
Education and Training Panel – tier 1 paper approval route (August 2024)

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The Education and Training Committee makes all decisions on programme approval and on other operational education matters. Decisions are categorised into three ‘tiers’, which are categorised based on risk, whether recommended outcomes are challenged by providers, and/or whether there is a significant negative impact for the provider and/or learners. Meetings of the Panel are reserved for items which require a higher level of oversight or discussion before a decision can be made.

This agenda is for tier 1 papers-based decisions only. These decisions are by nature low risk. Decisions are made at this tier in a specific set of limited circumstances, most importantly when education providers have not provided any comments on the outcome through ‘observations’ and therefore this is no disagreement about the recommendation put forward by lead visitors or the executive.

Each section of the agenda has an explanation of the recommended process outcome, with information which enables the Panel to make a decision.

Agenda item

1. Approval

a. Programmes recommended for approval subject to meeting conditions

None

b. Programmes recommended for approval

For each programme listed, partner visitors have judged that:

- the provision is of sufficient quality to meet relevant education standards
- the provider has demonstrated that facilities provided are adequate to deliver education and training as proposed

Therefore, they are recommending that the programmes are approved, subject to satisfactory monitoring. Education providers have not supplied observations for these recommendations, meaning they do not object to the recommendation made.

The Panel is asked to consider information in the table below, and decide whether each programme should be approved.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
AECC University College	CAS- 01490- X3V9G6	Fleur Kitsell Jennifer Caldwell	Through this assessment, we have noted: The programme(s) meet all the relevant HCPC education standards and therefore should be approved.	The facilities within these buildings are designed to support both academic and extracurricular activities. They include: <ul style="list-style-type: none">• Offices for Academic and Support Staff: These offices provide spaces for faculty and administrative staff to work and support students.• Classrooms: Equipped with modern teaching aids to facilitate effective learning.• Library: A resource-rich environment for students to study and access academic materials.• On-site Clinic: Offers healthcare services to students and staff.

				<ul style="list-style-type: none">• Gym: A well-equipped fitness centre for physical well-being.• Labs and Clinical Skills Lab: These labs are essential for practical learning and skill development in various fields.• Learner Canteen and Rest Room: Spaces for students to relax, eat, and socialise. <p>Additionally, the institute ensures that high-speed Wi-Fi is available throughout the buildings, supporting the digital needs of students and staff. Laptops can be borrowed from the reception area, providing flexibility for those who need them.</p> <p>Portobello Institute is also committed to future development. They are investing in a new campus that will feature:</p> <ul style="list-style-type: none">• Student Clinic Simulation Environments: These will provide realistic settings for students to practice clinical skills.• Human Performance Labs: Designed for research and practical learning in human performance and sports science.• Anatomy (Non-Cadaveric) Facilities: These facilities will offer innovative ways to study anatomy without the use of cadavers.• Additional Classrooms and Office Space: To accommodate the growing number of students and staff.• Inclusive Spaces: The new campus will include facilities to support students with neurodiversity and mobility issues, ensuring an inclusive environment for all.
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Programmes		
Programme name	Mode of study	Nature of provision
MSc Physiotherapy (pre-registration) Delivery in Dublin	Full time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided	
Brunel University London	CAS-01441-V1R7N2	Elaine Streeter Rachel Picton	Through this assessment, we have noted how the programme meets all the relevant HCPC education standards and, therefore, should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <p>Delivery of the programme is shared between the education provider and Central and Northwest London NHS Foundation Trust (CNWL). Staff delivering the programme will come from both organisations and levels of staffing will be proportionate to the number of learners.</p> <p>The education provider has physical resources such as a dedicated dramatherapy studio, a well-stocked supply of creative and art materials, study spaces on campus with access to computers. Additionally, learners will have access to the education providers library and library resources. This includes their catalogues and databases, which are accessible both physically in the library and remotely online.</p> <p>These physical resources are already in place and available of the proposed programme.</p>	
Programmes					
Programme name			Mode of study	Nature of provision	
MA Dramatherapy			Full time	Taught (HEI)	

