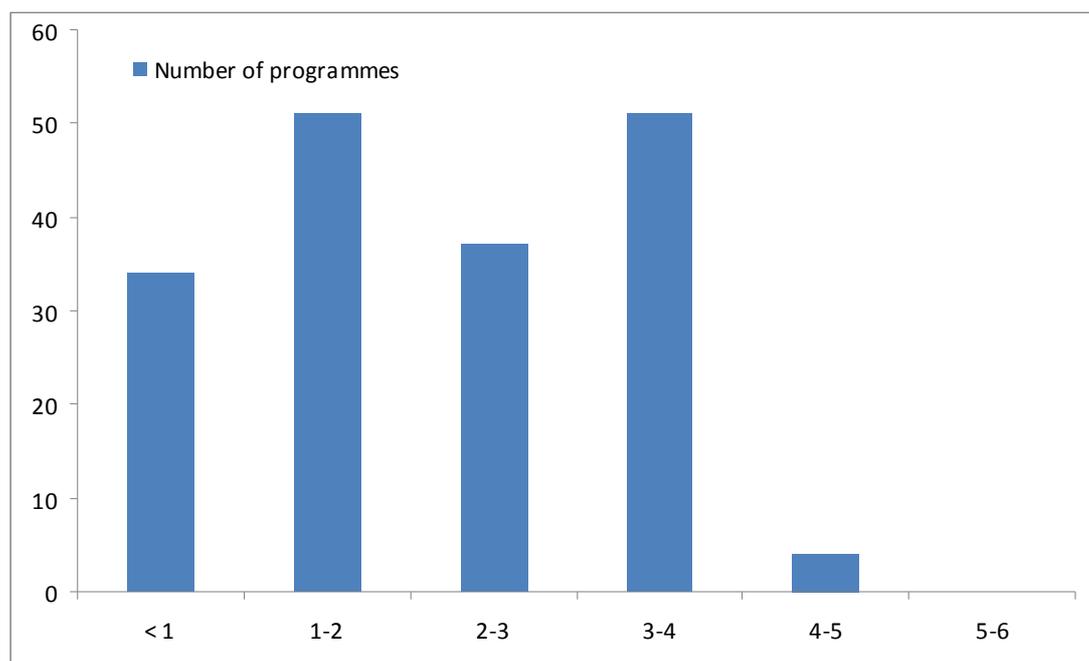
Declaration forms are forwarded directly to the next Education and Training Committee for consideration. We aim to process all annual monitoring declaration submissions in two months.

Audit submissions are considered either on an assessment days or by postal correspondence, prior to a recommendation being made to the Education and Training Committee. Our process allows us approximately three weeks between receipt of the audit submission and the date of the assessment day or posting of the submission. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for the next Education and Training Committee for consideration. Our process allows us at least two weeks between receipt of the Visitors report and the final decision being made by the Education and Training Committee. We aim to process all annual monitoring audit submissions in three months.

**Table 43 Number of months taken to consider declarations**

<b>Number of months between submission received and final decision on annual monitoring process</b>	<b>Number of programmes</b>
< 1	34
1-2	51
2-3	37
3-4	51
4-5	4
5-6	0

**Graph 42 Number of months taken to consider declarations**



The majority of declarations (69%) took less than three months to consider. This means the majority of declarations were considered just outside of our guidelines.

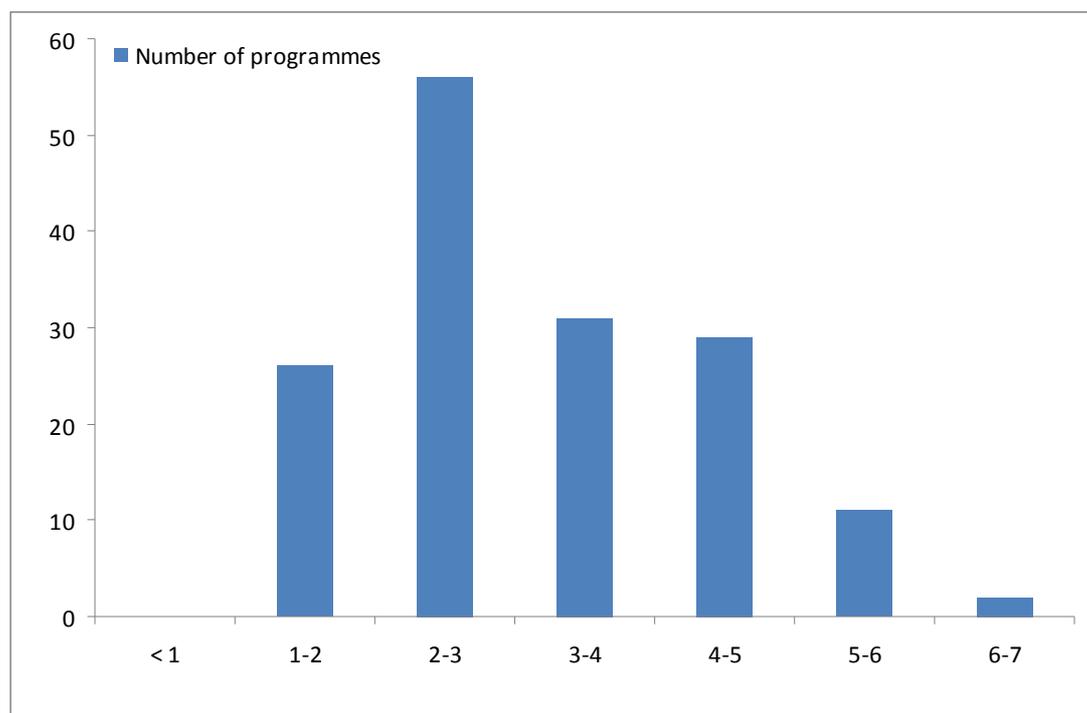
Approximately 31% of declarations were considered outside our guidelines (i.e. over three months). This was mainly due to early submission of declaration forms in December and then the necessity to remove annual monitoring declaration ratification from the February 2009 meeting of our Education and Training Committee as a result of other business of the Committee. As a result of these factors, some declarations received in December 2008 were not reviewed by the Education and Training Committee until March 2009. We will continue to work with our Secretariat Department to ensure that the routine business of the Education and Training Committee receives the appropriate time at meetings to consider all the programmes.

**Table 44 Number of months taken to consider audits**

Number of months between submission received and final decision on annual monitoring process	Number of programmes
< 1	0
1-2	26
2-3	56
3-4	31
4-5	29
5-6	11
6-7	2

*NB 13 pending as of 31 August 2009*

**Graph 43 Number of months taken to consider audits**



The majority of audits (67%) took four months or less to consider. Unfortunately, only 44% of audits were considered within our guidelines of three months as last year.

19% were considered just outside our guidelines (i.e. between 3-4 months), however 25% were noticeably outside of our guidelines (i.e. between 4-7 months).

There were a number of possible reasons for annual monitoring audit submissions taking longer than the guidelines of three months. Any request for further information automatically lengthens the overall timescales of the process by approximately four weeks, as both the education provider and Visitors are given two weeks to address the requests. Another reason for increased durations arises from the range of internal submission dates that education providers may have and the range of programmes we then receive for audit. Annual monitoring assessment days are planned carefully to ensure that they remain manageable and cost effective and in some cases this means that submissions need to be held over to the following assessment day, rather than the assessment day closest to the date the audit is submitted. In future we plan to revisit the deadlines in use in annual monitoring to prevent this affecting the durations submissions take to process and also to allow education providers more time to produce submissions.

We will work hard with education providers and Visitors over the next year to reduce the time taken to consider annual monitoring audit submissions. We will fine tune our process and resource allocation to address the areas at risk.

We will update the 'Annual monitoring process – Supplementary information for education providers' publication, so that the information and requirements of our process remain robust, flexible and evidence based. We will continue to monitor this area for any long term common trends and assess the feasibility of the current guidelines of two and three months.

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## Major change

### Number of major change submissions

This year we received 106 major change submissions. 8 submissions were later withdrawn by the education providers. If education providers decide not to change a programme following a submission to us, this can be done at any time as long as confirmation of the intention to leave the programme unchanged is received in writing.

**Table 45 Numbers of submissions per month**

Month	Number of Submissions
September 08	12
October 08	7
November 09	3
December 09	10
January 09	10
February 09	15
March 09	4
April 09	7
May 09	6
June 09	9
July 09	15
August 09	8

### When were the major change submissions received?

This year, as last year, there were three peaks for major change submissions being received this year. In previous years there were only two peaks. The peaks fell in September 2008, February 2009 and July 2009. The first peak reflects changes made to programmes following the commencement of the academic year. The second peak appears to indicate a number of major changes being submitted in preparation for the following academic year in order to allow time for approval visits to take place. This peak has only emerged in the last two years and may show an increased understanding of the time it takes to process changes from education providers. It may also be possible that programmes running with January start dates are also submitting major changes to us at this time similarly to the September peak. The third peak reflects the changes that education providers plan to make as the academic year comes to a close and in preparation for the following year. This year the peaks are consolidated within single months whereas last year they were distributed across a number of months.

