hcpc

health & care
professions
council

1 September 2010 to 31 August 2011

Education annual report 2011

Contents

Foreword

Welcome to the sixth Education annual report of the Health Professions Council (HPC). The report covers the period 1 September 2010 to 31 August 2011. On 1 August 2012, we changed our name to the Health and Care Professions Council (HCPC). However, as this report covers a period before that date we refer to ourselves as the Health Professions Council throughout for consistency.

The 2010–11 academic year has seen the Education Department's workload increase once again. We carried out the second year of our activities with practitioner psychologist programmes following the opening of the Register on 1 July 2009. The Department also started the first of our activities with hearing aid dispenser programmes following the opening of the Register on 1 April 2010. We also continued to assess programmes against the revised standards of education and training which became effective from 1 September 2009.

This report aims to give an 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 monitoring submissions and the outcome of this monitoring.

The annual report and the evidence base have grown considerably each year. However, we will not report on all facets of the data. Instead, this report will provide:

– core information for each approval or monitoring process for the year;

– analysis of significant trends from previous years;

– analysis of variances from established trends; and

– themed reviews of particular features of the work conducted over the year.

We hope this report makes information more accessible and more relevant to interested parties wanting to know more about the Health Professions Council, or how to go about meeting our standards and working with our processes.

Eileen Thornton
Chair of the Education and Training Committee

Introduction

About us

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.

At the time this report was prepared, we regulated members of the following 15 professions.

– Arts therapists

– Biomedical scientists

– Chiropodists / podiatrists

– Clinical scientists

– Dietitians

– Hearing aid dispensers

– Occupational therapists

– Operating department practitioners

– Orthoptists

– Paramedics

– Physiotherapists

– Practitioner psychologists

– Prosthetists / orthotists

– Radiographers

– Speech and language therapists

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see **www.hcpc-uk.org**

Each of these professions has one or more 'protected title' (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 75.

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 professionals who are on our Register);

– keep a register of professionals who meet those standards;

– approve programmes which professionals must complete before they can register with us; and

– take action when professionals on our Register do not meet our standards.

Our governing legislation 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

The standards of proficiency (SOPs) 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.

About our standards of education and training

The standards of education and training (SETs) are the 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?

Our 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 of education and training. 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 overly 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 (eg 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 known as an 'annotation'.

We publish a list of all approved programmes on our website at www.hcpc-uk.org/education

About this document

We have collected a large volume of data regarding our approval and monitoring processes over the last four years. Each year the annual reports have increased in length and depth of analysis. Much of the analysis has helped to establish clear trends in our patterns of working or the outcomes of our approval and monitoring processes.

The format of this report establishes a core set of information to be reported each year to ensure the information contained in the annual report is useful to our stakeholders. The core information provides an overview of the work that has taken place across a particular year.

Whilst the later sections of the annual report will vary from year to year depending on the significant features of our work, the core information will be the same and allow comparisons to be drawn from year to year.

Number of approved programmes

The Education Department's workload each year is made up of two types of work. The first is the initial approval and monitoring of new programmes of study, or programmes of study that have been transferred to us following the opening of a new part of the Register. The second type of work is the approval and monitoring of currently approved programmes, which may be undergoing change as a result of a variety of factors. These could include institutional change, changes to local service delivery, national changes in policy or the law, changes to our own standards requiring changes to a programme and, most commonly, changes due to the development of a profession's curriculum guidance.

The first type of work can rapidly increase the number of approved programmes and the associated work undertaken to approve and monitor programmes. For example, the opening of the hearing aid dispenser Register led to 18 programmes being added to our list of approved programmes and a two year schedule of visits being produced.

The second type of work can lead to changes significant enough to create new versions of programmes that run simultaneously with previous versions, each requiring separate approval and monitoring activities. The likelihood of change taking place is increased as we approve more programmes, in more professions, in more places in the UK, as the factors affecting change increase accordingly.

For these reasons the number of approved programmes is a useful indicator of the current approval and monitoring activities that need to be undertaken but can also be useful to predict where future work may be directed. At the start of the 2010–11 academic year there were 642 approved programmes with individuals enrolled and yet to complete their studies. Over the year, 37 programmes were approved or opened whilst 37 approved programmes were finally closed after all students completed their studies.

At the end of 2010–11 642 programmes were approved and began to take on students.

These figures will not necessarily match the numbers of approval visits undertaken in the 2009–10 or 2010–11 academic year. This is because the lead-in time for approval is quite considerable and in some cases education providers seek approval very far in advance of the proposed start date for a programme.

It is also important to consider the slower pace of closure of programmes compared to the relatively rapid pace of new programmes becoming approved and taking on new students. This year, new programme generation was comparatively lower and more programmes closed this year for reasons detailed later in this report. However, the results of this report and previous reports still suggest that the pace at which new programmes are added to our list of approved programmes will continue to exceed the rate of closure of programmes. This means that our workload is set to increase rather than decrease.

The reason for the slow pace of programme closure is associated with the duration of most of the programmes, which is three to four years. This means that as a programme is superseded by new provision there are likely to be students still enrolled on the previous version of a programme. We will continue to undertake monitoring of programmes until all individuals have completed the programme, transferred to a new provision or withdrawn from the programme.

Table 1 Number of programmes approved and open before, during and at the end of 2010–11, by profession / entitlement

Profession	Number of programmes approved before 2010–11	Number of programmes approved during 2010–11	Number of programmes approved at the end of 2010–11
Arts therapists	28	5	30
Biomedical scientists	37	5	41
Chiropodists / podiatrists	19	0	19
Clinical scientists	1	0	1
Dietitians	33	0	33
Hearing aid dispensers	18	0	18
Occupational therapists	82	4	78
Operating department practitioners	31	2	32
Orthoptists	2	0	2
Paramedics	55	3	53
Physiotherapists	71	2	67
Practitioner psychologists	83	6	88
Prosthetists / orthotists	3	0	3
Radiographers	60	3	56
Speech and language therapists	33	0	33
Supplementary prescribing	75	7	77
Local anaesthetic	2	0	2
Prescription-only medicine	9	0	9

Graph 1 Number of programmes approved and open before and during 2010–11, by profession / entitlement
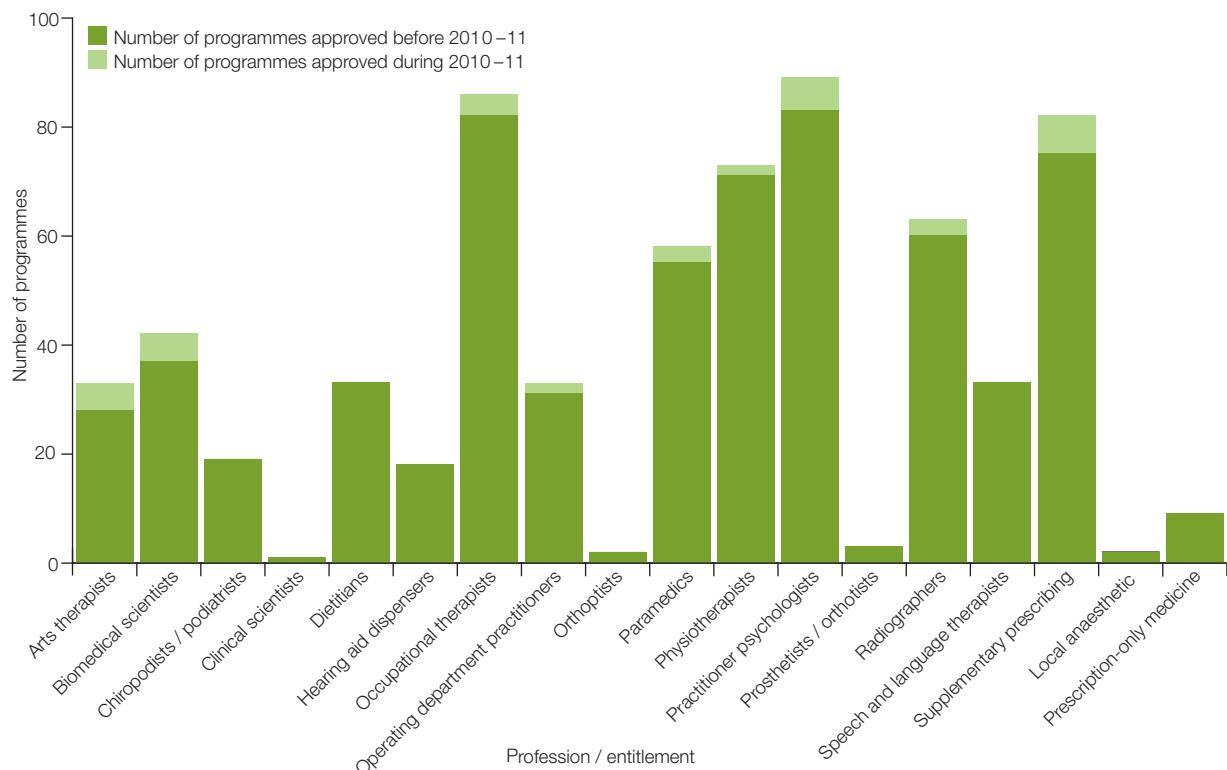
The overall profile of approved programmes across professions has not altered significantly this year. The higher than usual number of closed programmes coincides with activities focused on withdrawing approval from a proportion of programmes that had closed prior to the start of the year. Also, during 2010–11 we were advised that a number of approved programmes had closed to new intakes and their last graduation dates had passed. The preceding year (2009–10) saw a considerable increase from the practitioner psychologist programmes and hearing aid dispenser programmes. Approval and monitoring activities for these professions will be reviewed in more detail separately later in the report. Unlike the previous two years, this year there were no new programmes transferred to us as a result of a new profession joining the Register.

Of note is the continual increase in practitioner psychologist programmes since the Register opened. Additional modes of study were identified in some approved programmes which completed the approval process. Also, a small number of new practitioner psychologist programmes completed the approval process during this year.

The rate of new programme generation across existing professions is relatively consistent with last year, but has slowed overall in comparison to previous years. New programmes continue to emerge for the supplementary prescribing entitlement, a consistent trend over the last six years.

The rate of new programme generation is due to the increased opportunities for higher education providers to deliver education and training owing to the opening of supplementary prescribing rights to chiropodists / podiatrists, physiotherapists and radiographers. This new programme generation will be influenced in future years by the proposed introduction of independent prescribing programmes for chiropodists / podiatrists and physiotherapists. Three new paramedic programmes were approved this year, all delivered by or in conjunction with higher education providers. We expect that approval of this type of paramedic programme will become a trend in future reports.

Approval

Number of approval visits

This year we conducted 54 visits which covered 86 programmes. We received requests to undertake 67 visits, but 13 were cancelled before the visit took place.

Graph 2 Number of programmes considered, compared over the last five years
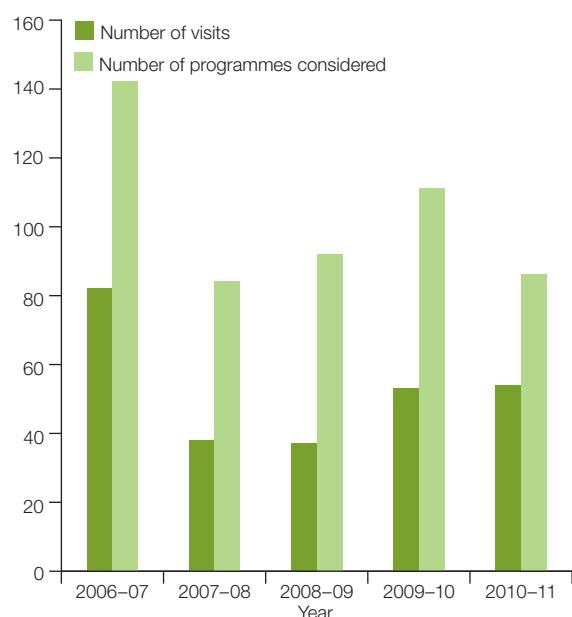
Graph two illustrates how the number of visits and number of programmes visited each year has fluctuated over the last five years. As highlighted in previous annual reports, the reasons for the fluctuations are mainly linked to professions joining the Register. When a profession joins the Register we undertake a series of visits to all of the approved programmes for that profession (if any are transferred). The peak in 2006–07 was mainly linked to visits we undertook to operating department practitioner programmes and also to programmes that were transferred to us when the HPC was formed in 2002. In 2007–08 and 2008–09 the visits we conducted were not initial visits to professional groups that had recently joined the Register.

The increases in 2009–10 and 2010–11 are linked mainly to the schedule of visits we undertook to practitioner psychologist programmes. In 2010–11 we also undertook a significant number of visits to hearing aid dispenser programmes.

Graph three shows how the visits were distributed across the academic year 2010–11. There continues to be a peak of activity focused around the last half of the academic year, as has been reported in previous annual reports. Noticeably, the period of peak activity did not extend as far into the summer months this year when compared to 2009–10. May was busier this year in comparison to the preceding year, with two visits conducted in July and no visits scheduled for August. This is expected, given that most programmes seek to complete the approval process in time for September intakes.

We still attempt to discourage education providers from selecting months late in the summer owing to availability of staff and students and to ensure that there is sufficient time for any conditions on approval to be met before a September start date. However, in some instances education providers are working towards January start dates for programmes or deliver full calendar year programmes and so are able to work around these usual restrictions.

The number of visits scheduled earlier in the academic year was higher this year. Most of these were visits to new profession programmes and visits resulting from monitoring outcomes. As the number of visits increases, the choice education providers have over which dates to select will reduce as the competition for slots in the visit calendar increases. As a result, we expect this trend of earlier visits and longer periods of peak activity to continue in the future. We will continue to communicate the deadlines for education providers to send in visit request forms to us on a regular basis.

