

HCPC major change process report

Education provider	University of Bradford
Name of programme(s)	BSc (Hons) Healthcare Science - Life Sciences (Blood Science), Part time BSc (Hons) Healthcare Science - Life Sciences (Cellular Science), Part time BSc (Hons) Healthcare Science - Life Sciences (Genetics Science), Part time BSc (Hons) Healthcare Science - Life Sciences (Infection Science), Part time
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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:

Carol Ainley	Biomedical scientist
David Houlston	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science - Life Sciences (Blood Science)
Mode of study	Part time
Profession	Biomedical scientist
First intake	01 September 2015
Maximum student cohort	Up to 10
Intakes per year	1
Assessment reference	MC03484

Programme name	BSc (Hons) Healthcare Science - Life Sciences (Cellular Science)
Mode of study	Part time

Profession	Biomedical scientist
First intake	01 September 2015
Maximum student cohort	Up to 10
Intakes per year	1
Assessment reference	MC03485

Programme name	BSc (Hons) Healthcare Science - Life Sciences (Genetics Science)
Mode of study	PT (Part time)
Profession	Biomedical scientist
First intake	01 September 2015
Maximum student cohort	Up to 10
Intakes per year	1
Assessment reference	MC03486

Programme name	BSc (Hons) Healthcare Science - Life Sciences (Infection Science)
Mode of study	PT (Part time)
Profession	Biomedical scientist
First intake	01 September 2015
Maximum student cohort	Up to 10
Intakes per year	1
Assessment reference	MC03487

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 reported that they are introducing a Degree Apprenticeship route through their healthcare science part time programmes.

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.

3.2 The programme must be effectively managed.

Reason: From a review of the evidence provided, the visitors noted that the management of the healthcare science part time programmes is well established with clear partnerships arrangements in place. However, the education provider will be introducing a Degree Apprenticeship route through the existing healthcare science part time programmes. From the evidence, the visitors were unclear whether the partnership

agreements which underpin the programme for the current students will be different for students accessing the programme via the Degree Apprenticeship. Additionally, the visitors were unable to determine whether the contracts for the degree apprenticeship will be managed by the current programme team alongside the existing programmes or whether the contracts for the degree apprenticeship will be managed separately. As such, the visitors were unable to determine whether the programme continues to be effectively managed with the introduction of the Degree Apprenticeship.

Suggested evidence: Further evidence to demonstrate the management of the programme with the introduction of Degree Apprenticeship. In particular, further clarity on how the contracts for the Degree Apprenticeship will be managed.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Reason: From a review of the evidence, the visitors noted the education provider will be modifying the part time programme to include the End Point Assessment (EPA) required for Degree Apprenticeships. In order to accommodate the EPA, the education provider will be introducing a project proposal, an hour written 'Readiness for Practice' test as well as project presentation and IBMS registration portfolio verification. In assessing this change, the visitors firstly were unable to determine whether the EPA was specific to apprenticeship student or part-time students. Secondly, the visitors were unclear how the education provider will monitor and measure student performance in relation to the changes to assessment to accommodate the EPA. Finally, the visitors were unable to determine the criteria or guidelines that will be used to assess the project presentation and the 'Readiness for Practice' test. Without this information, the visitors were unclear on how the education provider ensures that the measurement of student performance is objective and ensures fitness to practise.

Suggested evidence: Further evidence on how the education provider ensures that the measurement of student performance is objective and ensure fitness to practise. In particular, whether EPA applies to all student, the criteria used for assessment for the project presentation and the 'Readiness for Practice' test.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Reason: From a review of the evidence submitted, the visitors noted inaccuracies relating to the length of the programmes. For example, the programme specification states that the programme duration is 5 years. However, the module handbook 'work-based learning and professional practice 3' states that the End Point Assessment (EPA) occurs in 2020. From this information, the visitors were unsure as to what the duration of the programmes are as well as how students' progress and achieve within the length of the programme. Additionally, the visitors were unable to determine from the submission the options available for a failing student, particularly if they fail to successfully complete aspects of the EPA such as, the project proposal, the Readiness for Practice' test, the project presentation or the IBMS registration portfolio verification. With this information, the visitors will be able to determine whether the requirements for student progression and achievement throughout the programme are clearly specified.

Suggested evidence: Further evidence to demonstrate the requirements for student progression and achievement throughout the programme. In particular, clarity the length of the programmes and the options available to students who fail to complete EPA.