### Number of programmes considered

An education provider's submission can affect more than one programme. Our major change process allows us to consider multi-professional changes and multi-programme changes in one major change submission.

This year, the 106 major change submissions considered 191 programmes. 15 programmes were withdrawn from the process by education providers. In some cases this led to the whole submission being withdrawn, but in other cases just one or two programmes from a group were withdrawn from the process by the education provider.

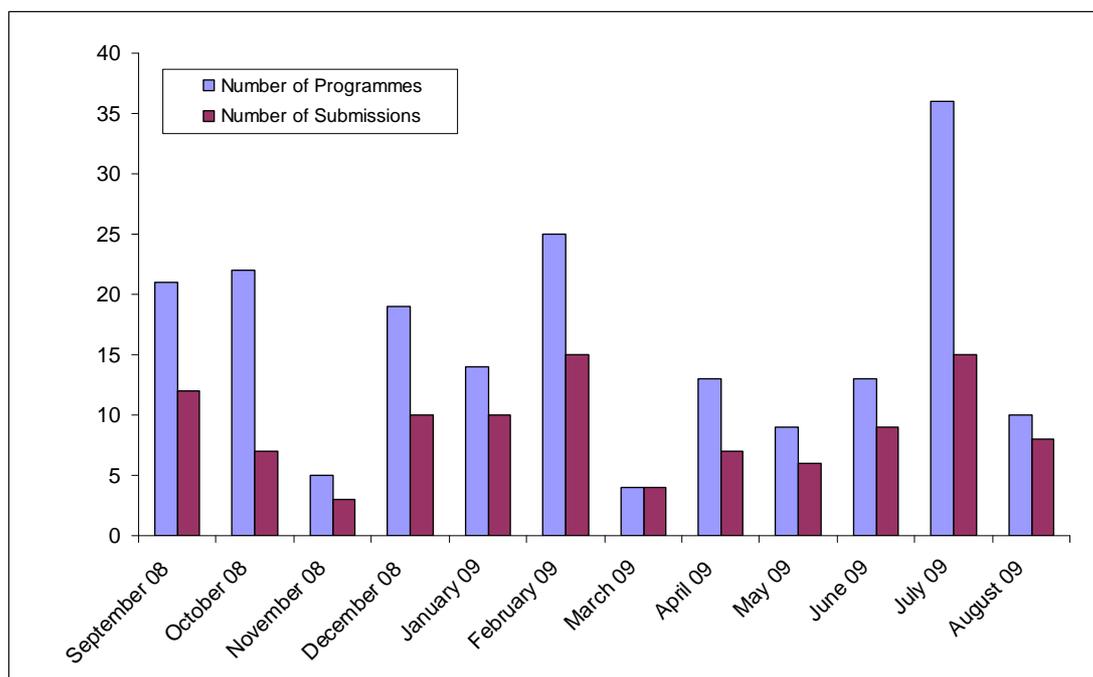
**Table 46 Numbers of programmes per month**

Month	Number of Programmes
September 08	21
October 08	22
November 09	5
December 09	19
January 09	14
February 09	25
March 09	4
April 09	13
May 09	9
June 09	13
July 09	36
August 09	10

**Table 47 Number of Submissions compared to programmes per month**

Month	Number of Programmes	Number of Submissions
September 08	21	12
October 08	22	7
November 08	5	3
December 08	19	10
January 09	14	10
February 09	25	15
March 09	4	4
April 09	13	7
May 09	9	6
June 09	13	9
July 09	36	15
August 09	10	8

**Graph 44 Number of major change submission received to the number of programmes considered - by month**

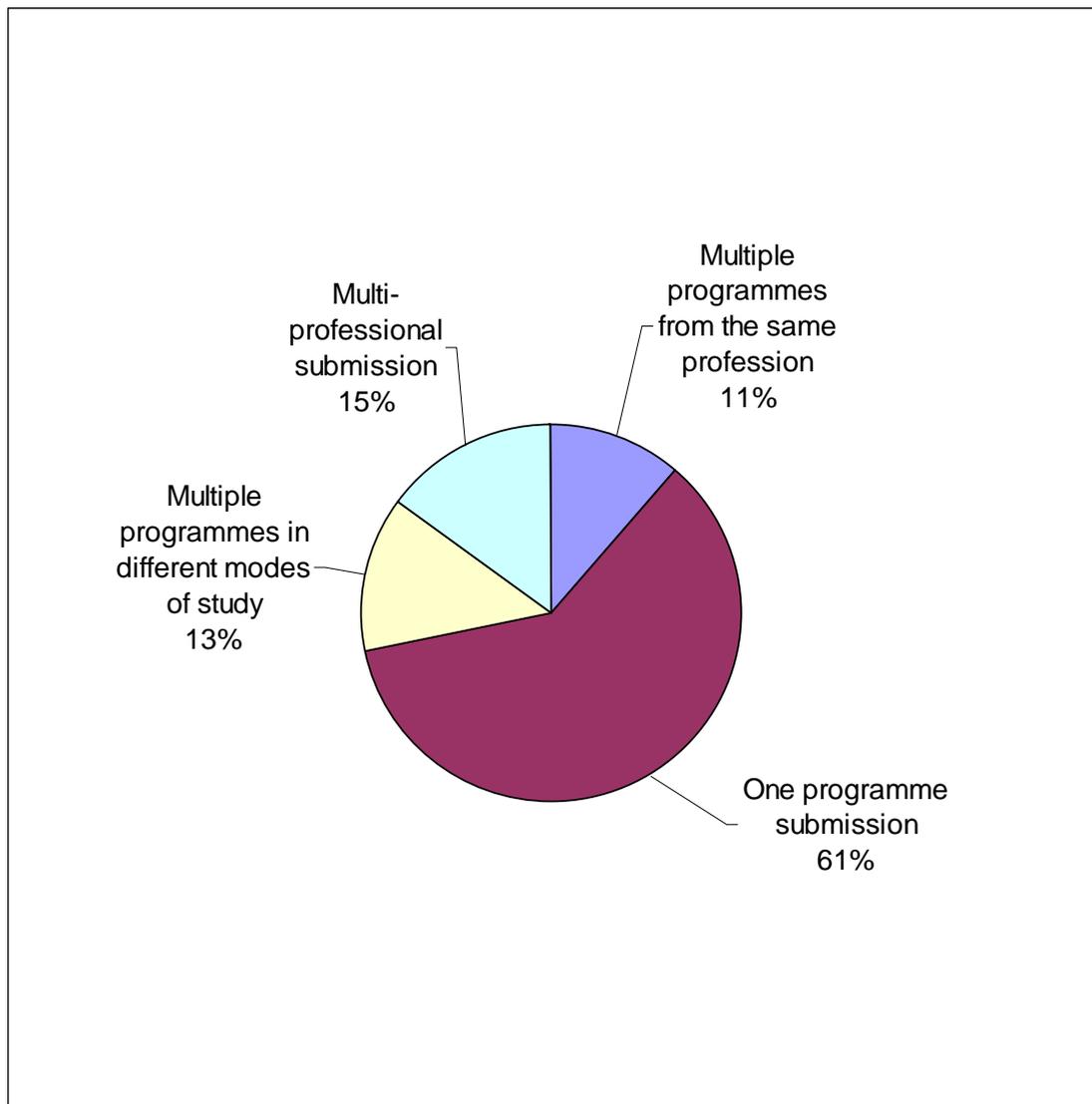


Considering the number of programmes and submissions together it is clear that education providers are continuing to submit notification of changes to us in groups of programmes affected by the same change or same validation cycle. This allows us to review changes contextually and to determine whether or not changes impact upon individual programmes differently.

**Table 48 Types of submission**

Type of submission	Number of submissions
Multiple programmes from the same profession	12
One programme submission	64
Multiple programmes in different modes of study	14
Multi-professional submission	16

**Graph 45 Types of submission**



As last year, the majority of submissions continue to be in relation to one programme. The percentage shares for each type of submission appear to be broadly the same across years in spite of the increased number of submissions and programmes submitted this year.

### **Which professions submitted major changes?**

We considered more major changes from occupational therapy, supplementary prescribing, physiotherapy and paramedic programmes than any others this year. Overall, this pattern is to be expected as we have the largest number of approved programmes for each of these professions / entitlements.