Graph 3 Number of visits – per month
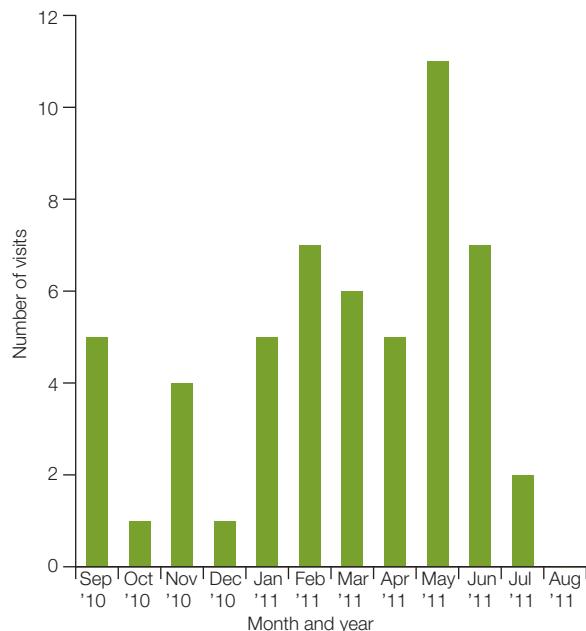
Cancelled and postponed visits

### Graph 4 Who cancelled visits, compared over the last five years
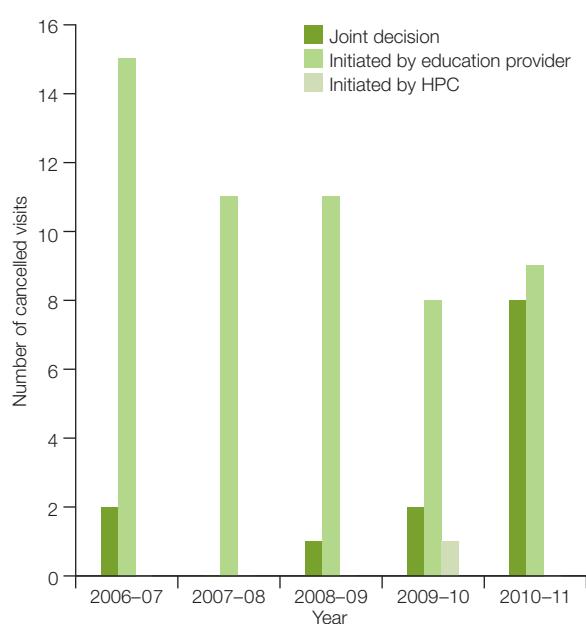
Graph four shows how many visits were cancelled and which party cancelled the visit. In previous years the majority of cancellations were initiated by education providers. This is usually linked to a decision by an education provider not to pursue approval owing to changes in funding or lack of preparedness as the visit draws close.

The number of jointly made decisions to cancel a visit has increased over the past three years because of education providers wishing to postpone or cancel a visit taking place as a result of major change or when a new profession joins the Register. When a visit taking place as result of major change is cancelled, we seek confirmation from the education provider that the planned changes are no longer taking place or ensure that a visit is rescheduled as soon as possible to review the changes in detail.

Cancellations of visits to new profession programmes are always rescheduled. Usually, education providers request to reschedule the visit to coincide with upcoming validation events where they are intending to introduce programme changes. There were no requests to cancel a visit initiated by the HPC in this academic year.

What types of programmes were visited?

Graph 5 Breakdown of visits – by profession
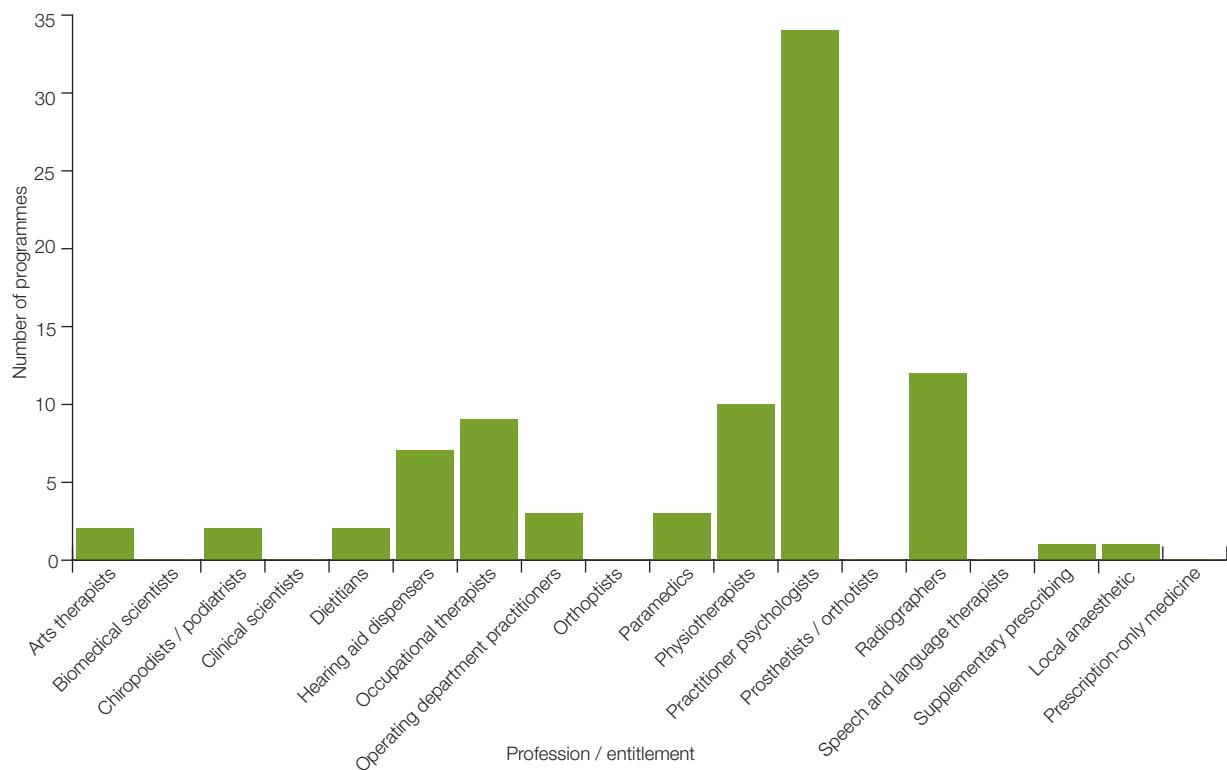
Graph 6 Breakdown of reasons for visits – by profession
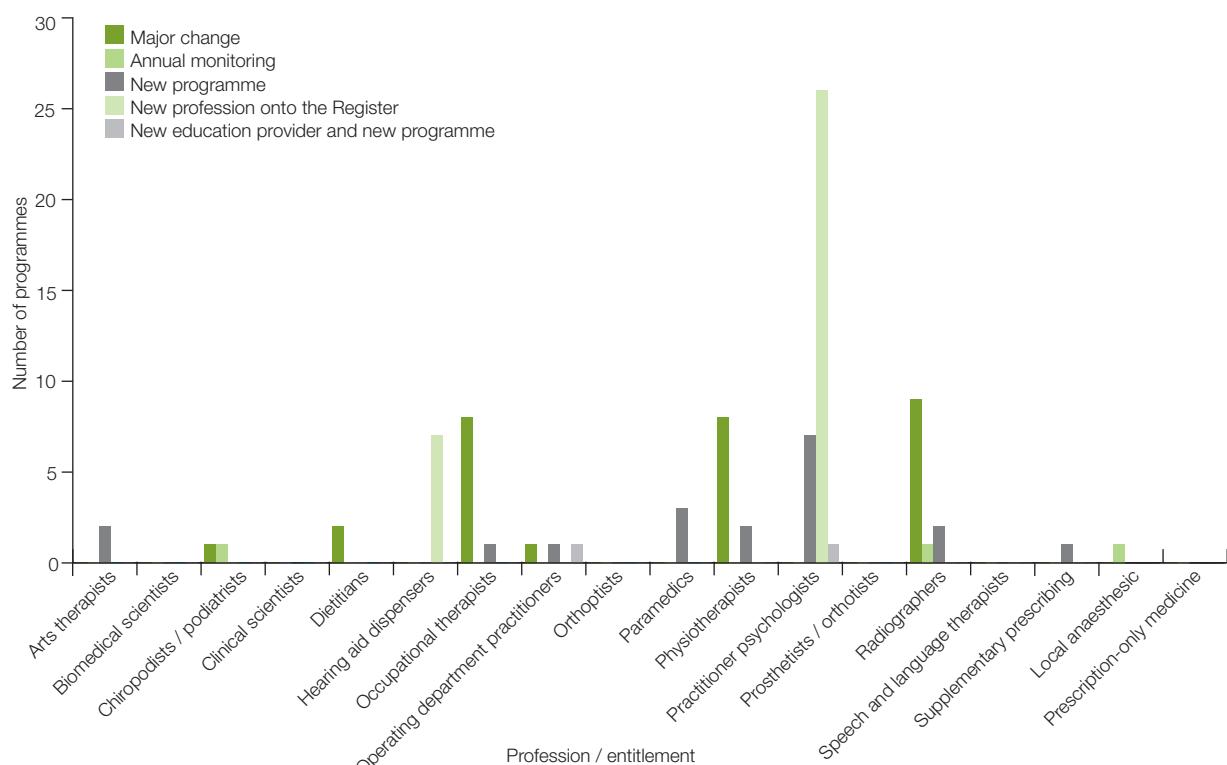
The number of visits this year was significantly impacted by our work with practitioner psychologist and hearing aid dispenser programmes as graphs five and six show. Unlike the previous year, the majority of that work was to visit programmes which transferred to the HPC, rather than new programmes. The visit schedule for practitioner psychologist programmes is busier this year as it was determined based on the previous regulator's accreditation cycle. This resulted in a three-year visit schedule with the majority of visits scheduled to take place in the second and third years. The number of visits to programmes from both professions will continue to be high in next year's report. There also continues to be a higher number of new programmes generated for practitioner psychologist programmes compared to other professions.

New programme generation continued across some of the other professions, and was consistent with the previous year. However, the number of new programmes approved has reduced. In some cases this was due to the creation of a new version of an existing provision rather than the creation of a new provision. However, some were new paramedic and operating department practitioner programmes which were being delivered at different academic levels. Changes in the curriculum have driven this new programme provision and we expect to continue to receive these types of programme proposals in the future. After new profession visits, major change continues to be the most common reason to prompt a visit. This has been the trend over the last three years since the majority of programmes are now in the open-ended approval stage and will only require visits when significant change occurs. Annual monitoring is still very infrequently the reason for a visit taking place. This is linked to relatively small numbers of programmes which do not have approval reconfirmed in the annual monitoring process.

Outcome of visits

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

– 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, and there were no programmes which withdrew their requests for approval on the day of the visit or following the visit. This year seven per cent of programmes visited were recommended for approval without any conditions.

Table 2 Summary of outcomes

Decision	Number of outcomes	%
Approval of a programme without any conditions	6	7
Approval of a programme subject to all conditions being met	48	56
Non-approval of a new programme	0	0
Withdrawal of approval from a currently approved programme	0	0
Pending	32	37

Table 2 summarises all the outcomes from the visits which took place this year. Of the pending decisions, 18 received a final decision for approval either in September 2010 or October 2010, leaving 14 programmes which

received a final decision from December 2010 through to February 2011. In most cases, education providers did not have to delay start dates because they related to programmes which were visited out of the major change process or were new profession visits, and were therefore already approved. The three new programmes which were pending had start dates in September 2012 and were therefore not delayed. Once all programmes received a final decision, 93 per cent of programmes were approved subject to all conditions being met.

Conditions

'Conditions' are requirements made of an education provider, by our Education and Training Committee, 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. There are 57 specific standards which can have conditions mapped against them.

This year, there were 676 conditions set across the 86 programmes visited. This gives an average of eight conditions per programme. This sees a decrease in the total number of conditions by 228 from the previous year and a decrease in the number of programmes visited by 24.

Graph 7 Number of conditions, compared over the last five years
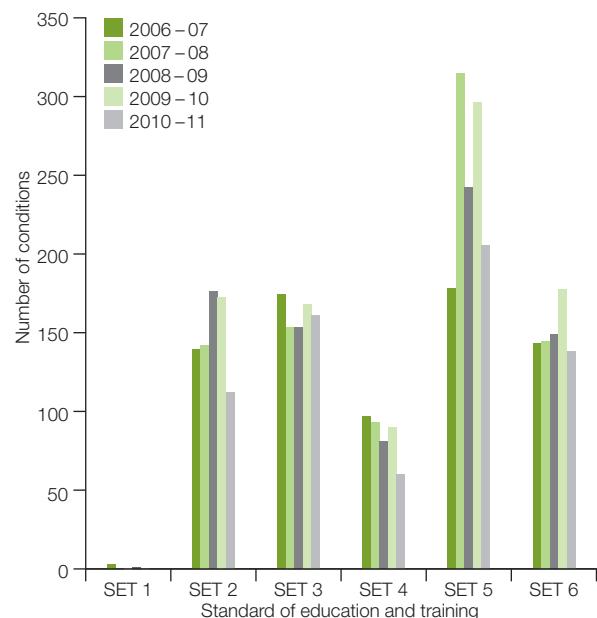
Graph seven illustrates the distribution of conditions across the standards of education and training over the last five years. The distribution of conditions this year is relatively similar to the preceding five years. Overall though, the number of conditions applied across all SETs has decreased. The factors influencing this are the decrease in the number of programmes visited overall this year, including a decrease in the number of new programmes visited.

Standard five continues to be the area in which the most conditions are applied, although the number of times this occurred has decreased in comparison to previous years. Practice placements are the area of approved programmes where education providers must work with the most stakeholders and invest the most resources. Given that the majority of visits conducted were to new professions and new programmes, a higher proportion of conditions applied in this area is an expected result. In the autumn of 2011 we delivered a series of seminars focussed on the issues education providers face in meeting our standards around practice placements.

The intent was to assist education providers in developing a stronger understanding of our requirements in this area of programme design and management. We plan to continue the regular delivery of seminars of this type in the future.

Considering the reduction in programmes visited this year, there is relative parity between the number of conditions on approval across SET 3 (programme management and resources) and 6 (assessment) compared to previous years. SETs 2 and 4 have seen a relatively significant decrease in the number of conditions applied. It is likely that this decrease is as a result of our visits to approved programmes, which are inherently more familiar with our standards.

