

## HCPC major change process report

Education provider	The University of Northampton
Name of programme(s)	BSc (Hons) Occupational Therapy, Part time BSc (Hons) Occupational Therapy - Apprenticeship Route, Full time
Date submission received	16 April 2019
Case reference	CAS-14522-Y4J5X6

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Jennifer Caldwell	Occupational therapist
Jane Grant	Occupational therapist
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	PT (Part time)
Profession	Occupational therapist
First intake	01 September 2002
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC04186

Programme name	BSc (Hons) Occupational Therapy - Apprenticeship Route
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2019
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	MC04287

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed us that they propose to deliver an integrated Degree Apprenticeship route through the currently approved BSc (Hons) Occupational Therapy programme.

### Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

#### Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

#### **2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

**Reason:** From reviewing the documentation, the visitors understood that the Degree Apprenticeship route will be delivered over a period of three years which would equate to approximately 45 weeks per academic year with teaching continued across the summer. The visitors noted the End Point Assessment (EPA) summary timetable explained that the apprenticeship route will last approximately 48 months. Due to the disparity in the information it was not clear whether the Degree Apprenticeship route would be completed over a three year or a four year period. Additionally, the visitors were not able to establish whether the 45 weeks stated included the time spent in the practice-based learning environment. As such, the visitors were not able to determine the length of the Degree Apprenticeship and how the EPA would align into the programme. The visitors were not able to establish how applicants would be made aware of the requirements of practice-based learning. The visitors considered that if this information was not available to potential applicants it would be difficult for them to make a fully informed decision about whether to take up a place on the programme. Therefore, the education provider must provide clarity on the length of the Degree Apprenticeship programme and where the EPA fits into the programme and the length of time apprentices will be expected to spend in the practice-based learning environment. The education provider will also need to explain how this information is made clear to applicants so they can make an informed choice about whether to take up a place on the programme.

**Suggested evidence:** Information detailing the length of the Degree Apprenticeship programme and the amount of time apprentices will be expected to spend in the practice-based learning environment and how this information is made clear to potential applicants so they can make an informed choice about whether to take up a place on the programme.

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

**Reason:** From reviewing the information, the visitors understood that the introduction of the Degree Apprenticeship programme will include an additional ten learners on the new programme while the cohort on the existing programme will remain the same. However, from this information the visitors were unclear if any additional staffing resources will be required to accommodate the increase in learner numbers across the programmes. In addition the visitors were unclear about the requirements of the new role of training and supporting work based mentor. Therefore, the education provider must provide further evidence to demonstrate what staffing arrangements will be in place to support the learners on both occupational therapy programmes.

**Additional evidence:** Information outlining how the education provider will ensure that an adequate number of appropriately qualified staff will continue to be in place to deliver these programmes effectively.

### **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Reason:** As part of the submission, the education provider outlined that the Degree Apprenticeship route will incorporate 4 days in practice through an active blended learning (ABL) approach. This will be used to support learners in practice-based learning to meet the standards of proficiency for the programme. This approach will be used to ensure that learning is monitored, guided and structured to sign off skills based

modules in practice. However, from this information the visitors were not able to establish how the education provider would ensure that an adequate number and range of practice-based learning opportunities will be made available to the ten learners on the Degree Apprenticeship programme in order to support the delivery of the programme and the achievement of learning outcomes. Therefore, the education provider must outline how the education provider will ensure that there are a suitable number and range of practice-based learning available for the Degree Apprenticeship programme. This is so learners have the opportunity to achieve the learning outcomes of the programme and meet the standards of proficiency for occupational therapists.

**Additional evidence:** Information outlining how the education provider will ensure that there will be an adequate number and range of practice-based learning opportunities available to the learners.

## Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 04 July 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).