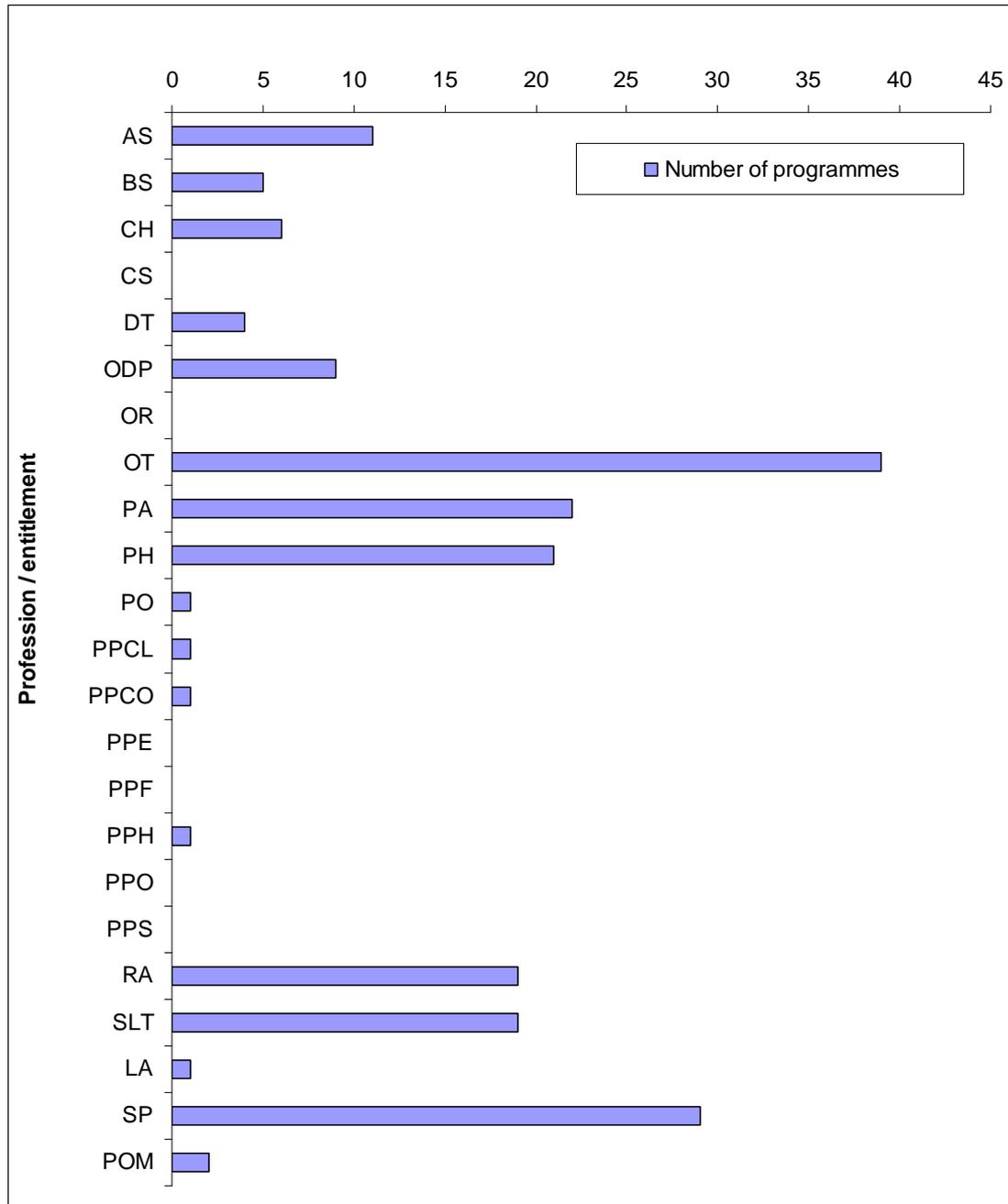
This year also saw the first work related to practitioner psychologists in the form of a small number of major changes that were submitted to us. We designed a specially adapted major change process for these programmes as they had not yet been visited and therefore measuring changes against the standards of education and training was challenging. Additionally, all

practitioner psychologist programmes will be subject to an approval visit over the next three academic years. The adapted major change process considered a more holistic risk analysis and determined whether the currently planned visit to the programme was an appropriate time to wait to review the changes in detail.

**Table 49 Breakdown of major change submissions received - by profession and entitlement**

<b>Profession</b>	<b>Number of programmes</b>
AS	11
BS	5
CH	6
CS	0
DT	4
ODP	9
OR	0
OT	39
PA	22
PH	21
PO	1
PPCL	1
PPCO	1
PPE	0
PPF	0
PPH	1
PPO	0
PPS	0
RA	19
SLT	19
LA	1
SP	29
POM	2

**Graph 46 Breakdown of major change submissions received - by profession and entitlement**



This year there were no major change submissions for clinical scientist, orthoptist, educational psychologist, forensic psychologist, occupational psychologist and sport and exercise psychologist programmes.

We have no expectation that programmes must make major changes to their programmes.

**Summary of outcomes**

The major change process asks education providers to tell us about any changes to their programmes, whether proposed or retrospective.

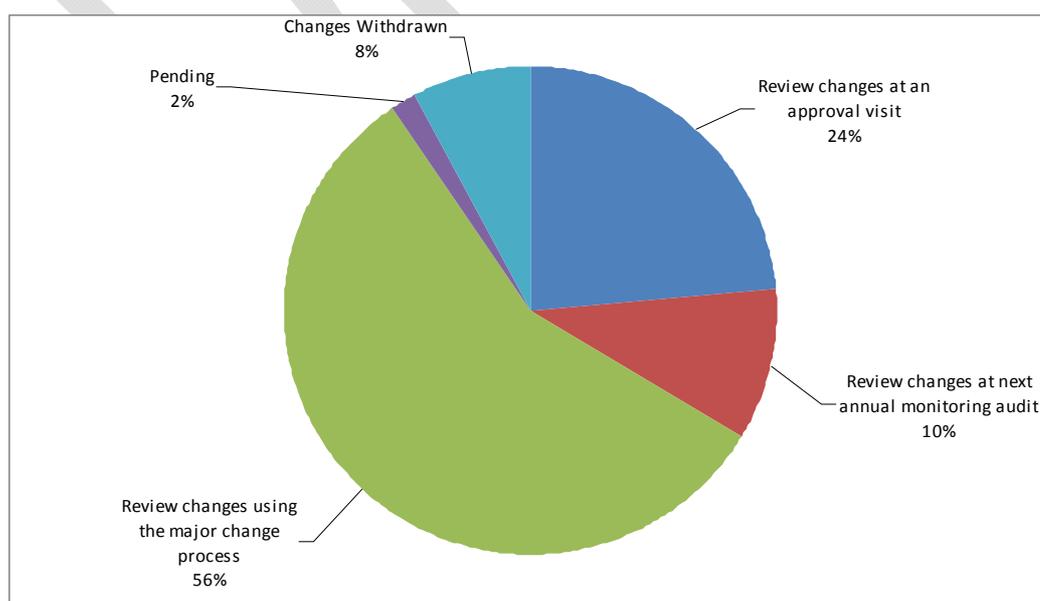
All submissions are initially reviewed by an Education Executive who makes a decision about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Executive chooses the approval process or annual monitoring process, the education provider is informed and further arrangements are made to arrange a visit or receive an audit submission at the appropriate time. If the Education Executive chooses the major change process the submission is reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that there is:

- sufficient evidence to demonstrate that the standards of education and training continue to be met; or
- insufficient evidence to demonstrate that the standards of education and training continue to be met and therefore a visit is required to gather more evidence.

**Table 50 Breakdown of major change submissions - by outcome and Education Executive decision**

Outcome	Number of programmes
Review changes at an approval visit	45
Review changes at next annual monitoring audit	19
Review changes using the major change process	109
Pending	3
Changes Withdrawn	15

**Graph 47 Breakdown of major change submissions - by outcome and Education Executive decision**



This year 56% of programme changes were considered via the major change process. This is an increase on last year in which 31% of programmes were channelled through to the major change process. This increase cannot be explained by any particular event within the programmes and may instead be as a result that last year the revised major change process was only implemented 6 months into the academic year.

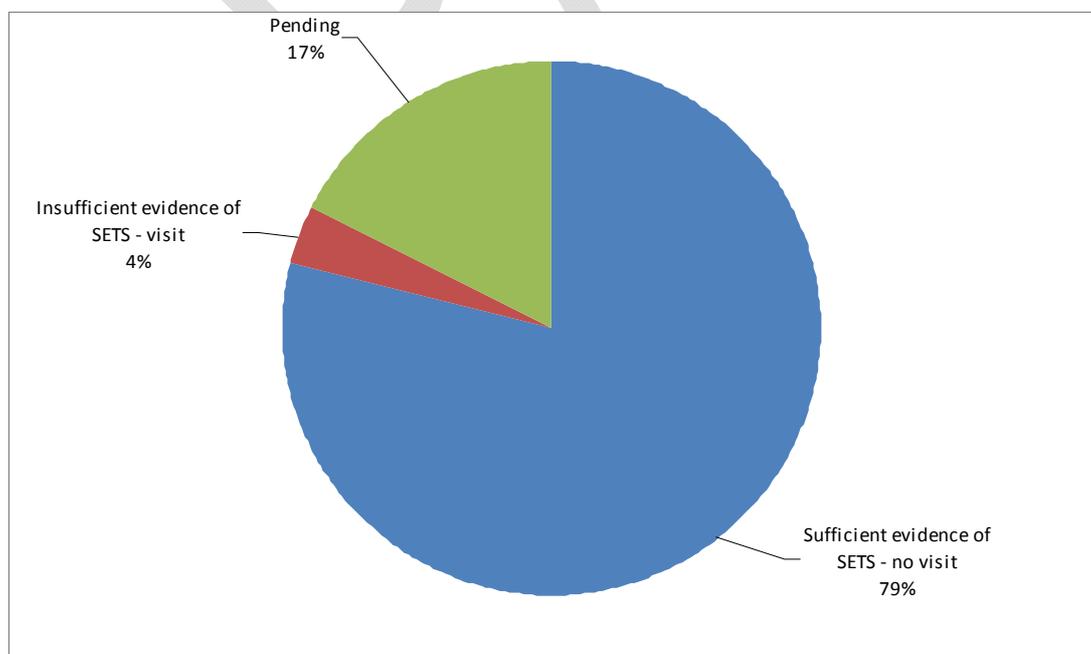
This factor also makes the variance between this year and last for the other outcomes quite difficult to accurately explain. There has been a fairly significant reduction in programmes being channelled into annual monitoring (29%-10%) and an increase in programmes being directed to the approval process (10%-24%).