Graph 8 Breakdown of conditions – by profession
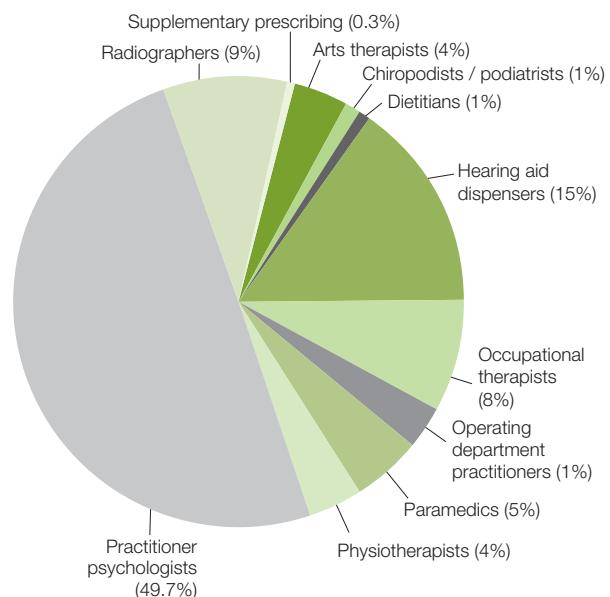
Generally the number of conditions applied to a particular profession is linked closely to the number of visits that we undertake for a profession, rather than profession-specific reasons for difficulties in meeting our standards. Whilst graph eight does show that practitioner psychologist and hearing aid dispenser programmes attracted the highest percentage of conditions on approval, this information needs to be considered in light of the information from graphs five and six. In these graphs it is evident that the number of visits to these types of programme is much higher than many of the other professions, and so there would be a natural tendency towards a higher number of conditions as a result.

When the percentage of visits conducted to each profession or entitlement is compared to the percentage of conditions as it is in graph nine, it becomes clear that there is almost a direct correlation between the number of visits and the number of conditions. This data supports the view that none of the professions experience particular problems in meeting our standards.

Graph 9 Comparison of the number of visits to the number of conditions – by profession / entitlement

Legend:
- Arts therapists
- Chiropodists / podiatrists
- Dietitians
- Hearing aid dispensers
- Local anaesthetic
- Occupational therapists
- Operating department practitioners
- Paramedics
- Physiotherapists
- Practitioner psychologists
- Radiographers
- Supplementary prescribing
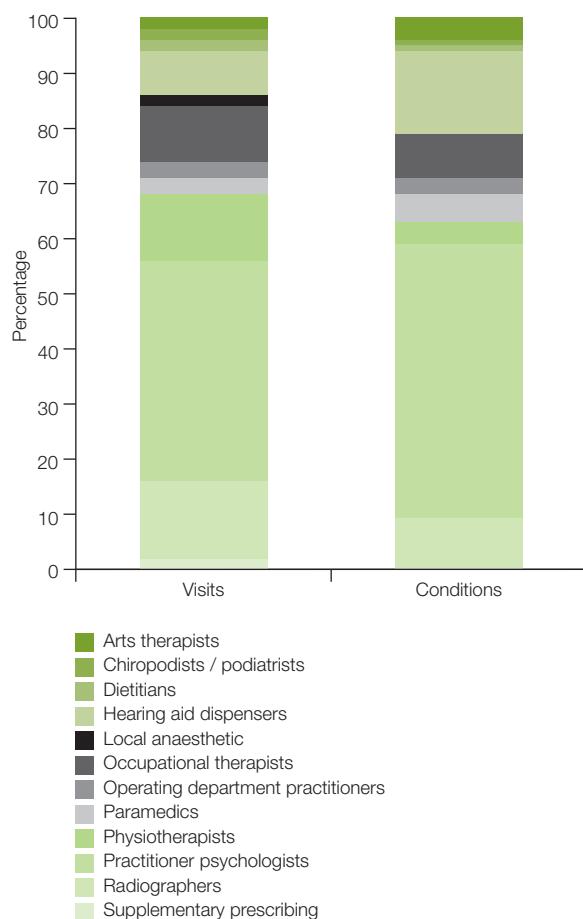
Another contributing factor for the higher number of conditions applied to practitioner psychologist programmes is the number of new programmes being generated within the profession. Previous annual reports have highlighted that above all factors, the creation of a new programme is most likely to lead to a high number of conditions on approval.

Graph ten shows how the reason for a visit can have an impact on the number of conditions on approval. It is noticeable that new programme visits attracted the second highest number of conditions, whereas in previous years, new programmes attracted the most number of conditions. This is due to a higher proportion of new profession visits compared to new programme visits, which has slightly impacted on this statistic in this year's report. Nevertheless, this factor is still another key contributor which explains why some programmes receive more conditions than others. This is usually attributed to education providers being caught in the dilemma of committing resources for the sake of approval from us and potentially being unwilling to commit resources until such time as approval is in place. We will continue to ensure resources are committed to programmes before approval is granted. As such, we will continue to advise education providers of the need to be prepared to demonstrate resource commitment to all facets of the programme at the approval visit or in documentation.

Graph 10 Breakdown of conditions against standards – by reason for visit and SET

When considering this information in the context of number of visits and number of programmes visited, this is an expected result, as nearly 40 per cent of all programmes visited were of this type. It has already been established in this and previous reports, that professions which have more visits usually attract a higher number of conditions. For these reasons, we would expect these programmes to receive the highest number of conditions across most of the SETs.

Programmes which had already been approved received the second highest number of visits, after new profession programmes. These represented 37 per cent of all progammes visited. As mentioned previously, these types of programme routinely receive comparatively less conditions, compared to new programmes and new professions, due to their familiarity with our standards. However, previous reports have highlighted these programmes consistently receive a significant proportion of conditions (comparatively). This is linked to the fact that the decision to approve changes to a programme via a visit rather than via documentation inherently means that a programme is changing significantly and may be making considerable changes to all areas of the programme.

Graph 10 considers the number of conditions applied to a programme against the reason for the visit. It is clear from this graph that the visits to practitioner psychologist and hearing aid dispenser programmes which were already in place before the transfer of regulatory authority to us, generally attracted more conditions overall per programme.
These programmes also received a higher proportion of conditions around admissions (SET 2), programme management and resources (SET 3), practice placements (SET 5) and assessment standards (SET 6).

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.

Graph 11 Breakdown of days taken to produce Visitors' reports

More than 28 days
(14%)

28 days or less
(86%)
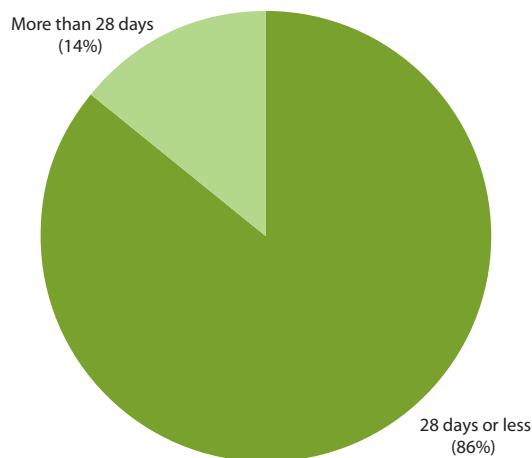
Notably, there has been a 15 per cent reduction from last year in the number of reports taking more than 28 days to submit to an education provider. This is a positive result and we will continue to work to reduce the number of reports which take longer than the operational timescale. Of the 13 programmes for which reports took longer than 28 days to issue, 12 were issued within 35 days of the visit (ie just outside of the expected time frame). Ten of the 13 reports were from new programme or new profession visits. As highlighted previously, these types of programmes routinely attract a higher proportion of conditions. In such instances, the initial drafting and approval of the report by Visitors can take longer, which causes a delay in the submission of reports to education providers.

Who makes observations on Visitor reports?

This year, we published Visitor reports for 86 programmes. We received observations from education providers on 21 of these programmes. This represents 24 per cent of all programmes. Some of these observations were issues of factual inaccuracy, whilst others raised objections to particular conditions recommended by the Visitors.

The rate of observations being submitted is consistent with the previous year. Last year, we produced greater guidance about the purpose of providing observations, when these should be submitted and how observations can influence the content of a Visitor report. This was in response to previous years whereby many observations related to issues of factual accuracy that could have easily been addressed without the need of formal submission to our Education and Training Committee. It seems guidance and continual communication with education providers about the appropriate submission of observations has been effective.

The Education and Training Committee considered the Visitor reports for all 86 programmes for which they were produced. They made variations to the Visitor reports for five programmes. This represents six per cent 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.

How long does it take to meet conditions?

If we have placed conditions on a programme, 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.

Graph 12 Breakdown of weeks between Visitors' report sent to education provider and initial response to meet conditions received

17 or more weeks (4%)

13–16 weeks (16%)

4 weeks or less (25%)

9–12 weeks (35%)

5–8 weeks (20%)
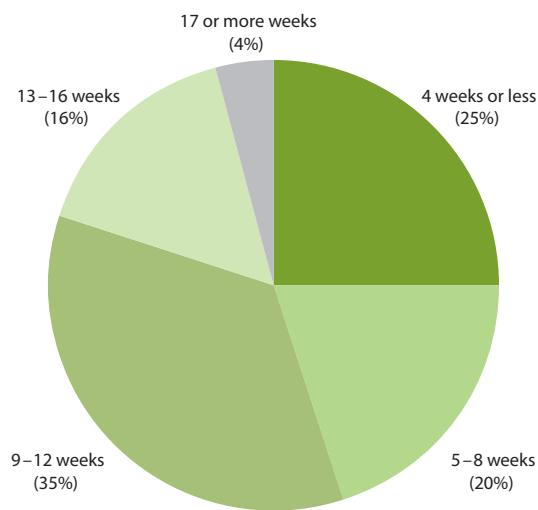
Graph 13 Number of months between visit and final decision on programme approval

1 month or less (1%)

1–2 months (6%)

2–3 months (12%)

More than 6 months (23%)

3–4 months (12%)

5–6 months (15%)

4–5 months (31%)
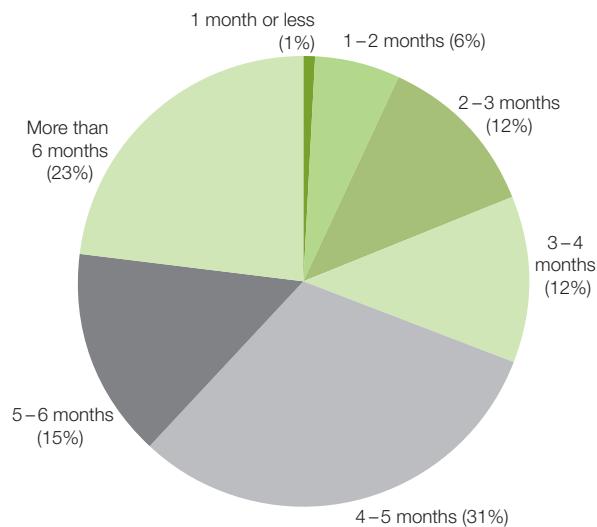
Graph twelve shows how long it took education providers to respond initially to conditions placed on approval of programmes following receipt of the Visitor report. Eighty

per cent of programmes responded to conditions within twelve weeks, which is within our normal expectation of the time required to produce reports and for education providers to take action to address conditions. In some cases, education providers planning further ahead into the following academic year can be allowed longer to meet conditions if the programme is not due to commence until all conditions are met. For currently approved programmes wishing to continue working to meet conditions after the next cohort commences, we ask education providers to seek special permission from the Education and Training Committee.

Graph 13 sets out the time taken from the date of the visit to reach a final decision on approval. Thirty one per cent of programmes were approved within three months of the visit date. This normally only occurs when no conditions have been applied, however there were a small number of programmes with conditions set which were approved within three months also. Most typically education providers received a final decision between two to five months from the date of the visit. This duration links to the average time education providers take to initially respond to conditions and also the additional time needed if a second response is required. On top of this, our Education and Training Committee are required to meet and formally approve programmes. The Education and Training Committee meet ten times a year and so education providers are often able to have approval granted shortly after a recommendation is made by the visitors. However, education providers meeting conditions in December can sometimes see a delay in receiving a final decision owing to the gap between meetings over the winter holidays. Thirty eight per cent of programmes received a final decision after more than five months this year. These were linked to programmes where the education providers took more than the usually allotted time to meet conditions, usually associated with new profession or approved programmes from other professions.

Annual monitoring

Number of annual monitoring submissions

This year we processed 421 monitoring submissions (201 declarations and 220 audits).

Graph 14 Number of programmes monitored by submission type, compared over the last five years
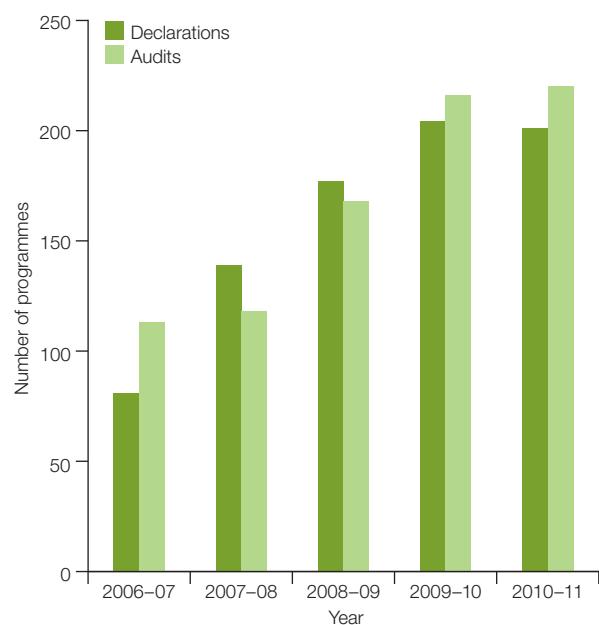
When compared over the last five years as in graph 16, it is clear that the number of annual monitoring submissions is growing each year as predicted. This increase is expected because as we approve more programmes, more programmes move into the monitoring cycle.

However, the number of programmes being monitored this year is comparable to 2009–10. This trend was predicted in last year's report, as there were no thematic or new profession monitoring activities taking place this year. The absence of these activities, coupled with the closure of existing programmes and approval of new programmes continues to provide comparable consistency in programme numbers which was first highlighted in last year's report.

Next year, we anticipate the increase in the number of annual monitoring submissions to be comparatively higher as a proportion of new profession programmes will enter the annual monitoring process for the first time.

When did the monitoring take place?

This year the decision was taken to move away from batching deadlines (used in 2009–10). Although the duration of the process was shortened (from submission to outcome) for education providers, it was deemed that this did not completely offset the impact to the Department workload of managing such a system.

Instead of batched deadlines, education providers were required to submit audits or declarations one month after their own Internal Quality Audit (IQA) date. For example, where an education provider had an IQA date in September, their deadline for submission to us was set for the end of October. This is the same system of managing annual monitoring deadlines used by the Department prior to 2009–10. A change to the system this year ensured the workload associated with annual monitoring was spread out over one longer period of time, rather than being focused into times of peak activity.

