

HCPC major change process report

Education provider	Leeds Beckett University
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time
Date submission received	24 January 2019
Case reference	CAS-13299-G4P5Q9

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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:

Lucy Myers	Speech and language therapist
Catherine Mackenzie	Speech and language therapist
Ismini Tsikaderi	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2013
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	MC03750

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	PT (Part time)
Profession	Speech and language therapist
First intake	01 September 2019

Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	MC04292

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 made changes to the curriculum and assessment of the programme. They also reported their intention to add a part time route through the existing programme. The current programme will be reviewed due to the revised standards of educations and training (SETs) and updated professional body curriculum guidelines.

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: For the proposed BSc (Hons) Speech and Language Therapy (Part time) programme the education provider has provided a web link to evidence this standard. The visitors noted that the website gives two options of a full time and a part time route together with the anticipated length of studies for each route. However the visitors were

unable to get further information on the new part time route around administration matters, timetabling or practice-based learning across the six year study. The visitors were not able to determine whether the applicants will have the information they require to make an informed choice about the proposed part time programme. Therefore, the visitors require further information which demonstrates relevant information shared with applicants relating to the proposed BSc (Hons) Speech and Language Therapy (Part time) programme.

Suggested evidence: Further evidence which demonstrates how the applicant will have the required information to make an informed choice about whether to take up or make an offer of a place on the proposed BSc (Hons) Speech and Language Therapy (Part time) programme.

3.2 The programme must be effectively managed.

Reason: The education provider showed the strategic plan which includes learner numbers across speech and language therapy programmes and totals 132 learners for all programmes delivered within the speech and language sciences school. With regards to the proposed BSc (Hons) Speech and Language Therapy (Part time) programme the visitors were unclear on the proposed learner numbers. In particular, the visitors are aware of a maximum learner cohort of 50 learners on the BSc (Hons) Speech and Language Therapy (Full time) programme. However, the visitors were not clear what the transition arrangements for current learners on the full time route or to any additional learner numbers on the part time route would be. Therefore the visitors were unable to determine whether the programmes will be effectively managed. Therefore, the visitors require further evidence which demonstrates the proposed learner numbers for both programmes and any other arrangements which will ensure effective management for both programmes.

Suggested evidence: Further evidence which clarifies the learner numbers on both programmes. Further evidence which demonstrates how the programmes are effectively managed.

3.2 The programme must be effectively managed.

Reason: To evidence this standard the education provider has provided a programme management chart relating to the current BSc (Hons) Speech & Language Therapy (Full time) programme. The visitors understood that the structure on the chart refers to the existing full time route. However, they were unclear whether the same structure applied on the part time route. Therefore, the visitors were unable to make a judgement as to whether the proposed BSc (Hons) Speech and Language Therapy (Part time) programme will be effectively managed. Therefore, the visitors require further evidence which demonstrates the programme management structure for the proposed BSc (Hons) Speech and Language Therapy (Part time).

Suggested evidence: Further evidence which demonstrates the BSc (Hons) Speech and Language Therapy (Part time) programme is effectively managed.