Positively, the number of pending submissions is much reduced compared to last year as Education Executives have worked to process major change submissions within reasonable time frames.

**Table 51 Breakdown of major change submissions - by outcome and Visitor recommendation**

Outcome	Number of programmes
Sufficient evidence of SETS - no visit	86
Insufficient evidence of SETS - visit	4
Pending	19

**Graph 48 Breakdown of major change submissions - by outcome and Visitor recommendation**



As last year 17-18% of programmes are still pending a recommendation from Visitors by 31 August 2009. This percentage value must be considered

alongside the increased number of programmes entered into the process however. More detailed analysis will take place later in this section of the report in relation to pending submissions and their durations. 79% of programmes reviewed by Visitors reached an outcome of continued approval following submission of sufficient documentary evidence and as of 31 August 2009 only 4% of programmes required an approval visit.

It is encouraging to see that the amended major change process is allowing the documentary review of changes to programmes and that the number of visits being recommended is relatively low as this reduces the burden on education providers. Conversely though, it is also encouraging to see some visits being required as certain types or scales of change can only be or are better evidenced by an approval visit.

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## List of outcomes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
September 08	Glasgow Caledonian University	Pharmacology for Podiatrists	Part Time	Sufficient evidence of SETs - No visit
September 08	University of Manchester	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
September 08	University of Ulster	BSc (Hons) Dietetics	Full Time	Insufficient evidence of SETs - Visit required
September 08	University of Ulster	Pg Dip Dietetics	Full Time	Insufficient evidence of SETs - Visit required
September 08	University of Ulster	MSc Dietetics	Full Time	Insufficient evidence of SETs - Visit required
September 08	University of Bedfordshire	Diploma of Higher Education Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
September 08	University of Hertfordshire	Foundation Degree in Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
September 08	Colchester Institute	BSc (Hons) Occupational Therapy	Full Time Accelerated	Sufficient evidence of SETs - No visit
September 08	Colchester Institute	BSc (Hons) Occupational Therapy	Part Time	Sufficient evidence of SETs - No visit
September 08	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Full Time	Use Annual Monitoring process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
September 08	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Part Time	Sufficient evidence of SETs - No visit
September 08	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full Time	Sufficient evidence of SETs - No visit
September 08	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Part Time	Sufficient evidence of SETs - No visit
September 08	Anglia Ruskin University	Diploma of Credit Pain Management and Local Anaesthesia for Podiatry Practice	Part Time	Sufficient evidence of SETs - No visit
September 08	University of Derby	MA Dramatherapy	Full Time	Insufficient evidence of SETs - Visit required
September 08	University of Derby	MA Art Therapy	Full Time	Sufficient evidence of SETs - No visit
September 08	University of Derby	BSc (Hons) Diagnostic Radiography	Full Time	Use Approval process to review changes
September 08	University of Derby	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
September 08	University of Derby	BSc (Hons) Occupational Therapy	Full Time Accelerated	Changes Withdrawn by education provider
September 08	University of Derby	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
				changes
September 08	University of Ulster	BSc (Hons) Podiatry	Full Time	Use Approval process to review changes
October 08	Roehampton University	MA Art Therapy	Full Time	Sufficient evidence of SETs - No visit
October 08	Roehampton University	MA Art Therapy	Part Time	Sufficient evidence of SETs - No visit
October 08	King's College London	MSc Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
October 08	De Montfort University	BSc (Hons) Human Communication - Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
October 08	De Montfort University	BSc (Hons) Human Communication - Speech and Language Therapy	Part Time	Sufficient evidence of SETs - No visit
October 08	University of Southampton	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
October 08	University of Southampton	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
October 08	University of Southampton	MSc Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
October 08	University of Southampton	BSc (Hons) Podiatry	Full Time	Use Approval process to review changes
October 08	University of Southampton	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
October 08	University of Southampton	BSc (Hons) Physiotherapy	Part Time	Use Approval process to review changes
October 08	Birmingham City University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	BSc (Hons) Diagnostic Radiography	Full Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	BSc (Hons) Radiotherapy	Full Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	BSc (Hons) Diagnostic Radiography	Part Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
October 08	Birmingham City University	BSc (Hons) Radiotherapy	Part Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	BSc (Hons) Speech and Language Therapy	Part Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
October 08	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Use Approval process to review changes
October 08	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Use Approval process to review changes
November 08	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Full Time	Sufficient evidence of SETs - No visit
November 08	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Part Time	Sufficient evidence of SETs - No visit
November 08	University of Essex	Practice Certificate in Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
November 08	University of Worcester	Non-Medical Independent and Supplementary Prescribing (Level 7)	Part Time	Use Annual Monitoring process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
November 08	University of Worcester	Non-Medical Independent and Supplementary Prescribing (Level 6)	Part Time	Use Annual Monitoring process to review changes
December 08	Bournemouth University	FdSc Paramedic Science	Full Time	Use Approval process to review changes
December 08	Bournemouth University	Diploma of Higher Education Operating Department Practice	Full Time	Use Approval process to review changes
December 08	Bournemouth University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
December 08	Bournemouth University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
December 08	University Campus Suffolk (formerly Suffolk College)	Diploma of Higher Education Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
December 08	Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	Changes Withdrawn by education provider
December 08	Bournemouth University	Supplementary Prescribing for Allied Health Professionals (Non Medical Prescribing)	Part Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
December 08	Bournemouth University	FdSc Paramedic Science	Full Time	Use Approval process to review changes
December 08	Northumbria University at Newcastle	Diploma of Higher Education Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
December 08	Northumbria University at Newcastle	MSc Occupational Therapy (Pre-registration)	Full Time	Sufficient evidence of SETs - No visit
December 08	Northumbria University at Newcastle	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
December 08	Northumbria University at Newcastle	BSc (Hons) Occupational Therapy	Part Time	Sufficient evidence of SETs - No visit
December 08	Queen Margaret University	Pharmacology for Podiatrists	Part Time	Sufficient evidence of SETs - No visit
December 08	Colchester Institute	BSc (Hons) Occupational Therapy	Full Time Accelerated	Use Approval process to review changes
December 08	Colchester Institute	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
December 08	Colchester Institute	BSc (Hons) Physiotherapy	Part Time	Use Approval process to review changes
December 08	University of Liverpool	BSc (Hons) Physiotherapy	Full Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
December 08	University of Huddersfield	BSc (Hons) Podiatry	Full Time	Sufficient evidence of SETs - No visit
December 08	University of Huddersfield	BSc (Hons) Podiatry	Part Time	Sufficient evidence of SETs - No visit
January 09	Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
January 09	Queen Margaret University	Extended Independent Prescribing and Supplementary Prescribing	Part Time	Use Annual Monitoring process to review changes
January 09	City University	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
January 09	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Part Time	Use Annual Monitoring process to review changes
January 09	University of Derby	MA Dramatherapy	Full Time	Sufficient evidence of SETs - No visit
January 09	University of Lincoln	Practice Certificate in Non-Medical Prescribing (Supplementary) - Level M	Part Time	Changes Withdrawn by education provider
January 09	University of Lincoln	Practice Certificate in Non-Medical Prescribing (Supplementary)-Level 3	Part Time	Changes Withdrawn by education provider