Graph 15 Number of audits and declarations received – by month

Graph 16 Number of audits due and received – by month
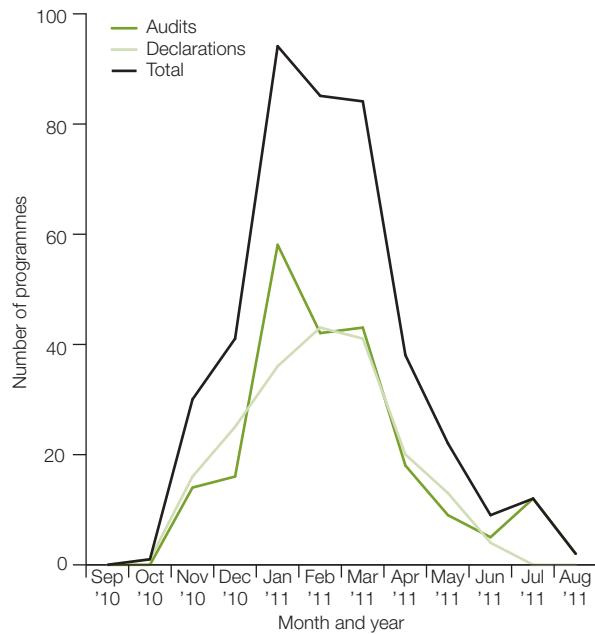
Graph 15 shows how setting deadlines according to IQA dates affected the annual monitoring workload for the year. The main impact was that the workload was spread throughout the academic year. A peak time of monitoring activity still emerged from January to March. However this peak was considerably lower when compared to the two peaks experienced in the preceding year.

Graph 17 Number of declarations due and received – by month
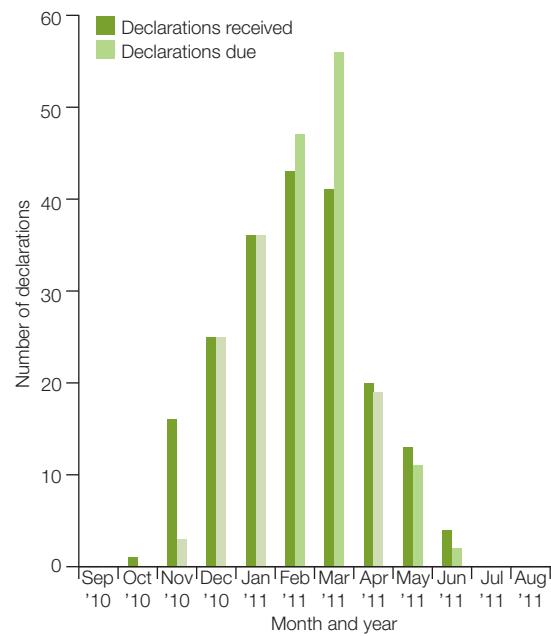
As graphs 16 and 17 show for both declarations and audits, education providers mostly submitted documentation by their particular deadline, although a small number submitted documentation either earlier or later than planned. It is not entirely clear why education providers found this deadline system easier to operate within as it left the same amount of time, or less in some cases, in which to prepare documentation.

Method of assessment

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

Table 3 Method of assessment, compared over the last four years

| Year	Method of assessment	
	Assessment day	Postal
2007–08	103 (87%)	15 (13%)
2008–09	150 (89%)	18 (11%)
2009–10	193 (89%)	23 (11%)
2010–11	192 (87%)	28 (13%)

Table three shows we continued to review the majority of annual monitoring audits using assessment days. However, we continue to rely on postal assessment for a number of audits each year which either fall outside of the peak of activity or arise if the audit cannot be reviewed at the planned assessment day. Most commonly this occurs when a new conflict of interest is discovered between a Visitor and an education provider, or if a Visitor is unable to attend an assessment day at short notice. We continue to attempt to mitigate this risk by considering conflicts of interest at the earliest possible stage in the process of allocation and staying in contact with Visitors in the lead up to assessment days so that, if possible, we can reallocate the work if they will not be able to attend.

Requests for further information

Table four shows whether or not additional information was required from an education provider before a decision on continued approval could be made. The percentage of submissions requiring additional information from assessment days is approximately 49 per cent and 14 per cent for postal correspondence. This is an unusually high rate for assessment days compared to previous years. The increase can be attributed to the unique requirement for all programmes to evidence how they meet the revised standards of education and training through their monitoring submission. It is likely that this trend will be replicated in next year's report. We will continue to communicate with education providers about these revised standards next year, which may influence the scale of this trend in the future.

Table 4 Requests for further information, by method of assessment

Method of assessment	Further information was requested	
	Yes	No
Assessment day	95	97
Postal	4	24

Summary of outcomes

A declaration form asks education providers to confirm that a programme continues to meet our standards of education and training and that upon completion 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 make one of two recommendations to the Education and Training Committee.

These are as follows.

– 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.

– 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 the continued approval of the programme.

Table 5 Summary of outcomes

Outcome	2006–07	2007–08	2008–07	2009–10	2010–11
Sufficient evidence of standards continuing to be met	112 (99%)	114 (97%)	153 (91%)	191 (89%)	208 (95%)
Insufficient evidence of standards continuing to be met	1 (1%)	3 (2%)	2 (1%)	5 (2%)	2 (1%)
Pending	0 (0%)	1 (1%)	13 (8%)	20 (9%)	10 (4%)

Note: Of the pending submissions for 2010–11, it was agreed that eight programmes continued to meet the standards of education and training on 8 September 2011. One programme was agreed to meet the standards of education and training on 13 October 2011. One programme was agreed to meet the standards of education and training on 6 December 2011.

Once all final outcomes were accounted for from pending submissions, 99 per cent of programmes showed sufficient evidence of standards continuing to be met and 1 per cent required a visit. This is relatively consistent with previous years, in spite of the relatively high number of pending submissions at 31 August 2011. The reason for the higher number of pending submissions appears to be linked to education provider IQA dates being set later in the year. Coupled with some late submissions and an increase in requests for additional documentation, the result was an increased number of submissions requiring final decisions to be made in September, October and December 2011.

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 within two months.

Audit submissions are considered either on an assessment day or by postal correspondence, prior to a recommendation being made to the Education and Training Committee. 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 consideration at the next Education and Training Committee. Through both methods of assessment, Visitors have the opportunity to request additional documentation before making a final recommendation. 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 within three months.

Graph 18 Number of months taken to consider declarations
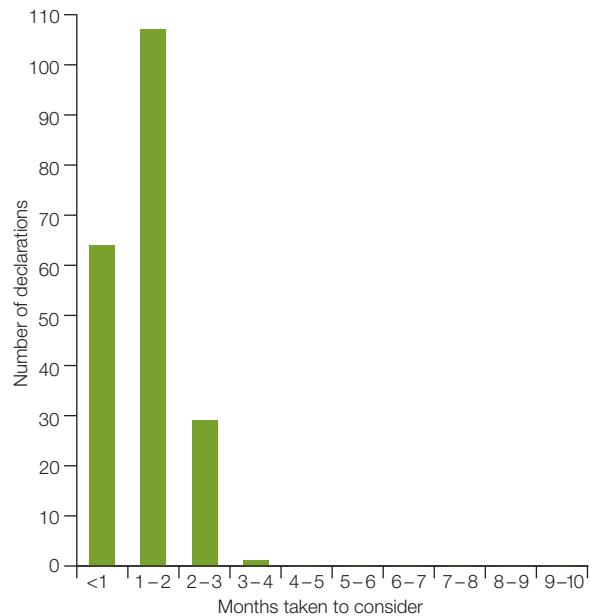
Graph 19 Number of months taken to consider audits
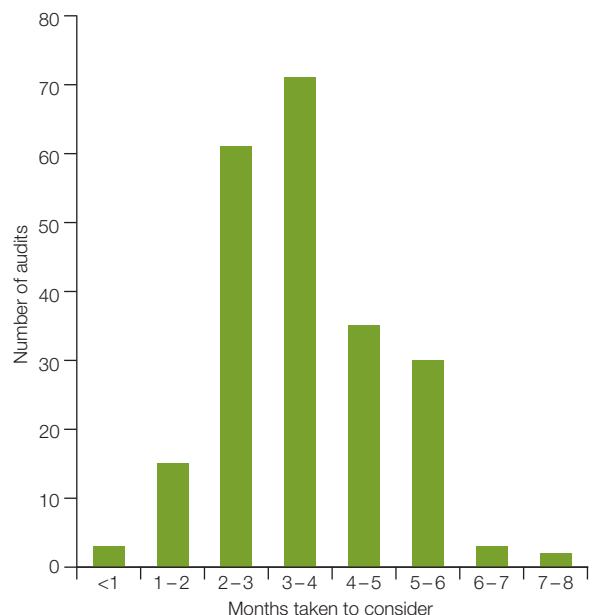
This year there is an increased number of instances where audit and declaration submissions were processed within or just outside our expected time scales compared to the previous year. However, the majority of audits continued to be processed within a two-to-four-month period. The majority of declarations were processed within one or two months.

The reasons for an increase in time taken to process submissions relates to a change in the way submission deadlines are managed. This does mean some programmes may submit documentation well in advance of a scheduled assessment day. For example, an education provider may submit documentation in November, but the assessment of that programme may not take place until an assessment day scheduled for February. These results were also affected by a higher proportion of audit submissions which required additional documentation to be submitted by the education provider (almost half of all submissions).

Managing submission dates in relation to an education provider's own IQA date will continue to be adopted in future years. Graphs 16 and 17 illustrate that education providers tended to submit documentation by the deadline or earlier when compared to the preceding year. This indicates education providers complied more easily with submissions dates which were closely linked to their own internal processes. This, coupled with the advantages of spreading the operational workload of annual monitoring, offsets the impact this system has had on meeting operational timescales, particularly in relation to audits.

Major change

Number of major change notifications

This year we received 281 major change notification forms. 54 notifications 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.

When were the major change notifications received?

Graph 20 Number of notifications per month
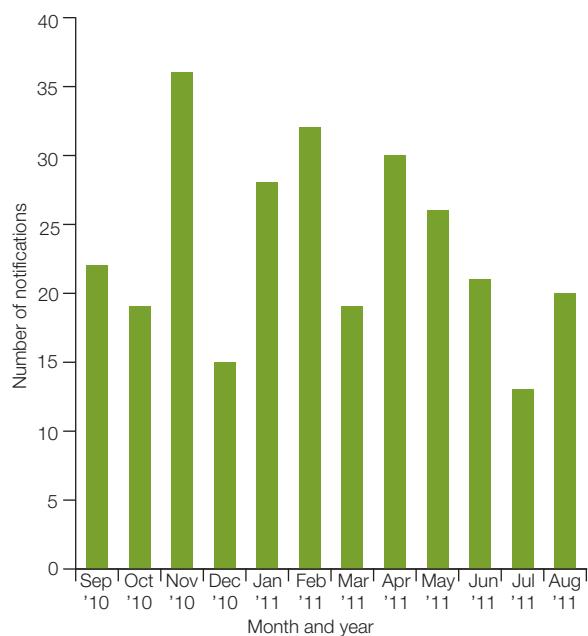
Major change notification submission continues to be hard to predict across the year and no pattern appears to be emerging from year to year. It seems most likely that the peak of activity that we see at the start of the academic year in graph 20 is linked to education providers planning changes for the following academic year, or as a result of internal quality monitoring being completed. This is also potentially the case for the small but consistent peak in February shown in graph 21. However, because changes can occur as a result of unplanned staff changes or changes to the practice environment the data also seems to suggest a relatively unpredictable flow of work coming into the Education Department each year.

The number of notifications received this year has increased by approximately 32 per cent compared to last year. Graph 21 illustrates a consistently higher month by month return for most months of the year, compared to the previous two years. Again, due to the unpredictable flow of work generated through this process, it is difficult to suggest any absolute factors influencing this trend. However, there has been an overall increase in notifications being withdrawn or reviewed through annual monitoring. This suggests education providers are deciding to use the major change process more often to notify us about changes which have little or no impact on the way our standards are met. Alternatively, education providers may also be notifying us of changes well in advance of documentation being available for visitors to make an assessment. We will continue to work with education providers to assist them in their understanding of how and when to submit notice of changes to us.

Graph 21 Number of major change notifications received by month, compared over the last three years
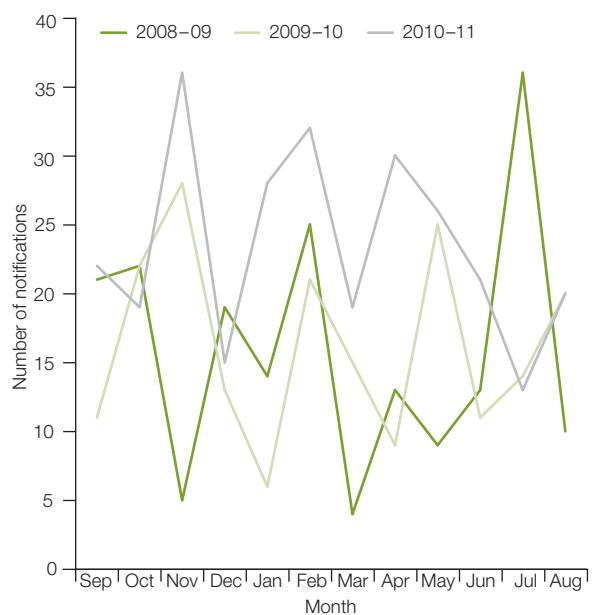
Which professions submitted major changes?

As Graph 22 illustrates, we considered more major changes from biomedical science, physiotherapy, radiography and supplementary prescribing programmes than any others this year. Overall, this pattern is to be expected as we have the largest number of approved programmes across these professions / entitlements.

Changes in biomedical science, related in part to the implementation of programmes linked to Modernising Scientific Careers, have caused an increase in major change notifications for this profession. It is expected that this will also be a trend in next year's report. Beyond this, and the link to the numbers of programmes we have approved, there appears to be no consistent reason for change emerging across a particular professional group. It would appear that the factors for change are too diverse for patterns to emerge, unless widespread curriculum change occurs. Changes in practitioner psychologist programmes are relatively low, considering the number of programmes approved for this profession. This might be expected, as all of these programmes have only recently completed our approval process or are due to be visited in the next academic year.

