

## HCPC major change process report

Education provider	Manchester Metropolitan University
Name of programme(s)	Non-Medical Prescribing, Part time Non-Medical Prescribing, Part time Non-Medical Prescribing, Part time Non-Medical Prescribing, Part time
Date submission received	01 February 2021
Case reference	CAS-16866-M8Q5K4

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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 for prescribing (for education providers) (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:

Janet Lawrence	Independent prescriber Supplementary Prescriber
Gemma Quinn	Independent prescriber
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	Non-Medical Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 May 2006
Maximum learner cohort	Up to 40 across the whole prescribing provision
Intakes per year	3
Assessment reference	MC04822

Programme name	Non-Medical Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing

	Independent Prescribing
First intake	01 April 2014
Maximum learner cohort	Up to 40 across the whole prescribing provision
Intakes per year	3
Assessment reference	MC04823

Programme name	Non-Medical Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing Independent Prescribing
First intake	01 March 2014
Maximum learner cohort	Up to 40 across the whole prescribing provision
Intakes per year	3
Assessment reference	MC04840

Programme name	Non-Medical Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 March 2014
Maximum learner cohort	Up to 40 across the whole prescribing provision
Intakes per year	3
Assessment reference	MC04841

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 they will be increasing the learner numbers across both entitlements at level 7 from 40 to 60 learners per cohort.

### 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.

### **B.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Reason:** From the standards mapping, the education provider informed the visitors that they had made no change to how they meet this standard. The visitors also noted the education provider's intention of increasing the number of learners per cohort from 40 to 60 learners. However, the visitors were unclear what, if any, increase in resources or increased access to resources, is in place to support the additional learners in the educational setting, rather than practice-based learning. The visitors were therefore unclear how the education provider will ensure there are sufficient resources available to all learners. The visitors require further information that there are sufficient resources available to all learners and educators.

**Additional evidence:** The education provider needs to provide further evidence that there are sufficient resources available to all learners and educators in the educational setting, rather than practice-based learning. For example, evidence of additional equipment, books, IT facilities and / or licences and any minutes from meetings where discussion about resourcing has taken place.

## **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 06 July 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).