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
January 09	University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
January 09	City University	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
January 09	City University	MSc Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
January 09	City University	Pg Dip Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
January 09	University of Chester	Non-Medical Prescribing	Part Time	Sufficient evidence of SETs - No visit
January 09	University of the West of England, Bristol	Prescribing Principles (Level 3)	Part Time	Sufficient evidence of SETs - No visit
January 09	University of the West of England, Bristol	Prescribing Principles (M Level)	Part Time	Sufficient evidence of SETs - No visit
February 09	Queen Margaret University	Graduate Diploma Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	BSc (Hons) Dietetics	Full Time	Sufficient evidence of SETs - No visit
February 09	Bournemouth University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
February 09	Bournemouth University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
				changes
February 09	University of Derby	BSc (Hons) Occupational Therapy	Full Time	Changes Withdrawn by education provider
February 09	University of Derby	BSc (Hons) Occupational Therapy	Full Time Accelerated	Changes Withdrawn by education provider
February 09	University of Derby	BSc (Hons) Occupational Therapy	Part Time	Changes Withdrawn by education provider
February 09	University College London	MSc Speech and Language Sciences	Full Time	Sufficient evidence of SETs - No visit
February 09	Sheffield Hallam University	BSc (Hons) Physiotherapy	Work Based learning	Sufficient evidence of SETs - No visit
February 09	St George's, University of London	Foundation Degree in Paramedic Science	Full Time	Changes Withdrawn by education provider
February 09	St George's, University of London	Foundation Degree in Paramedic Science	Mixed Mode	Changes Withdrawn by education provider
February 09	Northumbria University at Newcastle	Prescribing for Non Medical Health Professionals	Full Time	Sufficient evidence of SETs - No visit
February 09	Northumbria University at Newcastle	Prescribing for Non Medical Health Professionals	Part Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
February 09	University of Salford	BSc (Hons) Prosthetics and Orthotics	Full Time	Use Approval process to review changes
February 09	Keele University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
February 09	Queen Margaret University	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
February 09	Queen Margaret University	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
February 09	Staffordshire University	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	BSc (Hons) Radiotherapy and Oncology	Full Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	BSc (Hons) Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	Foundation Degree in Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
February 09	University of Hertfordshire	BSc (Hons) Paramedic Science	Full Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
February 09	University of Salford	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
February 09	University of Salford	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
March 09	University of Worcester	FD in Pre Hospital Unscheduled and Emergency Care	Full Time	Sufficient evidence of SETs - No visit
March 09	Anglia Ruskin University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
March 09	Edinburgh Napier University (formerly Napier University, Edinburgh)	Non-Medical Prescribing	Part Time	Use Annual Monitoring process to review changes
March 09	Manchester Metropolitan University	BSc (Hons) Speech Pathology and Therapy	Full Time	Sufficient evidence of SETs - No visit
April 09	University of Huddersfield	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
April 09	Bangor University	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	Use Annual Monitoring process to review changes
April 09	Bangor University	Dip HE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
April 09	Bangor University	Pg Dip Occupational Therapy	Full Time Accelerated	Use Annual Monitoring process to review changes
April 09	Oxford Brookes University	FD Paramedic Emergency Care	Full Time	Sufficient evidence of SETs - No visit
April 09	Oxford Brookes University	FD Paramedic Emergency Care	Mixed Mode	Sufficient evidence of SETs - No visit
April 09	Oxford Brookes University	FD Paramedic Emergency Care	Part Time	Sufficient evidence of SETs - No visit
April 09	University of Cumbria (formerly St Martin's College)	Non-Medical Prescribing (Undergraduate Level)	Part Time	Sufficient evidence of SETs - No visit
April 09	University of Greenwich	Foundation Degree in Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
April 09	University of Salford	Non-Medical Prescribing (Level 3)	Flexible	Sufficient evidence of SETs - No visit
April 09	University of Salford	Non-Medical Prescribing (M level)	Flexible	Sufficient evidence of SETs - No visit
April 09	University of York	Extended Independent Supplementary Prescribing for Non Medical Prescribers (Level 6)	Part Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
April 09	University of York	Extended Independent Supplementary Prescribing for Non Medical Prescribers (Level 7)	Part Time	Sufficient evidence of SETs - No visit
May 09	Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	Use Annual Monitoring process to review changes
May 09	Sheffield Hallam University	Pg Dip Radiotherapy and Oncology in Practice	Full Time	Use Annual Monitoring process to review changes
May 09	London South Bank University	Pg Dip Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
May 09	Queen Margaret University	Pg Dip Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
May 09	Queen Margaret University	MSc Occupational Therapy (Pre-registration)	Full Time	Sufficient evidence of SETs - No visit
May 09	University of Essex	MSc Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
May 09	University of Essex	MSc Speech and Language Therapy	Full Time Accelerated	Sufficient evidence of SETs - No visit
May 09	Institute of Arts in Therapy and Education	MA Integrative Arts Psychotherapy	Part Time	Sufficient evidence of SETs - No visit

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
May 09	Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Use Annual Monitoring process to review changes
June 09	Swansea University	Dip HE Paramedic Science	Full Time	Use Annual Monitoring process to review changes
June 09	Swansea University	Non-Medical Prescribing	Part Time	Use Annual Monitoring process to review changes
June 09	Queen Margaret University	BSc (Hons) Physiotherapy	Full Time	Pending Visitor decision
June 09	Birmingham City University	BSc (Hons) Radiotherapy	Full Time	Sufficient evidence of SETs - No visit
June 09	Birmingham City University	BSc (Hons) Radiotherapy	Part Time	Sufficient evidence of SETs - No visit
June 09	University of the West of England, Bristol	Foundation Degree Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
June 09	University of Salford	BSc (Hons) Diagnostic Radiography	Full Time	Sufficient evidence of SETs - No visit
June 09	Teesside University	Foundation Degree Paramedic Science	Full Time	Pending Visitor decision
June 09	University of East Anglia	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
June 09	University of East Anglia	MSc Occupational Therapy (Pre-	Full Time	Sufficient evidence of SETs - No

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
		registration)		visit
June 09	University of East Anglia	BSc (Hons) Physiotherapy	Full Time	Pending Visitor decision
June 09	Oxford Brookes University	Non-medical Prescribing (v300) (PG Level)	Part Time	Pending Visitor decision
June 09	Oxford Brookes University	Non-medical Prescribing (v300) (Level 3)	Part Time	Pending Visitor decision
July 09	Manchester Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
July 09	Queen Margaret University	BSc (Hons) Occupational Therapy	Full Time	Changes Withdrawn by education provider
July 09	Queen Margaret University	Pg Dip Occupational Therapy	Full Time	Use Approval process to review changes
July 09	Queen Margaret University	MSc Occupational Therapy (Pre-registration)	Full Time	Use Approval process to review changes
July 09	Queen Margaret University	MSc Art Therapy	Full Time	Use Approval process to review changes
July 09	Queen Margaret University	MSc Music Therapy (Nordoff Robbins)	Full Time	Use Approval process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
July 09	Queen Margaret University	MSc Music Therapy (Nordoff Robbins)	Part Time	Changes Withdrawn by education provider
July 09	Queen Margaret University	MSc Art Therapy	Part Time	Use Approval process to review changes
July 09	University of Brighton	BSc (Hons) Applied Biomedical Science	Full Time	Pending Visitor decision
July 09	University of the West of England, Bristol	Doctorate in Health Psychology	Full Time	Changes Withdrawn by education provider
July 09	St George's, University of London	BSc (Hons) Diagnostic Radiography	Full Time	Pending Visitor decision
July 09	St George's, University of London	BSc (Hons) Therapeutic Radiography	Full Time	Pending Visitor decision
July 09	Teesside University	Doctorate in Counselling Psychology (DCounsPsy)	Full Time	Changes Withdrawn by education provider
July 09	Teesside University	Doctorate in Clinical Psychology (DclinPsy)	Full Time	Changes Withdrawn by education provider
July 09	Teesside University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
July 09	Teesside University	Foundation Degree Paramedic Science	Full Time	Use Annual Monitoring process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
July 09	Teesside University	University Certificate of Postgraduate Professional Development: Non medical Prescribing	Part Time	Use Annual Monitoring process to review changes
July 09	Teesside University	University Certificate of Professional Development Non-Medical Prescribing	Part Time	Use Annual Monitoring process to review changes
July 09	The Central School of Speech & Drama	MA Drama and Movement Therapy (Sesame)	Full Time	Pending Visitor decision
July 09	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	Graduate Diploma Diagnostic Imaging	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	Graduate Diploma Radiotherapy	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
July 09	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	Graduate Diploma Physiotherapy	Full Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
July 09	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Part Time	Use Approval process to review changes
July 09	Cardiff University (Prifysgol Caerdydd)	Postgraduate Certificate in Non-Medical Prescribing	Part Time	Use Annual Monitoring process to review changes
July 09	University of the West of England, Bristol	BSc (Hons) Applied Biomedical Science (Clinical)	Block Release	Pending Visitor decision
July 09	University of the West of England, Bristol	BSc (Hons) Applied Biomedical Science (Clinical)	Full Time	Pending Visitor decision
July 09	The Open University	Foundation Degree in Paramedic Science	Part Time	Use Approval process to review changes

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
July 09	The Open University	Diploma in Higher Education in Paramedic Sciences	Part Time	Use Approval process to review changes
July 09	University College London	MSc Speech and Language Sciences	Full Time	Pending Visitor decision
July 09	University of Hull	Allied Health Professionals Supplementary Prescribing	Part Time	Pending Visitor decision
August 09	Glyndwr University (formerly North East Wales Institute of Higher Education)	BSc (Hons) Occupational Therapy	Part Time	Pending Visitor decision
August 09	City University	MSc Speech and Language Therapy	Full Time	Pending Visitor decision
August 09	City University	Pg Dip Speech and Language Therapy	Full Time	Pending Visitor decision
August 09	Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Pending Visitor decision
August 09	University of East Anglia	MSc Occupational Therapy (Pre-registration)	Full Time	Pending Visitor decision
August 09	University of Hull	DipHE Operating Department Practice	Full Time	Pending Visitor decision
August 09	University of Derby	MSc Occupational Therapy	Full Time	Pending Education Executive Decision
August 09	Birmingham City University	BSc (Hons) Speech and Language Therapy	Full Time	Pending Education Executive Decision