Graph 22 Breakdown of major change notification forms received – by profession and entitlement, compared over the last three years
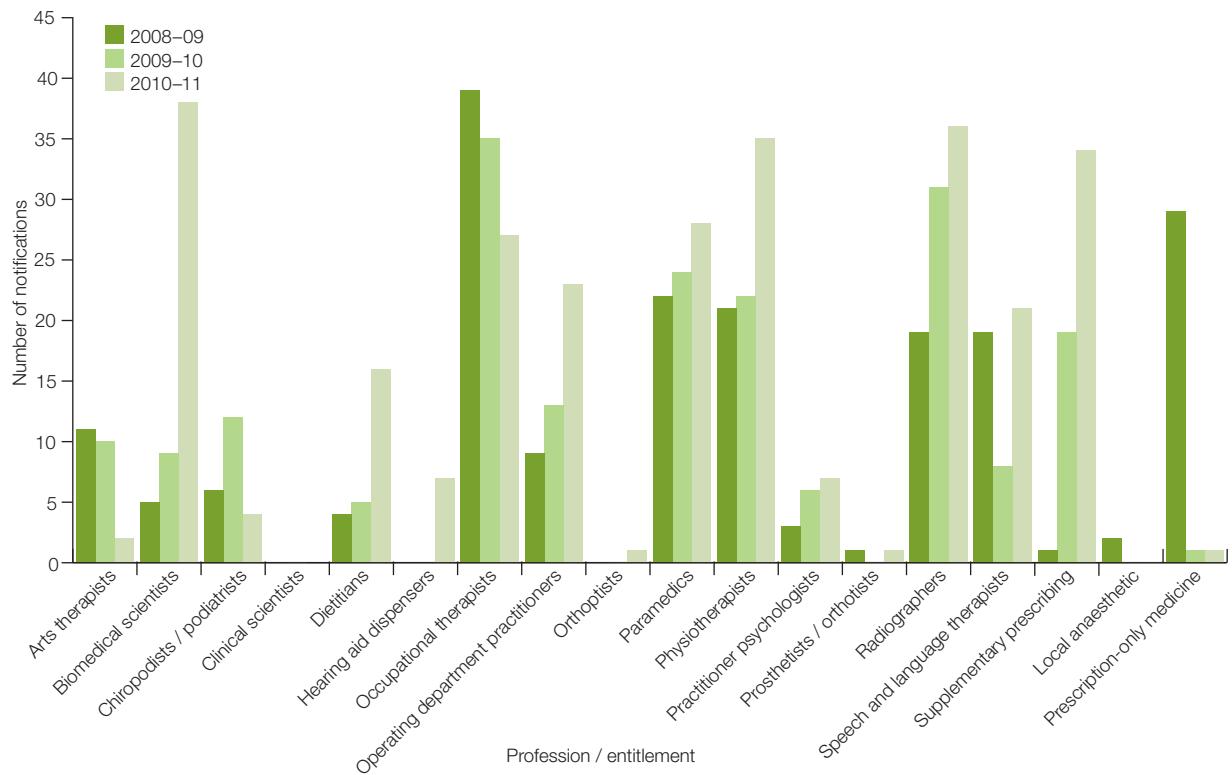
Summary of outcomes

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 the Education Department and a decision is made about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Department chooses either the approval 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 Department 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.

Graph 23 Breakdown of major change notifications – by Education Department recommendation

Changes withdrawn (16%)

Pending (3%)

Review changes at an approval visit (17%)

Review changes using the major change process (49%)

Review changes at next annual monitoring audit (15%)
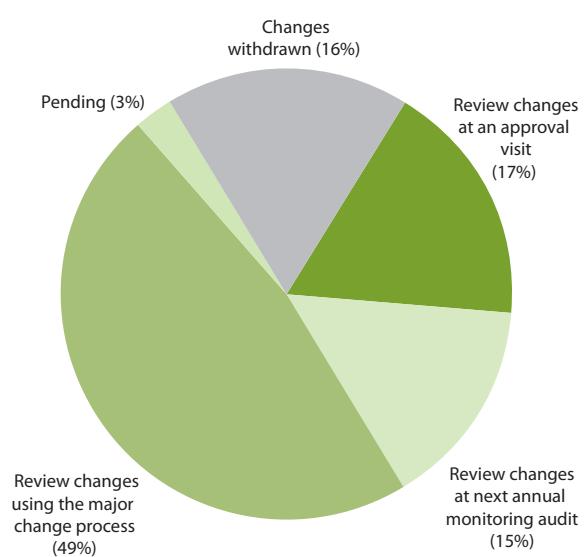
Graph 24 Breakdown of major change notifications – by Visitor recommendation

Pending (7%)

Withdrawn (3%)

Insufficient evidence of SETS – visit (1%)

Sufficient evidence of SETS – no visit (89%)
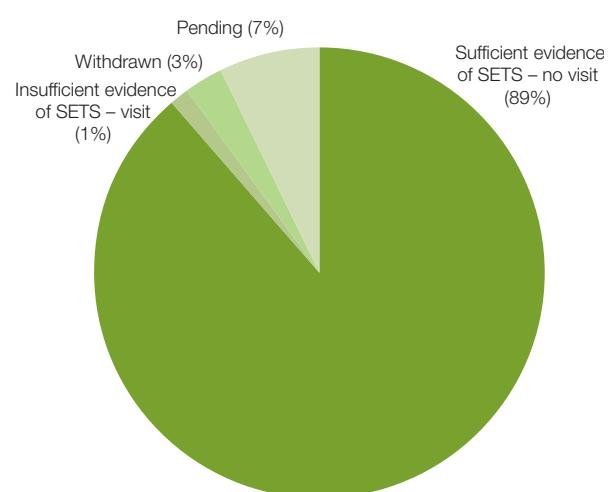
Graph 23 shows that 32 per cent of changes being submitted on major change notification forms are either being channelled directly through to the approval or annual monitoring processes. Forty nine per cent are being reviewed by Visitors as a major change. This is a slight increase from the preceding year for both major change and approval visit recommendations, whilst reviewing changes through annual monitoring has seen a five per cent decrease since last year. Changes being withdrawn from the major change process increased to 16 per cent. This is mostly due to education providers submitting major changes without the required documentation available to make an assessment. Again, the nature of the change dictates the outcome of the process, and since the factors causing change are unpredictable, it is likely that we will also see fluctuations in how change is managed through the processes.

Graph 24 indicates that the vast majority of programmes that are reviewed by visitors are found to continue to be meeting the standards of education and training. This is an encouraging statistic as it continues to support and endorse the open-ended approval model. Without the need for overly burdensome scrutiny, education providers appear able to make changes to programmes that whilst significant are consistent with the standards. Of the 10 pending submissions, four were received in July and six were received in August. Two received a decision in September, six received a decision in October and two in December. All were found to continue to be meeting the SETs. Inclusive of this data, 99 per cent of submissions resulted in sufficient evidence of SETs being met and only one per cent required a visit.

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 complete this process within three months.

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. This process 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 the 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.

Graph 25 Number of weeks taken to consider a notification – by Education Department recommendation
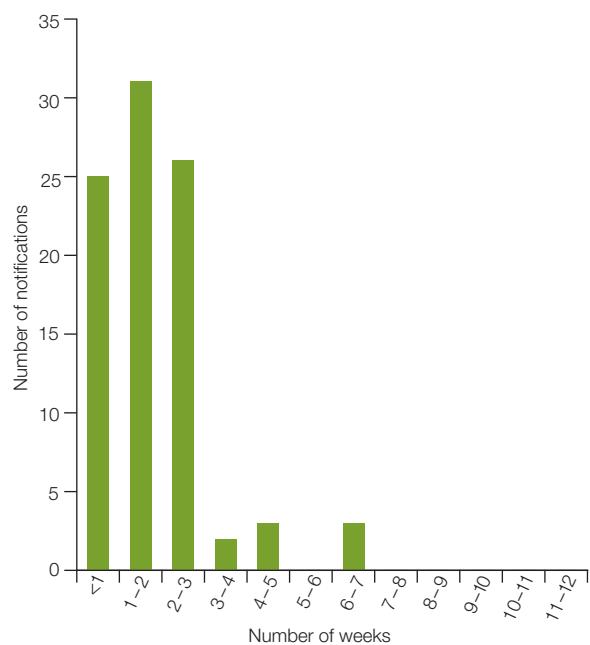
Ninety two per cent of Education Department recommendations are made within or just outside operational expectations. This is an increase compared to the preceding year and is a positive statistic considering that the number of notifications received this year also increased. A small number of Education Department recommendations are taking considerably longer than expected, but these instances are minimal. They tend to arise from education providers giving notice of change with little information to assist us in making a decision. When this occurs the education provider is asked to provide information before a decision can be made and this sometimes takes the education provider a considerable period of time.

Graph 26 Number of months taken to consider a major change notification – by Visitor recommendation
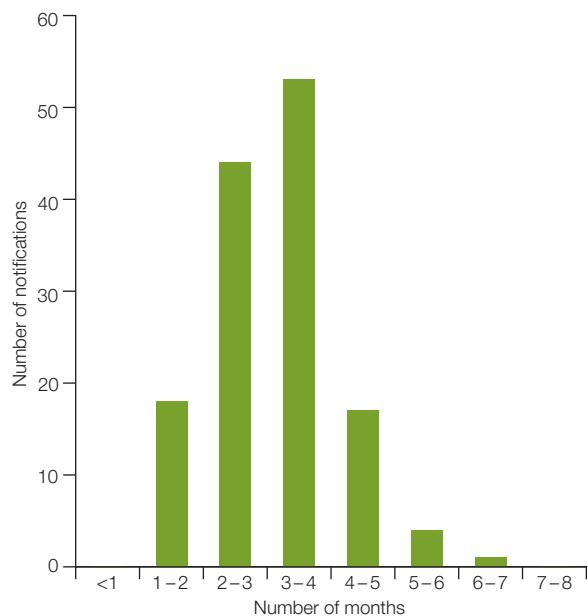
Graph 26 also shows that approximately 45 per cent of recommendations from Visitors are being made within the expected time frame. This is an increase, compared to last year. However, there are still a number of submissions taking longer than planned. Again, these tend to be linked to requests for additional information from education providers that take time to be produced, as education providers do not yet have documentation prepared. Again, we hope that our work developing understanding of the major change process will assist in reducing the number of times that this occurs.

Concerns about education providers

As well as routinely approving and monitoring our approved programmes, we also listen to concerns that anyone might have about them. Anyone can raise a concern about an education provider. However we would usually expect an individual to have gone through the education provider's complaint process before we consider the concern. When we investigate a concern about a particular programme, the outcome will only affect whether we continue to approve that particular programme. The process does not consider concerns about academic judgement or concerns about whether someone is fit to receive an award.

The Education Department received five concerns in the 2010–11 academic year. Of the five received, one met the HPC requirements for further investigation. As part of any investigation, the education provider receives a copy of the concern and supporting documentation submitted by the complainant, and is also invited to respond. In this case, the education provider responded to the concern. We sometimes involve visitors in the investigation process where we require their professional or profession specific input. However, due to the nature of this concern, input from our visitors was not required on this occasion.

The investigation report drafted by the Executive outlines the key issues of the complaint and how they may affect the way the programme meets our standards. The process of compiling the report requires evidence to be gathered and, once finalised, observations on the report are also obtained from the complainant and the education provider. This stage of the process can sometimes take longer than anticipated and can affect how quickly investigation reports are sent to the Education and Training Committee. The investigation report and final outcome for this complaint was pending at the end of the 2010–11 academic year. The report, including observations, was considered by the Education and Training Committee on 8 March 2012. When considering the report, the Committee can recommend what action, if any, is required in relation to the complaint. The Committee can make one of the following decisions.

1. There is no case to answer.

2. Further review of the programme is required using our approval and monitoring processes.

3. A directed visited is required.

In this case, the Committee decided there was no immediate risk to the ongoing approval of the programme. However, to mitigate against long-term reoccurrences of the issues raised, further information was required as part of the next annual monitoring audit submission.

We expect the number of education provider concerns we receive next year to remain relatively consistent. Where possible, we will continue to raise awareness of this operational process amongst our key stakeholders.

Practitioner psychologists

On 11 June 2009 our Education and Training Committee agreed that 71 pre–registration practitioner psychologists' programmes should be granted open-ended approval on a transitional basis effective from 1 July 2009 (the day the practitioner psychologist Register opened). These programmes were transferred to us from the British Psychological Society (BPS) and approval was granted on the basis of the robust quality assurance regime of the previous regulator. The Education and Training Committee also agreed the 71 programmes would be visited over a three academic year period (2009–10, 2010–11 and 2011–12) to review each programme against the standards of education and training. The Committee agreed that the proposed three-year approval visit schedule be based on the existing BPS accreditation cycle.

To ensure the programmes that would not be visited for three years were fit for purpose, an adapted monitoring process was used to further consider the programmes to be visited in 2011–12. All education providers to be visited in 2011–12 submitted an audit which was assessed by Visitors. Of the 23 programmes, only two resulted in a recommendation that an approval visit needed to be undertaken sooner than planned.

Additionally, whilst programmes had not been reviewed against the standards of education and training, we also implemented an adapted major change process. This process reviewed the changes to a programme and the programme's position in internal quality processes holistically, to make a judgement on whether or not the currently planned visit was appropriate to review the changes.

Following completion of the first year of visits, we produced a summary report which specifically reviews the outcomes from each of the visits. This summary report was submitted to our Education and Training Committee on 18 November 2010 and can be found on our website at www.hcpc-uk.org.

The main outcome from the report was the finding that overall the differences between practitioner psychologist programmes and those of the other professions were minimal.

This year marked the second year of visits to practitioner psychologist programmes. The results continue to suggest, in the context of meeting the SETs, there are only minor differences between practitioner psychologist programmes and those of other professions. Graphs 27 and 28 illustrate the most common conditions for all programmes in 2010–11 and those specifically for practitioner psychologist programmes who were in year two of the visit schedule.