<b>Date Notification Received</b>	<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode</b>	<b>Status as of 31 August 2009</b>
August 09	Birmingham City University	BSc (Hons) Speech and Language Therapy	Part Time	Pending Education Executive Decision
August 09	University of Ulster	BSc (Hons) Podiatry	Full Time	Changes Withdrawn by education provider

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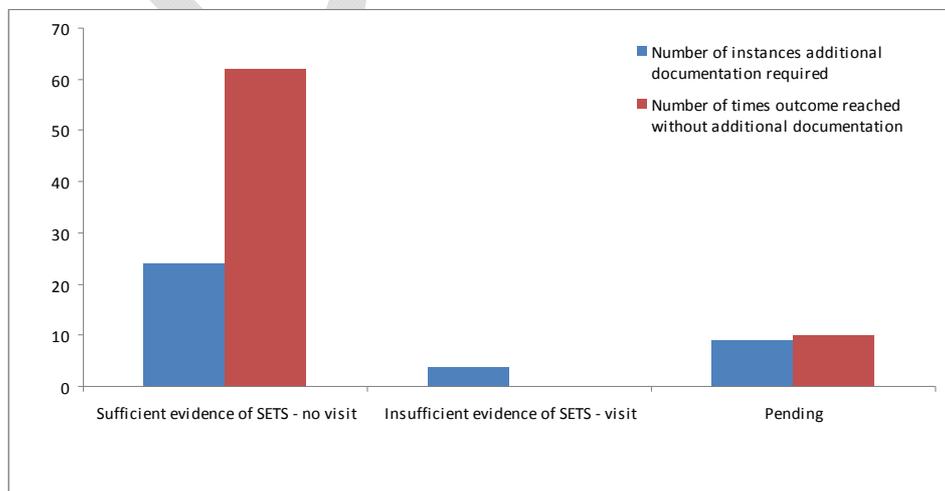
### Which submissions required additional documentation?

The revised major change process allows Visitors to request additional documentation to assist in making their recommendation. The table and graph below show often Visitors required additional documentation for the available outcomes. Last year approximately 50% of submissions required additional documentation. This year the figure is improved for submissions that have reached a final outcome of sufficient evidence of the standards of education and training (39%). Though still relatively high it is encouraging that education providers are submitting appropriate information at the first attempt in the majority of cases. Once again, if a final outcome requiring a visit is reached then submissions have all received additional documentation at the request of the Visitors. It is routine for us to provide education providers with the opportunity to provide documentation to us unless we feel the risks coming from a programme are immediate and that a visit must take place as soon as possible. Notably, a high percentage of pending submissions required additional documentation. This trend is to be expected as the collection of additional documentation tends to increase the annual monitoring process duration.

**Table 52 Breakdown of major change submissions - by outcome and requirement for additional documentation**

Outcome	Number of instances additional documentation required	Number of times outcome reached without additional documentation
Sufficient evidence of SETS - no visit	24	62
Insufficient evidence of SETS - visit	4	0
Pending	9	10

**Graph 49 Breakdown of major change submissions - by outcome and requirement for additional documentation**



### **How long does it take for us to consider a submission?**

If a submission can be effectively reviewed at an approval visit or at the next annual monitoring audit we aim to notify education providers of this within two weeks. When we feel a change needs to go through the major change process we aim to process major change submissions in 12 weeks.

When we determine a programme requires scrutiny through the major change process we ask Visitors to consider the submission. Once we have selected the two Visitors to consider it, we need to see if they have a conflict of interest with the programmes under consideration. All this takes a minimum of two weeks.

The submission is sent to the Visitors, who assess it and provide a joint report. Again, this takes a minimum of two weeks. The Visitors may ask for extra documents. This would add another two to four weeks to process.

Once we have a satisfactory Visitor report, their recommendation must go to Education and Training Committee for approval. The Committee meet on average once a month. Once received, it can take from one to four weeks for the completed report to reach Committee.

The following four tables and graphs show how the amended process performed during the review period. The data illustrates the time taken for Education Executives and Visitors to reach their decisions and also how long pending decisions have taken up until 31 August 2009.

**Table 53 Number of Weeks taken to consider a submission - by Education Executive decision making - completed**

<b>Time taken from date of receipt to EP informed for Approval visit or Annual monitoring review of changes</b>	<b>Number of Programmes</b>
More than 0.4 of a Week	64
More than 2 Weeks	39
More than 4 Weeks	13
More than 8 Weeks	8
More than 12 Weeks	3
More than 16 Weeks	3
More than 20 Weeks	0

**Table 54 Number of Weeks taken to consider a submission - Education Executive decision making - pending**

<b>Time taken from date of receipt to end of review period</b>	<b>Number of Programmes</b>
More than 0.4 of a Week	3
More than 2 Weeks	0
More than 4 Weeks	0
More than 8 Weeks	0
More than 12 Weeks	0
More than 16 Weeks	0
More than 20 Weeks	0

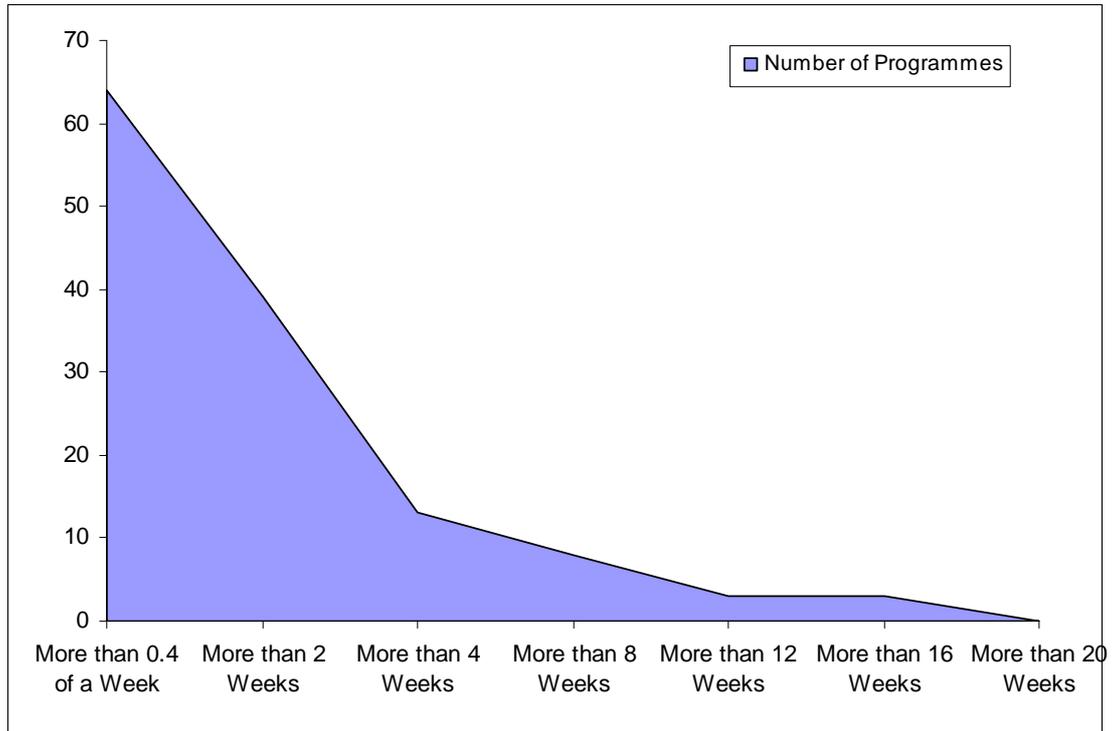
**Table 55 Number of Weeks taken to consider a submission - by Visitor decision making - completed**

<b>Time taken from date of receipt to date of Education and Training Panel</b>	<b>Number of Programmes</b>
More than 2 Weeks	90
More than 4 Weeks	90
More than 8 Weeks	84
More than 12 Weeks	64
More than 16 Weeks	38
More than 20 Weeks	27
More than 24 Weeks	23
More than 28 Weeks	12
More than 32 Weeks	12
More than 36 Weeks	10
More than 40 Weeks	9
More than 44 Weeks	0