Graph 27 The ten standards of education and training with the highest number of conditions set against them – all programmes
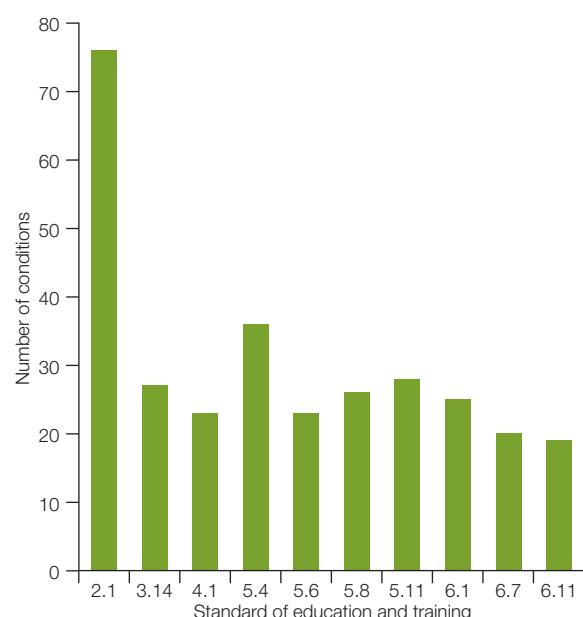
Graph 28 The ten standards of education and training with the highest number of conditions set against them – practitioner psychologist programmes (Year two)
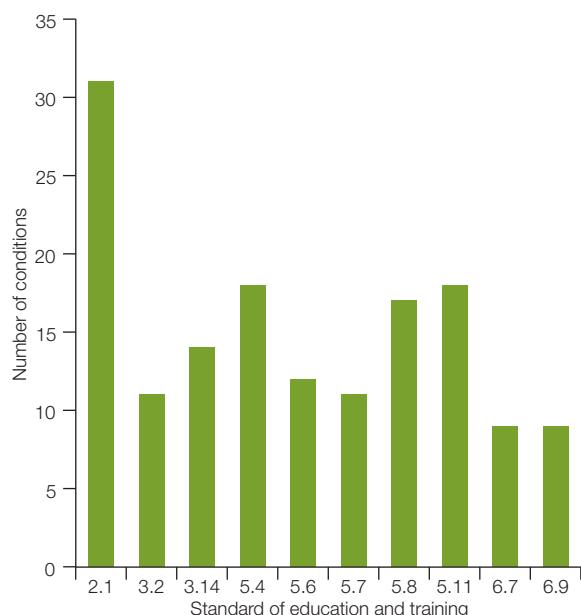
Whilst it is clear that there are some differences between the profile of conditions associated across all programmes against those specific to practitioner psychologist programmes, the majority are the same across both graphs. Standards 2.1, 3.14, 5.4, 5.6, 5.8, 5.11, and 6.7 all feature as standards commonly requiring conditions for practitioner psychologist programmes and all other programmes. The reasons for these types of standards being applied as conditions have been addressed earlier in this report.

The standards that did emerge as commonly attributed to practitioner psychologist programmes, but less so for other professions, were related to programme management (3.2), placement educator skills and experience (5.7), and clarity of assessment regulations around aegrotat awards and eligibility to apply to the Register (6.9). These requirements are commonly applied to new programmes and programmes from new professions.

Often, these standards are met once systems and structures used to manage these issues are formalised and documented to meet our regulatory requirements. On this basis, it makes sense that these would emerge in the second year of visits. SET 2.1 (admissions procedures providing an informed choice) continues to be the most common standard where conditions are applied against practitioner psychologist programmes. Again, this is expected as this standard sets regulatory-specific requirements which a new programme or profession would be less familiar with.

Importantly, none of these standards are indicative of a specific risk profile for the profession or a particular difficulty in engaging with our broad standards and flexible processes.

Hearing aid dispensers

At its meeting on 10 March 2010, the Education and Training Committee agreed that 18 hearing aid dispenser programmes should be granted open-ended approval, on a transitional basis. This approval became effective from the 1 April 2010, the date of the opening of the hearing aid dispenser Register. The recommended lists were based on the approval information which was available from the Hearing Aid Council (HAC). These programmes were accepted for approval based on the quality assurance procedures of the HAC.

The Education and Training Committee also agreed the programmes would be visited over two academic years (2010–11 and 2011–12). The Committee agreed that the proposed two year approval visit schedule would be based on the outcomes of a prioritisation assessment day. At the prioritisation assessment day Visitors considered the documentation which had been provided by the HAC in response to their approval and monitoring processes for all the programmes. The Visitors were asked to reach their decisions based on a proportionate response to the risks presented by each programme and its status with the HAC approval and monitoring processes.
The programmes were individually assessed and Visitors' reports were produced recommending an academic year in which to conduct the visit. A summary report detailing the outcomes of the first year of visits to hearing aid dispenser programmes was submitted to the Education and Training Committee on 8 September 2011 and can be found on our website at www.hcpc-uk.org

In the 2010–11 academic year seven hearing aid dispenser (HAD) programmes were visited at four education providers. The programmes varied in qualification level, ranging from foundation degree to masters level. A review of all conditions set on HAD programmes shows that nine standards of education and training stand out as having the highest number of conditions set against them (all programmes having received four or more conditions).

Graph 29 The nine standards of education and training with the highest number of conditions set against them – hearing aid dispenser programmes
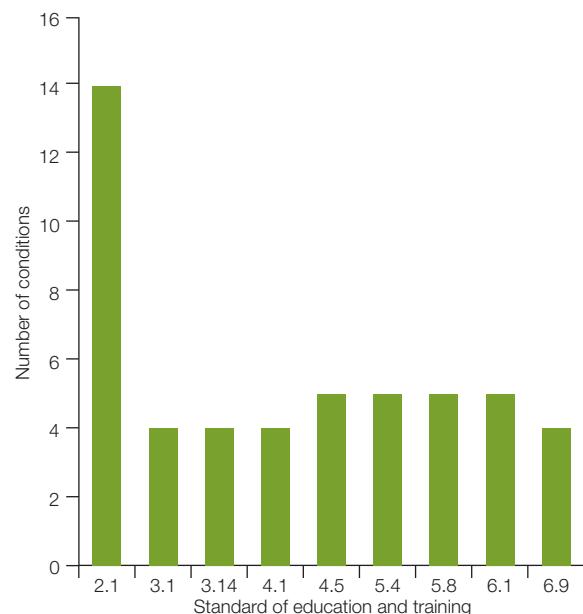
The conditions that did emerge as commonly attributed to hearing aid dispenser programmes were related to ensuring the programme has a secure business plan (SET 3.1), learning outcomes ensuring standards of proficiency are met (SET 4.1), understanding the implications of the standards of conduct, performance and ethics (SET 4.5), and clarity of assessment regulations around aegrotat awards and eligibility to apply to the Register (SET 6.9).

Having to meet our standards of education and training for the first time only recently, hearing aid dispenser programme providers might naturally be unfamiliar with standards 4.5 and 6.9. These standards are regulatory-specific requirements. On this basis, it therefore makes sense that these appear here amongst the most common standards upon which conditions were set. Conditions relating to SET 4.1 are commonly applied to new profession programmes as it is the first opportunity education providers have to demonstrate how the programme maps against HPC standards of proficiency for the profession.

Conditions relating to SET 6.1 (assessment of learning outcomes must ensure standards of proficiency are met) are also commonly applied to new profession programmes. This is expected as these two standards are closely linked. Conditions relating to SET 3.1 were often applied in response to a number of programmes no longer providing future intakes of students. Additional documentation was usually requested which outlined transitional business planning to ensure such programmes continued to be appropriately resourced for remaining cohorts.

Importantly these results indicate the differences in the way hearing aid dispenser programmes and other programmes meet our standards, and the common issues which arise are minimal. Furthermore, these results do not suggest any profession-specific risk profile has emerged or that there are difficulties in meeting our regulatory standards, which are designed to be broad and flexible.

Revised standards of education and training

The standards of education and training and their guidance are subject to cyclical review to ensure they remain fit for purpose. The review of the standards and their guidance requires a public consultation which is preceded by a number of liaison groups with members of the profession, education providers, students and other stakeholders.

The standards were last revised from 2008–09 and a new version became effective for education providers on 1 September 2009 for the beginning of the academic year.

Whilst the revisions to the standards of education and training and their guidance were relatively minor and sought to further clarify our requirements, there were also four new standards.

These related to an education provider's:

– monitoring and evaluation systems (3.3);

– complaints process (3.13);

– professional conduct process (3.16); and

– use of our standards of conduct, performance and ethics (4.5).

Although the revised SETs were effective from 1 September 2009, the expectation for education providers to show us how they meet these revised standards was, and will be, different depending on their interaction with the approval and monitoring processes.

Approval

Approval visits from 1 September 2009 onwards were conducted using the revised standards. In cases where we had already received documentation for programmes using the previous version of the standards it was discussed with education providers on a case-by-case basis when and how the revised standards would be considered.

Major change

Any major changes that were submitted to us from 1 September 2009 onwards were assessed using the revised standards of education and training. Therefore, any actions resulting from a major change, including an approval visit, were conducted applying the revised standards.

In addition to this, we asked to be notified of any new systems implemented by the education provider to meet the revised standards.

Annual monitoring

The revised SETs were first applied to the annual monitoring process in 2010–11. The decision to delay the implementation of the revised SETs to this process gave education providers a full academic year to develop the systems that have been required to meet these standards. Education providers were asked to submit documentation which specifically addressed how these standards were met as part of the audit submission.

Graph 30 indicates that just under half of all Visitor requests for additional documentation relating to new standards were for SET 4.5. This is an expected trend as this standard relates to regulatory-specific requirements regarding the delivery of conduct, performance and ethics on an approved programme. In most cases, programmes already included these issues as part of professional development modules and provided evidence to support this. However, as this standard specifically requires the HPC standards to be delivered and understood, Visitors required further information which specifically addressed this issue.

Additional documentation requests for the three other new standards were comparatively lower. Requests for SET 3.3 were particularly minimal and this is expected as most approved programmes are delivered in higher education settings where systems of monitoring and evaluation are common place. SET 3.13 and 3.16 often required additional documentation owing to the provision of website links as evidence of how this standard was met, rather than an absence of systems and policies. Visitors required documented policies and procedures dealing with complaints and professional capability issues to be satisfied this standard was met. We communicated with all education providers at the start of each academic year to advise of our annual monitoring requirements, including the requirement to submit hard copies of documentation. We will continue to ensure our communications are clear, particularly regarding the composition of the audit submission and any supporting evidence an education provider may wish to provide as evidence of how are standards are met.

Graph 30 Number of additional documentation requests against new standards of education and training
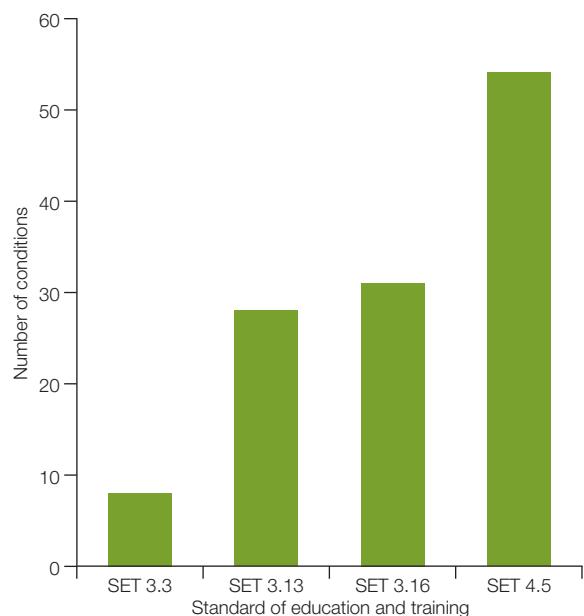
Conclusion from the Director of Education

Each year, compiling the annual report draws attention to the continually increasing and changing nature of the work of the Education Department. This year our key area of growth has been focused on the new profession programmes for practitioner psychologists and hearing aid dispensers. We know that this work will continue into the next academic year and be supplemented by work relating to other new professions and changes in our existing professions, particularly in the area of biomedical science and paramedic education. Our standards of education and training continue to be flexibly applied across a range of professions and models of education and training. Practice placement standards (SET 5) attracted the highest number of conditions in relation to our approval activities. This is a trend we continually see in each annual report. We will continue to work with education providers, particularly those from new professions, regarding our requirements for the quality assurance of placement environments.

As this report highlights, our approval activities for programmes in professions that have been on our Register for longer have continued to be comparatively lower than previous years. With this in mind, our monitoring processes have been, and will increasingly be, the main way in which we interact with these programmes. We received more major change notifications from education providers this year, with the majority being assessed through either our major change or annual monitoring processes. This means that our model of open-ended approval is achieving the task it was set out to do; preventing the need for cyclical re-approval visits where possible.

This year has also seen innovative uses of our monitoring processes to assess how approved programmes meet the four new standards of education and training which were introduced in 2009. We adapted the annual monitoring process to require education providers to state how they meet the new standards and to provide documentary evidence to support this. We also continued to risk-assess practitioner psychologist and hearing aid dispenser programmes to consider revisions to the visit schedule for programmes from these new professions. Although we increased our monitoring activities this year, we continued to provide efficient, timely outcomes to education providers.

Next year our workload is set to increase again and we are continuing to seek improvements in our working methods to ensure that the Department grows efficiently alongside the workload and that we still offer good customer service to education providers, applicants, registrants and members of 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 www.hcpc-uk.org

Abigail Gorringe
Director of Education

Contact us

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

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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 see our website at www.hpc-uk.org

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
Bangor University	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	8 September 2010	Approved
University of Greenwich	BSc (Hons) Paramedic Science	Full Time	14 September 2010	Approved
University of Bath	Doctorate in Clinical Psychology	Full Time	21 September 2010	Approved
The Robert Gordon University	BSc (Hons) Occupational Therapy	Full Time	28 September 2010	Approved
The Robert Gordon University	BSc (Hons) Physiotherapy	Full Time	28 September 2010	Approved
The Robert Gordon University	MSc Physiotherapy (Pre-registration)	Full Time	28 September 2010	Approved
The Robert Gordon University	Post Graduate Diploma in Physiotherapy (Pre-registration)	Full Time	28 September 2010	Approved
University of the West of England, Bristol	MSc Radiotherapy & Oncology	Full Time	30 September 2010	Approved
Cardiff University (Prifysgol Caerdydd)	Doctorate in Clinical Psychology (DClinPsy)	Full Time	21 October 2010	Approved
University of Birmingham	Clinical Psychology Doctorate (ClinPsyD)	Full Time	9 November 2010	Approved
Birmingham Metropolitan College	BSc (Hons) Podiatry	Full Time	9 November 2010	Approved
New College Durham	BSc (Hons) Podiatry	Full Time	18 November 2010	Approved
Canterbury Christ Church University	BSc (Hons) Paramedic Science	Full Time	25 November 2010	Approved
University of Southampton	Independent and supplementary prescribing: prescribing in practice – Allied Health Professions	Part Time	14 December 2010	Approved
University of Leicester	Doctorate in Clinical Psychology (DClinPsy)	Full Time	12 January 2011	Approved

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
British Psychological Society	Qualification in Sport and Exercise Psychology (Stage 2)	Flexible	13 January 2011	Approved
Glasgow Caledonian University	Local Analgesia with Nail Surgery for Podiatrists	Part Time	13 January 2011	Approved
University of Hull	Doctorate in Clinical Psychology (ClinPsyD)	Full Time	20 January 2011	Approved
Regent's College	Practitioner Doctorate in Existential Phenomenological Counselling Psychology (DPsych)	Full Time	27 January 2011	Approved
University of Wales Institute Cardiff	Post Graduate Diploma in Practitioner Forensic Psychology	Full Time	1 February 2011	Approved
University of Wales Institute Cardiff	Post Graduate Diploma in Practitioner Forensic Psychology	Part Time	1 February 2011	Approved
University of Wales Institute Cardiff	Post Graduate Certificate in Practitioner Health Psychology	Full Time	1 February 2011	Approved
University of Wales Institute Cardiff	Post Graduate Certificate in Practitioner Health Psychology	Part Time	1 February 2011	Approved
Metanoia Institute	Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)	Part Time	9 February 2011	Approved
Queen's University of Belfast	Doctorate in Clinical Psychology (DclinPsych)	Full Time	10 February 2011	Approved
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Full Time	16 February 2011	Approved
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Part Time	16 February 2011	Approved
University of Southampton	Health Psychology Research and Professional Practice (MPhil)	Part Time	16 February 2011	Approved

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
University of Southampton	Health Psychology Research and Professional Practice (MPhil)	Full Time	16 February 2011	Approved
British Psychological Society	Qualification in Educational Psychology (Scotland (Stage 2))	Flexible	17 February 2011	Approved
University of Liverpool	Doctorate in Clinical Psychology (D.Clin.Psychol)	Full Time	23 February 2011	Approved
University of Wales, Newport	MA Art Psychotherapy	Part Time	23 February 2011	Approved
University of Wales, Newport	MA Music Therapy	Part Time	23 February 2011	Approved
Aston University	BSc (Hons) Audiology with Professional Training	Full Time	2 March 2011	Approved
Aston University	Foundation Degree in Hearing Aid Audiology	Full Time	2 March 2011	Approved
Keele University & Staffordshire University	Doctorate in Clinical Psychology (DClinPsy)	Full Time	8 March 2011	Approved
University of Brighton	BSc (Hons) Occupational Therapy	Part Time	15 March 2011	Approved
University Campus Suffolk	BSc (Hons) Diagnostic Radiography	Full Time	16 March 2011	Approved
University Campus Suffolk	BSc (Hons) Radiotherapy and Oncology	Full Time	16 March 2011	Approved
Canterbury Christ Church University	Doctorate in Clinical Psychology (DClinPsychol)	Full Time	17 March 2011	Approved
University of Coventry University of Warwick	Doctorate in Clinical Psychology (D.Clin.Psy)	Full Time	29 March 2011	Approved
Scottish Ambulance Academy and Glasgow Caledonian University	DipHE Paramedic Practice	Full Time	5 April 2011	Approved
Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	12 April 2011	Approved
Queen Margaret University	Post Graduate Diploma Physiotherapy (Pre-registration)	Full Time	12 April 2011	Approved
Queen Margaret University	BSc (Hons) Physiotherapy	Full Time	12 April 2011	Approved

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
Brunel University	BSc (Hons) Physiotherapy	Full Time	12 April 2011	Approved
Brunel University	BSc (Hons) Physiotherapy	Part Time	12 April 2011	Approved
University College London	BSc (Hons) Audiology	Full Time	14 April 2011	Approved
University College London	Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC)	Full Time	14 April 2011	Approved
University College London	MSc Audiological Science with Certificate in Clinical Competency (CCC)	Full Time	14 April 2011	Approved
City University	BSc (Hons) Radiography (Diagnostic Imaging)	Full Time	26 April 2011	Approved
City University	BSc (Hons) Radiography (Radiotherapy and Oncology)	Full Time	26 April 2011	Approved
University of Bradford	BSc (Hons) Occupational Therapy	Full Time	3 May 2011	Pending – Approved 13 October 2011
University of Surrey	Health Psychology (PhD) and PG Cert in Health Psychology Practice	Full Time	4 May 2011	Pending – Approved 06 December 2011
University of Surrey	Health Psychology (PhD) and PG Cert in Health Psychology Practice	Part Time	4 May 2011	Pending – Approved 06 December 2011
University of Bradford	BSc (Hons) Physiotherapy	Full Time	5 May 2011	Pending – Approved 08 September 2011
Oxford Health NHS Foundation Trust	Doctorate in Clinical Psychology (D.Clin Psych)	Full Time	10 May 2011	Approved
University of Bradford	BSc (Hons) Diagnostic Radiography	Full Time	10 May 2011	Pending – Approved 06 December 2011

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
University of Lincoln	Doctorate in Clinical Psychology (DclinPsy)	Full Time	12 May 2011	Pending – Approved 13 October 2011
University of Nottingham	Doctorate in Clinical Psychology (DclinPsy)	Full Time	12 May 2011	Pending – Approved 13 October 2011
University of Manchester	Doctorate in Clinical Psychology (ClinPsyD)	Full Time	17 May 2011	Pending – Approved 06 December 2011
London Metropolitan University	MSc Dietetics and Nutrition	Full Time	17 May 2011	Pending – Approved 13 October 2011
London Metropolitan University	Post Graduate Diploma Dietetics and Nutrition (Pre-registration)	Full Time	17 May 2011	Pending – Approved 13 October 2011
Queen Margaret University	BSc (Hons) Occupational Therapy	Full Time	18 May 2011	Approved
University of Essex	Doctorate in Clinical Psychology (DClinPsy)	Full Time	24 May 2011	Approved
British Psychological Society	Qualification in Health Psychology (Stage 2)	Flexible	25 May 2011	Pending – Approved 06 December 2011
Oxford Brookes University	MSc Occupational Therapy (pre-registration)	Full Time	1 June 2011	Pending – Approved 06 December 2011
Oxford Brookes University	MSc Physiotherapy (pre-registration)	Full Time	1 June 2011	Pending – Approved 06 December 2011
British Psychological Society	Qualification in Occupational Psychology	Flexible	7 June 2011	Approved
Buckinghamshire New University	Dip (HE) Operating Department Practitioner	Full Time	9 June 2011	Approved

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
London South Bank University	DipHE Operating Department Practice	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Occupational Therapy	Part Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Occupational Therapy	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	Pg Dip Occupational Therapy	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Therapeutic Radiography	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	Pg Dip Therapeutic Radiography	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Diagnostic Radiography	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Diagnostic Radiography	Part Time (In Service)	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Therapeutic Radiography	Part Time (In Service)	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Operating Department Practice	Full Time	15 June 2011	Pending – Approved 13 October 2011
London South Bank University	BSc (Hons) Occupational Therapy	Part Time (In Service)	15 June 2011	Pending – Approved 13 October 2011
University of Southampton	Doctorate in Educational Psychology	Full Time	16 June 2011	Approved
Swansea University	BSc (Hons) Audiology	Full Time	21 June 2011	Pending – Approved 13 October 2011

Education provider	Programme name	Mode of study	Date of visit	Status at 31 August 2011
Teesside University	Doctorate in Counselling Psychology (DCounsPsy)	Full Time	23 June 2011	Pending – Approved 06 December 2011
Roehampton University	PsychD in Counselling Psychology	Full Time	5 July 2011	Pending – Approved 06 December 2011
University of Bristol	BSc (Hons) Audiology	Full Time	6 July 2011	Pending – Approved 06 December 2011

List of major changes and outcomes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Diagnostic Radiography	September 2010	University Campus Suffolk	Full Time	Use approval process to review changes
BSc (Hons) Oncology and Radiotherapy Technology	September 2010	University Campus Suffolk	Full Time	Use approval process to review changes
BSc (Hons) Podiatry	September 2010	University of Wales Institute Cardiff	Full Time	Sufficient evidence of SETs – no visit
MSc Nutrition and Dietetics	September 2010	University of Chester	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Nutrition and Dietetics	September 2010	University of Chester	Full Time	Sufficient evidence of SETs – no visit
IHCD Paramedic Award	September 2010	London Ambulance Service NHS Trust	Block Release	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	September 2010	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	September 2010	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing (Level 3)	September 2010	University of Brighton	Part Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing (M Level)	September 2010	University of Brighton	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy and Oncology	September 2010	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	September 2010	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy (Practice Based Learning)	September 2010	Sheffield Hallam University	Work Based learning	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Diagnostic Radiography	September 2010	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	September 2010	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	September 2010	Sheffield Hallam University	Part Time	Sufficient evidence of SETs – no visit
MA Art Psychotherapy	September 2010	Goldsmiths College University of London	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Operating Department Practice	September 2010	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	September 2010	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	September 2010	University of Bedfordshire	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	September 2010	Birmingham City University	Full Time	Use annual monitoring process to review changes
Supplementary Prescribing	September 2010	Sheffield Hallam University	Part Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy	October 2010	King's College London	Full Time	Use annual monitoring process to review changes
Postgraduate Certificate in Non-medical Prescribing	October 2010	London South Bank University	Part Time	Changes withdrawn by education provider
MSc Occupational Therapy (Pre-registration)	October 2010	Brunel University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Professional Development in Paramedic Science	October 2010	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	October 2010	Anglia Ruskin University	Full Time	Use annual monitoring process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
Supplementary Prescribing (Level 3)	October 2010	University of Brighton	Part Time	Changes withdrawn by education provider
Supplementary Prescribing (M Level)	October 2010	University of Brighton	Part Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	October 2010	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Diagnostic Radiography	October 2010	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	October 2010	Birmingham City University	Part Time	Sufficient evidence of SETs – no visit
IHCD Paramedic Award	October 2010	Scottish Ambulance College	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Radiotherapy and Oncology	October 2010	Queen Margaret University	Full Time	Changes withdrawn by education provider
MSc Radiotherapy and Oncology	October 2010	Queen Margaret University	Part Time	Changes withdrawn by education provider
BSc (Hons) Human Nutrition and Dietetics	October 2010	University of Wales Institute Cardiff	Full Time	Sufficient evidence of SETs – no visit
Prescribing for Non-Medical Health Professionals	October 2010	Northumbria University at Newcastle	Part Time	Use annual monitoring process to review changes
Prescribing for Non-Medical Health Professionals	October 2010	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiography (Radiotherapy and Oncology) incorporating bridging course	October 2010	City University	Part Time	Use approval process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Radiography (Diagnostic Imaging)	October 2010	City University	Full Time	Use approval process to review changes
BSc (Hons) Radiography (Radiotherapy and Oncology)	October 2010	City University	Full Time	Use approval process to review changes
BSc (Hons) Applied Biomedical Science	November 2010	University of Bradford	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	November 2010	University of Bradford	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	November 2010	University of Wales Institute Cardiff	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	November 2010	University of Wales Institute Cardiff	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Audiology	November 2010	Swansea University	Full Time	Use approval process to review changes
Non-Medical Prescribing	November 2010	Swansea University	Part Time	Sufficient evidence of SETs – no visit
Dip HE Paramedic Science	November 2010	Swansea University	Full Time	Use annual monitoring process to review changes
DPsych (Existential Counselling Psychology and Psychotherapy)	November 2010	New School of Psychotherapy & Counselling & Middlesex University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiography (Diagnostic)	November 2010	University of Leeds	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	November 2010	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	November 2010	Manchester Metropolitan University	Part Time	Changes withdrawn by education provider