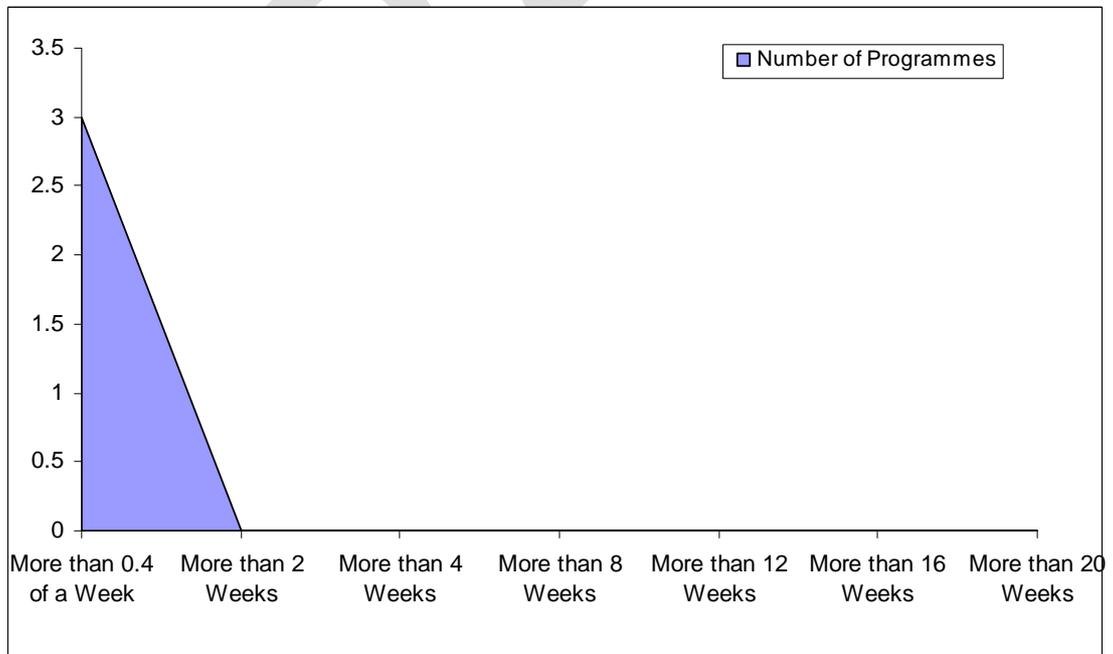
**Table 56 Number of Weeks taken to consider a submission - by Visitor decision making - pending**

<b>Time taken from date of receipt to end of review period</b>	<b>Number of Programmes</b>
More than 2 Weeks	19
More than 4 Weeks	14
More than 8 Weeks	5
More than 12 Weeks	1
More than 16 Weeks	0
More than 20 Weeks	0
More than 24 Weeks	0

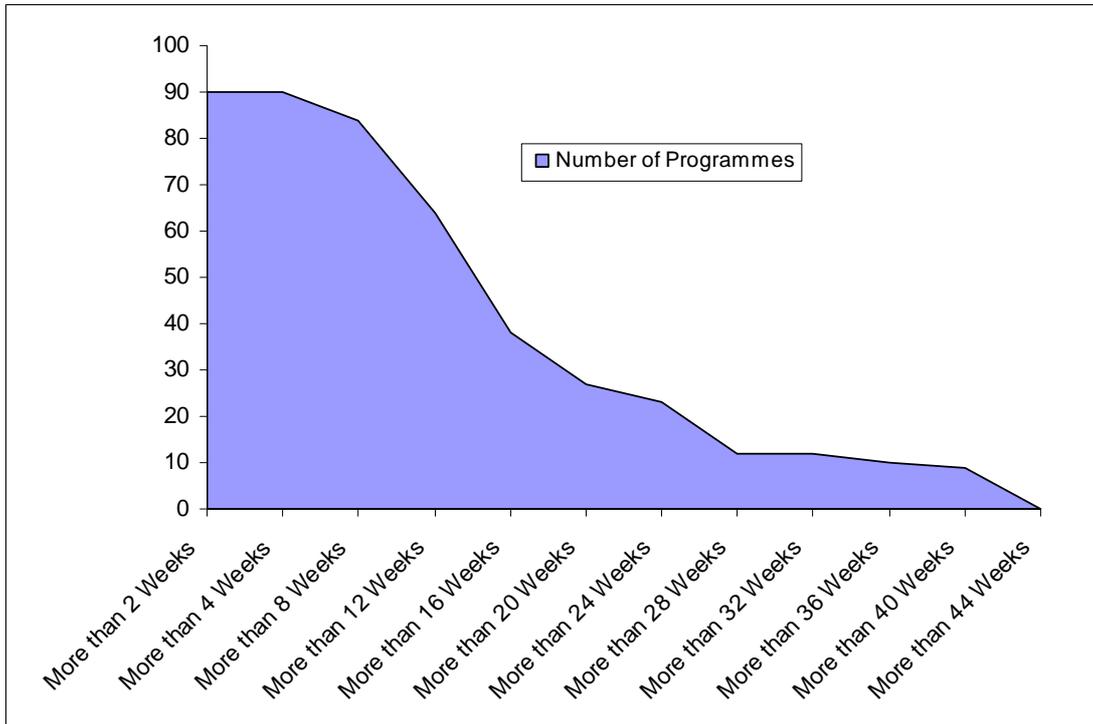
**Graph 50 Number of Weeks taken to consider a submission - by Education Executive decision making – completed**



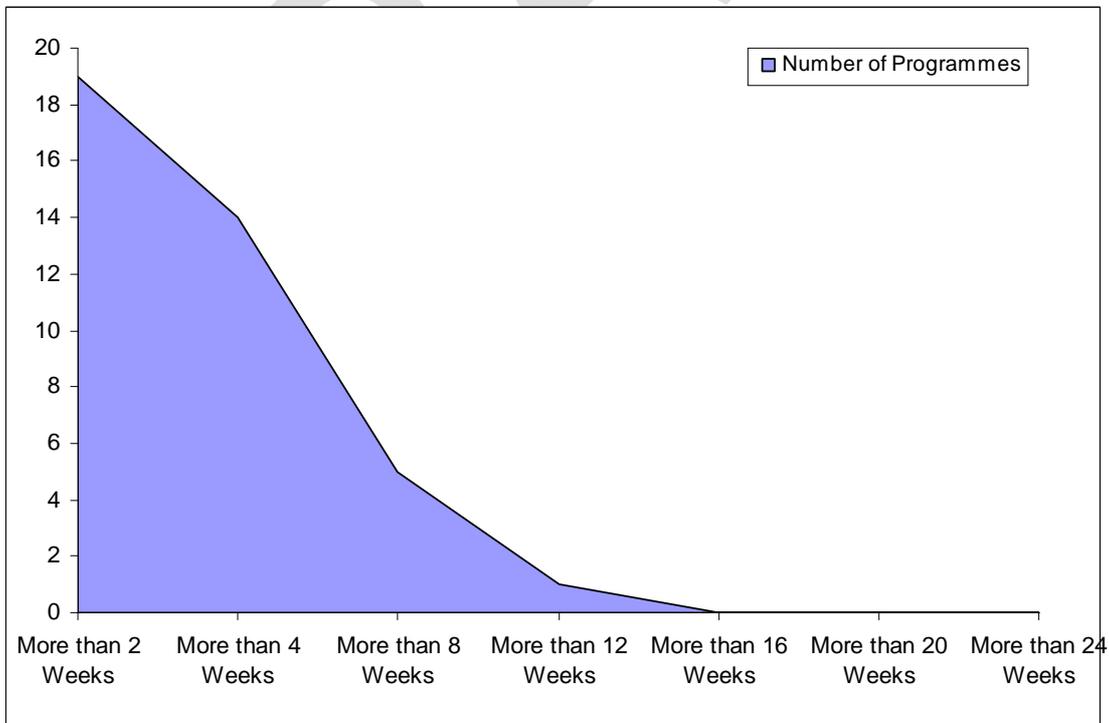
**Graph 51 Number of Weeks taken to consider a submission - Education Executive decision making – pending**



**Graph 52 Number of Weeks taken to consider a submission - by Visitor decision making – completed**



**Graph 53 Number of Weeks taken to consider a submission - by Visitor decision making – pending**



It is clear as last year that Education Executive decision making is in the majority being completed within four weeks of receipt. The expectation is that these decisions could be returned to education providers within two weeks of receipt. This year the main reason for delays arises from education providers providing partial information in major change notification forms. When a request for additional information is sent it is not normally received within two weeks and in some cases can take many months. We do not suspend or pause submissions in the operational process when this occurs currently, but this will be an area for review in future years to ensure that the time taken to process submissions is representative of the time spent reviewing changes as opposed to awaiting further documentation. We will continue to work with education providers to make clear what kind of information may be appropriate to submit on major change notifications forms. In the interim, guidance is already available in the publication 'Major change - supplementary information for education providers.

When Visitors become involved with decision making it appears that the process of locating and allocating appropriate Visitors still significantly extends the duration of the major change process. In the majority, it appears major changes requiring Visitor scrutiny are resolved in approximately 12 weeks though there are a number of submissions that are taking longer than this. Again the reasons for are variable dependent on the submission. In some cases the reason for the delay has been Visitor illness or absence, whilst on other occasions it has been attributed to the education provider as further information is not received within the two week period normally allocated for this. We will continue to work with the education providers to ensure our expectations for documentation and deadlines are made clear. We will also continue to ensure that our own work is conducted in a timely fashion to assist education providers.

The delays in the process have been present over the last two years and in some cases can be attributed to delays internally, but in the main appear to be linked to a reduced understanding of what to submit and when to submit information to us. In our education seminars in 2009/10 we will deliver special and focussed information around the major change process to education providers to assist with understanding of the process. We will also continue to make process changes to improve efficiency and record the metrics in relation to this process more accurately. We are confident that the delays we are currently experiencing can be managed over time once necessary adaptations are made to the new process and the expected time frames are clearly communicated to all parties.

## Conclusion from the Director of Education

Once again, this has been a year of growth for the Department. Whilst the number of visits undertaken was lower than last year the overall number of programmes visited has increased. We also processed record numbers of annual monitoring submissions and received and processed greater numbers of major changes.