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
MSc Occupational Therapy (Pre-registration)	November 2010	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Psychology and Speech Pathology	November 2010	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider
BSc (Hons) Speech Pathology and Therapy	November 2010	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider
Pg Dip Dietetics	November 2010	Queen Margaret University	Part Time	Use annual monitoring process to review changes
Pg Dip Dietetics	November 2010	Queen Margaret University	Full Time	Use annual monitoring process to review changes
MSc Dietetics	November 2010	Queen Margaret University	Full Time	Use annual monitoring process to review changes
MSc Dietetics	November 2010	Queen Margaret University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	November 2010	University of Portsmouth	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	November 2010	University of Portsmouth	Part Time	Changes withdrawn by education provider
Pg Dip Human Nutrition and Dietetics	November 2010	London Metropolitan University	Full Time	Use approval process to review changes
MSc Human Nutrition and Dietetics	November 2010	London Metropolitan University	Full Time	Use approval process to review changes
Prescribing Principles (Level 3)	November 2010	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
Prescribing Principles (M Level)	November 2010	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Diagnostic Imaging	November 2010	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
Graduate Diploma Diagnostic Imaging	November 2010	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
MMED Sci Clinical Communication Studies	November 2010	University of Sheffield	Full Time	Sufficient evidence of SETs – no visit
B.Med Sci (Hons) Speech	November 2010	University of Sheffield	Full Time	Sufficient evidence of SETs – no visit
Diploma in Higher Education in Operating Department Practice	November 2010	The Open University	Part Time	Sufficient evidence of SETs – no visit
Foundation Degree in Operating Department Practice	November 2010	The Open University	Part Time	Sufficient evidence of SETs – no visit
Pg Dip Speech and Language Therapy	November 2010	City University	Full Time	Sufficient evidence of SETs – no visit
MSc Speech and Language Therapy	November 2010	City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	November 2010	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Paramedic Science	November 2010	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Professional Development in Paramedic Science	November 2010	Staffordshire University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Paramedic Science	November 2010	Staffordshire University	Full Time	Use annual monitoring process to review changes
Diploma of Higher Education Operating Department Practice	December 2010	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Science	December 2010	Coventry University	Full Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	December 2010	St George's, University of London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Therapeutic Radiography	December 2010	Queen Margaret University	Full Time	Sufficient evidence of SETs – no visit
Diploma in Higher Education Hearing Aid Audiology	December 2010	Queen Margaret University	Full Time	Use approval process to review changes
BSc (Hons) Diagnostic Radiography	December 2010	Queen Margaret University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	December 2010	Brunel University	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	December 2010	University of Central Lancashire	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	December 2010	University of Central Lancashire	Part Time	Sufficient evidence of SETs – no visit
Foundation Degree in Hearing Aid Audiology	December 2010	De Montfort University	Full Time	Use approval process to review changes
Foundation Degree in Hearing Aid Audiology	December 2010	De Montfort University	Full Time	Use approval process to review changes
Diploma of Higher Education Operating Department Practice	December 2010	Coventry University	Full Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Emergency Care	December 2010	Oxford Brookes University	Mixed Mode	Sufficient evidence of SETs – no visit
FdSc Paramedic Emergency Care	December 2010	Oxford Brookes University	Part Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Emergency Care	December 2010	Oxford Brookes University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiography (Diagnostic)	January 2011	University of Leeds	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	January 2011	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Applied Biomedical Science	January 2011	Manchester Metropolitan University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Clinical Language Sciences (Speech and Language Therapy)	January 2011	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Dietetics	January 2011	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
MSc Dietetics	January 2011	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Dietetics	January 2011	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy	January 2011	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy	January 2011	Birmingham City University	Part Time	Sufficient evidence of SETs – no visit
Doctorate in Educational Psychology	January 2011	University of Southampton	Full Time	Use approval process to review changes
Pg Dip Speech and Language Therapy	January 2011	Canterbury Christ Church University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	January 2011	Brunel University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	January 2011	Brunel University	Part Time	Use approval process to review changes
BSc (Hons) Physiotherapy	January 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	January 2011	University of Salford	Part Time	Sufficient evidence of SETs – no visit
Prescription only Medicine for Podiatrists	January 2011	University of Salford	Part Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	January 2011	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
MSc Physiotherapy (Pre-registration)	January 2011	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Occupational Therapy	January 2011	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	January 2011	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	January 2011	University of Plymouth	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Paramedic Practitioner (Community Emergency Health)	January 2011	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	January 2011	University of Plymouth	Full Time	Changes withdrawn by education provider
Supplementary Prescribing (1)	January 2011	University of Brighton	Part Time	Sufficient evidence of SETs – No visit
Supplementary Prescribing (2)	January 2011	University of Brighton	Part Time	Sufficient evidence of SETs – No visit
BSc (Hons) Speech and Language Therapy	January 2011	Birmingham City University	Part Time	Changes withdrawn by education provider
BSc (Hons) Speech and Language Therapy	January 2011	Birmingham City University	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	January 2011	Keele University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	February 2011	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing	February 2011	University of Stirling	Part Time	Sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	February 2011	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Diagnostic	February 2011	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Therapeutic Radiography	February 2011	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Science	February 2011	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Science	February 2011	University of Portsmouth	Part Time	Sufficient evidence of SETs – no visit
MA Dramatherapy	February 2011	Roehampton University	Part Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	February 2011	University Campus Suffolk	Full Time	Use approval process to review changes
Postgraduate Certificate in Non-medical Prescribing	February 2011	London South Bank University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Prosthetics and Orthotics	February 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	February 2011	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	February 2011	Manchester Metropolitan University	Part Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing for Allied Health Professionals	February 2011	Staffordshire University	Part Time	Sufficient evidence of SETs – no visit
Pg Dip Radiotherapy and Oncology	February 2011	Queen Margaret University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Nutrition and Dietetics	February 2011	The Robert Gordon University	Full Time	Changes withdrawn by education provider
MSc Physiotherapy	February 2011	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	February 2011	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	February 2011	University of Plymouth	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	February 2011	University of Hertfordshire	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography and Imaging	February 2011	University of Hertfordshire	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy and Oncology	February 2011	University of Hertfordshire	Full Time	Changes withdrawn by education provider
BSc (Hons) Dietetics	February 2011	University of Hertfordshire	Full Time	Use approval process to review changes
BSc (Hons) Paramedic Science	February 2011	University of Hertfordshire	Full Time	Use approval process to review changes
Foundation Degree in Paramedic Science	February 2011	University of Hertfordshire	Full Time	Use approval process to review changes
BSc (Hons) Applied Biomedical Science	February 2011	Northumbria University at Newcastle	Full Time	Use approval process to review changes
BSc (Hons) Applied Biomedical Science	February 2011	Northumbria University at Newcastle	Part Time	Use approval process to review changes
BSc (Hons) Speech and Language Therapy	February 2011	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
Prescribing for Health Care Professionals (M Level)	February 2011	De Montfort University	Part Time	Sufficient evidence of SETs – no visit
Prescribing for Health Care Professionals (Level 3)	February 2011	De Montfort University	Part Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	February 2011	University of Central Lancashire	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	February 2011	University of Central Lancashire	Part Time	Use approval process to review changes
BSc (Hons) Applied Biomedical Science	March 2011	University of Wolverhampton	Full Time	Changes withdrawn by education provider
Dip HE Operating Department Practice	March 2011	University of Surrey	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Practice	March 2011	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography and Imaging	March 2011	University of Hertfordshire	Full Time	Sufficient evidence of SETs – no visit
FD in Pre Hospital Unscheduled and Emergency Care	March 2011	University of Worcester	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	March 2011	University of Huddersfield	Full Time	Use annual monitoring process to review changes
Pg Dip Occupational Therapy	March 2011	Cardiff University (Prifysgol Caerdydd)	Full Time Acceler-ated	Changes withdrawn by education provider
BSc (Hons) Human Communication – Speech and Language Therapy	March 2011	De Montfort University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Human Communication – Speech and Language Therapy	March 2011	De Montfort University	Part Time	Use annual monitoring process to review changes
DipHE Operating Department Practice	March 2011	Staffordshire University	Full Time	Use approval process to review changes
DipHE Operating Department Practice	March 2011	Staffordshire University	Full Time	Use approval process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
Professional Doctorate in Counselling Psychology	March 2011	City University	Full Time	Sufficient evidence of SETs – no visit
Graduate Diploma Speech and Language Therapy	March 2011	Queen Margaret University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	March 2011	University Campus Suffolk	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	March 2011	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	March 2011	University of Southampton	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	March 2011	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
University Certificate of Postgraduate Professional Development: Non medical Prescribing	March 2011	Teesside University	Part Time	Sufficient evidence of SETs – no visit
University Certificate of Professional Development Non-Medical Prescribing	March 2011	Teesside University	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (level 3)	April 2011	Anglia Ruskin University	Part Time	Use annual monitoring process to review changes
Advanced Non-Medical Prescribing (level 4)	April 2011	Anglia Ruskin University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Science (Blood Science)	April 2011	University of the West of England, Bristol	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Blood Science)	April 2011	University of the West of England, Bristol	Part Time	Use approval process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Healthcare Science (Genetic Science)	April 2011	University of the West of England, Bristol	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Genetic Science)	April 2011	University of the West of England, Bristol	Part Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Infection Science)	April 2011	University of the West of England, Bristol	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Infection Science)	April 2011	University of the West of England, Bristol	Part Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Tissue Science)	April 2011	University of the West of England, Bristol	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Tissue Science)	April 2011	University of the West of England, Bristol	Part Time	Use approval process to review changes
Non-Medical Prescribing (SCQF Level 9)	April 2011	Glasgow Caledonian University	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (SCQF Level 10)	April 2011	Glasgow Caledonian University	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (SCQF Level 11)	April 2011	Glasgow Caledonian University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech Pathology and Therapy	April 2011	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Psychology and Speech Pathology	April 2011	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	April 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	April 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	April 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiotherapy and Oncology	April 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
Diploma of Higher Education Paramedic Practice	April 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	April 2011	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DClinPsychol)	April 2011	Newcastle University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	April 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	April 2011	Cardiff University (Prifysgol Caerdydd)	Part Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy	April 2011	Cardiff University (Prifysgol Caerdydd)	Full Time Acceler- ated	Changes withdrawn by education provider
Dip HE Operating Department Practice	April 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography and Imaging	April 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy and Oncology	April 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	April 2011	Aston University	Full Time	Sufficient evidence of SETs – no visit
MSc Speech and Language Therapy	April 2011	University of Reading	Full Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	May 2011	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	May 2011	Glasgow Caledonian University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	May 2011	Anglia Ruskin University	Part Time	Changes withdrawn by education provider
BSc (Hons) Radiography (Therapeutic) incorporating FDSc Radiotherapy and Oncology Practice	May 2011	Anglia Ruskin University	Part Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	May 2011	University of Wolverhampton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Sciences	May 2011	University of Westminster	Part Time	Changes withdrawn by education provider
BSc (Hons) Healthcare Science	May 2011	University of Portsmouth	Full Time	Insufficient evidence of SETs – visit
BSc (Hons) Healthcare Science	May 2011	University of Portsmouth	Part Time	Insufficient evidence of SETs – visit
BSc (Hons) Occupational Therapy	May 2011	University of Essex	Part Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	May 2011	University of Essex	Part Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	May 2011	University of Bradford	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	May 2011	Bradford, University of	Part Time	Use annual monitoring process to review changes
BSc (Hons) Diagnostic Radiography	May 2011	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Operating Department Practice	May 2011	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	May 2011	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Science	May 2011	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider
DipHE Operating Department Practice	May 2011	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider
Non Medical Prescribing	May 2011	University Campus Suffolk	Part Time	Changes withdrawn by education provider
Paramedic-in-training	May 2011	Northern Ireland Ambulance Service Health and Social Care Trust	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	May 2011	University of Ulster	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	May 2011	University of Ulster	Full Time	Use approval process to review changes
BSc (Hons) Speech and Language Therapy	May 2011	University of Ulster	Full Time	Use approval process to review changes
BSc (Hons) Radiography (Diagnostic)	May 2011	University of Ulster	Full Time	Use approval process to review changes
BSc (Hons) Radiography (Therapeutic)	May 2011	University of Ulster	Full Time	Use approval process to review changes
BSc (Hons) Paramedic Science	May 2011	University of Greenwich	Full Time	Use approval process to review changes
Non Medical Prescribing Programme	May 2011	University of Wolverhampton	Part Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
Certificate in Non-Medical Prescribing (M Level)	June 2011	Coventry University	Part Time	Sufficient evidence of SETs – no visit
Certificate in Non-Medical Prescribing (Level 3)	June 2011	Coventry University	Part Time	Sufficient evidence of SETs – no visit
IHCD Paramedic Award	June 2011	South Western Ambulance Service NHS Foundation Trust	Full Time	Use approval process to review changes
Foundation Science Degree in Paramedic Science	June 2011	St George's, University of London	Full Time	Use annual monitoring process to review changes
Foundation Science Degree in Paramedic Science	June 2011	St George's, University of London	Part Time	Use annual monitoring process to review changes
Certificate in Non-Medical Prescribing (M Level)	June 2011	Coventry University	Part Time	Changes withdrawn by education provider
Certificate in Non-Medical Prescribing (Level 3)	June 2011	Coventry University	Part Time	Changes withdrawn by education provider
Supplementary Prescribing for Allied Health Professionals (Non Medical Prescribing)	June 2011	Bournemouth University	Part Time	Sufficient evidence of SETs – no visit
Aptitude Test	June 2011	De Montfort University	Flexible	Use approval process to review changes
BSc (Hons) Medical Imaging (Diagnostic Radiography)	June 2011	University of Exeter	Full Time	Use annual monitoring process to review changes
Doctorate in Clinical Psychology (DclinPsych)	June 2011	University College London	Full Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing (1)	June 2011	University of Brighton	Part Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing (2)	June 2011	University of Brighton	Part Time	Sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Applied Biomedical Science	June 2011	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	June 2011	Manchester Metropolitan University	Part Time	Use annual monitoring process to review changes
MSc Applied Biomedical Science	June 2011	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	June 2011	Glyndwr University	Part Time	Changes withdrawn by education provider
BSc (Hons) Nutrition and Dietetics	June 2011	The Robert Gordon University	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (ClinPsyD)	June 2011	University of Hull	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	June 2011	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Dietetics	June 2011	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Diploma in Higher Education Hearing Aid Audiology	July 2011	Queen Margaret University	Full Time	Use approval process to review changes
BSc (Hons) Audiology	July 2011	De Montfort University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	July 2011	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy (Practice Based Learning)	July 2011	Sheffield Hallam University	Work Based learning	Use annual monitoring process to review changes
BSc (Hons) Speech Pathology and Therapy	July 2011	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider
BSc (Hons) Psychology and Speech Pathology	July 2011	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Applied Biomedical Science	July 2011	Liverpool John Moores University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	July 2011	Liverpool John Moores University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	July 2011	University of Reading	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BMed Sci (Hons) Orthoptics	July 2011	University of Sheffield	Full Time	Use annual monitoring process to review changes
DipHE Operating Department Practice	July 2011	University of Plymouth	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography and Imaging	July 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy and Oncology	July 2011	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	August 2011	University of Hertfordshire	Full Time	Pending – eventual outcome of use approval process to review changes
BSc (Hons) Physiotherapy	August 2011	Bournemouth University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	August 2011	University of Surrey	Full Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Practice	August 2011	University of Surrey	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	August 2011	Sheffield Hallam University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	August 2011	Sheffield Hallam University	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Biomedical Sciences (Integrated)	August 2011	University of Essex	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	August 2011	Northumbria University at Newcastle	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	August 2011	Northumbria University at Newcastle	Full Time	Changes withdrawn by education provider
MSc Occupational Therapy (Pre-registration)	August 2011	Northumbria University at Newcastle	Full Time	Changes withdrawn by education provider
MSc Physiotherapy	August 2011	Northumbria University at Newcastle	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	August 2011	Northumbria University at Newcastle	Full Time	Changes withdrawn by education provider
Doctorate in Clinical Psychology (DClinPsychol)	August 2011	Canterbury Christ Church University	Full Time	Use annual monitoring process to review changes
FdSc Paramedic Science	August 2011	University of Portsmouth	Full Time	Pending – eventual outcome of use major change process to review changes
FdSc Paramedic Science	August 2011	University of Portsmouth	Part Time	Pending – eventual outcome of use major change process to review changes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2011)
BSc (Hons) Physiotherapy	August 2011	University of East London	Part Time	Pending – eventual outcome of changes withdrawn by education provider
BSc (Hons) Physiotherapy	August 2011	University of East London	Full Time	Pending – eventual outcome of changes withdrawn by education provider
BSc (Hons) Physiotherapy (Situated Learning)	August 2011	University of East London	Full Time	Pending – eventual outcome of changes withdrawn by education provider
BSc (Hons) Podiatric Medicine	August 2011	University of East London	Full Time	Pending – eventual outcome of changes withdrawn by education provider
BSc (Hons) Podiatric Medicine	August 2011	University of East London	Part Time	Pending – eventual outcome of changes withdrawn by education provider

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 of up to £5,000. This information was correct at the time this report was written. Please see our website for an up-to-date list.

Profession	Protected title
Arts therapists	Art psychotherapist Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodists / podiatrists	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietician Dietitian
Hearing aid dispensers	Hearing aid dispenser
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Paramedics	Paramedic
Physiotherapists	Physical therapist Physiotherapist
Practitioner psychologists	Clinical psychologist Counselling psychologist Educational psychologist Forensic psychologist Health psychologist Occupational psychologist Practitioner psychologist Registered psychologist Sport and exercise psychologist
Prosthestists / orthotists	Orthotist Prosthestist
Radiographers	Diagnostic radiographer Radiographer Therapeutic radiographer
Speech and language therapists	Speech and language therapist Speech therapist

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professions
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