We have used this year also to revise the way that we work, making key changes to the structure of the Department and operational processes.

We are continuing to work with education providers to ensure that we simultaneously operate a robust system of quality assurance but work collaboratively.

Next year will bring new challenges also as the first of the visits to practitioner psychologist programmes will take place and as a result the number of visits undertaken will also increase. We also plan commence work to overhaul Department processes and systems to ensure they remain fit for purpose in the future as the number of professions we regulate grows.

Thank you for reading this document and I hope you have found it interesting. If you need any further information on our approval and monitoring processes, please see our website: [www.hpc-uk.org](http://www.hpc-uk.org)

**Osama Ammar**  
Acting Director of Education

## Contact us

If you have any questions or comments about our approval and monitoring processes, you can contact the Education Department direct.

Email:

**approvals@hpc-uk.org**  
**annualmonitoring@hpc-uk.org**  
**majorchange@hpc-uk.org**

Fax: **+44 (0)207 820 9684**

Telephone: **+44 (0)207 840 9812**

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## List of tables

Table 1	Number of visits – per month .....	7
Table 2	Number of visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	8
Table 3	Number of programmes considered - per month .....	9
Table 4	Number of visits compared to number of programmes considered ...	10
Table 5	Number of programmes considered in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	12
Table 6	- Types of visit.....	13
Table 7	- Types of visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	13
Table 8	Who cancelled visits .....	15
Table 9	Number of cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	16
Table 10	Who cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	17
Table 11	Breakdown of visits to education providers - by location.....	18
Table 12	Breakdown of visits to programmes in 2008-2009 - by location, compared across 2005-2006, 2006-2007 and 2007-2008 .....	18
Table 13	Breakdown of visits - by profession.....	20
Table 14	Breakdown of visits - by pre- and post-registration .....	21
Table 15	Breakdown of visits - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	22
Table 16	- Breakdown of visits - by reason .....	24
Table 17	Breakdown of reasons for visits - by profession.....	25
Table 18	Summary of outcomes .....	38
Table 19	Summary of outcomes in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	39
Table 20	Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	40
Table 21	Number of conditions .....	41
Table 22	Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	43
Table 23	- Breakdown of conditions - by profession .....	46
Table 24	Breakdown of conditions - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	47
Table 25	Breakdown of conditions against standards - by profession .....	49
Table 26	Breakdown of conditions - by reason for visit.....	51
Table 27	Breakdown of conditions - by reason for visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	51
Table 28	- Breakdown of conditions against standards - by reason for visit ..	54

Table 29 - Number of days taken to produce Visitors' reports .....	56
Table 30 - number of weeks between visit and initial response to meet conditions received .....	58
Table 31 - Number of months between visit and final decision on programme approval .....	60
Table 32 Breakdown of the number of commendations - by profession .....	63
Table 33 Breakdown of the number of commendations - by reason for visit..	64
Table 34 Breakdown of number of commendations - by area of commendation .....	65
Table 35 Total Number of annual monitoring submissions .....	67
Table 36 Number of annual monitoring submissions in 2008-2009 - by type, compared to 2005-2006, 2006-2007 and 2007-2008.....	67
Table 37 Number of audits and declarations received - by month .....	69
Table 38 Breakdown of annual monitoring submissions - by profession and entitlement .....	72
Table 39 Method of assessment.....	75
Table 40 Method of assessment in 2008-2009, compared to 2006-2007 and 2007-2008.....	76
Table 41 Requests for further information, by method of assessment.....	76
Table 42 Summary of outcomes .....	78
Table 43 Number of months taken to consider declarations .....	79
Table 44 Number of months taken to consider audits.....	80
Table 45 Numbers of submissions per month.....	83
Table 46 Numbers of programmes per month .....	84
Table 47 Number of Submissions compared to programmes per month .....	84
Table 48 Types of submission .....	85
Table 49 Breakdown of major change submissions received - by profession and entitlement .....	87
Table 50 Breakdown of major change submissions - by outcome and Education Executive decision .....	89
Table 51 Breakdown of major change submissions - by outcome and Visitor recommendation .....	90
Table 52 Breakdown of major change submissions - by outcome and requirement for additional documentation.....	113
Table 53 Number of Weeks taken to consider a submission - by Education Executive decision making - completed.....	114
Table 54 Number of Weeks taken to consider a submission - Education Executive decision making - pending.....	115
Table 55 Number of Weeks taken to consider a submission - by Visitor decision making - completed.....	115
Table 56 Number of Weeks taken to consider a submission - by Visitor decision making - pending .....	115

## List of graphs

Graph 1 Numbers of visits - per month .....	7
Graph 2 Number of visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	8
Graph 3 Number of programmes considered - per month .....	10
Graph 4 Number of visits compared to number of programmes considered..	11
Graph 5 Number of programmes considered in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	12
Graph 6 Types of visit.....	13
Graph 7 - Types of visit in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	14
Graph 8 Who cancelled visits.....	15
Graph 9 Number of cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	16
Graph 10 Who cancelled visits in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	17
Graph 11 Breakdown of visits to education providers - by location.....	18
Graph 12 Breakdown of visits to programmes in 2008-2009 - by location, compared across 2005-2006, 2006-2007 and 2007-2008 .....	19
Graph 13 Breakdown of visits - by profession.....	20
Graph 14 Breakdown of visits - by pre- and post-registration .....	21
Graph 15 Breakdown of visits - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	23
Graph 16 - Breakdown of visits - by reason .....	24
Graph 17a Breakdown of reasons for visits - by profession and reason .....	26
Graph 17b Breakdown of reasons for visits - by reason and profession .....	26
Graph 18 Summary of outcomes .....	39
Graph 19 Summary of outcomes in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	40
Graph 20 Number of conditions .....	41
Graph 21 Number of conditions in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	43
Graph 22 The eight standards of education and training with the highest number of conditions set against them .....	44
Graph 23 Breakdown of conditions - by profession.....	47
Graph 24 Breakdown of conditions - by profession in 2008-2009, compared to 2005-2006, 2006-2007 and 2007-2008.....	48
Graph 25 Breakdown of conditions against standards - by profession .....	50
Graph 26 Breakdown of conditions - by reason for visit.....	52
Graph 27 Breakdown of conditions - by reason for visit in 2007-2008, compared to 2005-2006 and 2006-2007.....	52

Graph 28a - Breakdown of conditions against standards - by reason for visit and SET .....	54
Graph 28b - Breakdown of conditions against standards - by SET and reason for visit .....	55
Graph 29 Breakdown of days taken to produce Visitors' reports .....	56
Graph 30 Breakdown of weeks between visit and initial response to meet conditions received .....	59
Graph 31 - Number of months between visit and final decision on programme approval .....	60
Graph 32 Breakdown of the number of commendations - by profession .....	63
Graph 33 Breakdown of the number of commendations - by reason for visit.	64
Graph 34 Breakdown of number of commendations - by area of commendation .....	65
Graph 35 Total Number of annual monitoring submissions .....	67
Graph 36 Total Number of annual monitoring submissions .....	68
Graph 37 Number of audits and declarations received - by month .....	69
Graph 38a Number of audits due and received - by month .....	70
Graph 38b Number of declarations due and received - by month.....	71
Graph 39 Breakdown of annual monitoring submissions - by profession and entitlement .....	72
Graph 40a Breakdown of declarations by profession.....	74
Graph 40b Breakdown of audits by profession .....	75
Graph 41a Number of programmes considered by assessment day where further information was requested.....	76
Graph 41b Number of programmes considered by assessment day where further information was requested.....	77
Graph 42 Number of months taken to consider declarations .....	80
Graph 43 Number of months taken to consider audits.....	81
Graph 44 Number of major change submission received to the number of programmes considered - by month .....	85
Graph 45 Types of submission .....	86
Graph 46 Breakdown of major change submissions received - by profession and entitlement .....	88
Graph 47 Breakdown of major change submissions - by outcome and Education Executive decision .....	89
Graph 48 Breakdown of major change submissions - by outcome and Visitor recommendation .....	90
Graph 49 Breakdown of major change submissions - by outcome and requirement for additional documentation.....	113
Graph 50 Number of Weeks taken to consider a submission - by Education Executive decision making – completed .....	116
Graph 51 Number of Weeks taken to consider a submission - Education Executive decision making – pending .....	116

Graph 52 Number of Weeks taken to consider a submission - by Visitor  
 decision making – completed..... 117

Graph 53 Number of Weeks taken to consider a submission - by Visitor  
 decision making – pending ..... 117

DRAFT

## Protected titles

The titles below are protected by law. Anyone using one of these titles must be registered with the HPC, or they may be subject to prosecution and a fine up to £5,000.

Profession	Protected title
Arts therapists	Art psychotherapists Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodist / podiatrist	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietitian Dietician
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Prosthetists / orthotists	Prosthetist Orthotist
Physiotherapists	Physiotherapist Physical therapist
Radiographers	Radiographer Diagnostic Radiographer Therapeutic Radiographer
Speech and language therapists	Speech and language therapist Speech therapist