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Buckinghamshire New University	CAS-01470-R3Y8C3	Jennifer Caldwell Rachel Picton	Through this assessment, we have noted the programme meets all the relevant HCPC education standards and therefore should be approved.	<ul style="list-style-type: none"> ○ Library facilities – the education provider has a large central library with space for several hundred learners at any one time, as well as laptops available for loan and staff on hand to guide and assist learners with reference. Library electronic facilities are also widely accessible remotely. ○ Imaging suites – a brand new imaging suite will be available to the programme. It is shared with other professions but the new programme will have appropriate and defined access to the suites. ○ Teaching and learning spaces – the education provider submitted evidence showing that the programme would have access to a wide range of areas for teaching, workshops, seminars and group sessions. ○ Virtual learning environment (VLE) - The education provider submitted details of how staff, learners and practice educators would be enabled to access and use the digital learning system. This would give all stakeholders the ability to share, complete and assess the relevant materials.
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Diagnostic Radiography (Degree Apprenticeship)			FT (Full time)	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Keele University	CAS-01420-Y2T6Q5	Gemma Howlett Lucy Myers	Through this assessment, we have noted: <ul style="list-style-type: none"> The programme meets all the relevant HCPC education standards and therefore should be approved. 	Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none"> The staff team consists of four academics: a Programme Director who has educational, clinical and research experience and three other Speech and Language Therapist colleagues (equivalent to two full time - FTE). There are also plans to increase staffing further in the next academic year. The education provider offers a range of facilities that are accessible to learners. These include a library on-site, student services and clinical and simulation suites. The clinical and simulation suites have been developed on campus and also at University Hospital North Midlands Clinical Education Centre. The suites include adapted living spaces, phonetics spaces and a speech and language laboratory, which learners can use to enhance their learning experience.
Programmes				
Programme name			Mode of study	Nature of provision
MSci Speech and Language Therapy			Full time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Roehampton University	CAS-01474-V3Y4S6	Jennifer Caldwell Robert Mackinnon	Through this assessment, we have noted the programme meets all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none"> • Bespoke teaching spaces, including recent investment in these teaching spaces • Equipment for the occupational therapy learners, including recent investment in this equipment • Teaching and academic materials • Support mechanisms for learners
Programmes				
Programme name			Mode of study	Nature of provision
MSc Occupational Therapy (Pre-registration)			Full time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Royal Holloway, University of London	CAS-01486-Q1P6T4	Garrett Kennedy Patricia McClure	<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> The programme meets all the relevant HCPC education standards and therefore should be approved. 	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years. Specialist teaching space is also in place and a dedicated technical instructor or coordinator will be in place by start date. Staffing resources follow the education provider's employment pattern and will be in place at the programme's start. All other resources are in place or planned for purchase.
Programmes				
Programme name			Mode of study	Nature of provision
MSc (pre-reg) Occupational Therapy			FT (Full time)	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
St Mary's University, Twickenham	CAS-01498-P9C7Q6	Jennifer Caldwell Julie-Anne Lowe	<p>Through this assessment, we have noted:</p> <p>The programme(s) meet all the relevant HCPC education standards and therefore should be approved.</p>	<p>Physical Equipment: Collaboratively, practice-based colleagues and the Programme Team have identified the modern equipment necessary for the Activities of Daily Living Suite. A detailed list of these resources has been prepared, budgeted for, and the funds have been allocated. This list is the responsibility of technicians who oversee resource management.</p> <p>Learning Spaces: The Royal College of Occupational Therapy Accreditation Team has conducted an on-site evaluation of the learning and teaching spaces and confirmed that they are well-suited for the program's requirements.</p> <p>Library Resources: The Programme Team is in constant communication with the Head Librarian, who is informed about all the required reading materials. Efforts are being made to ensure that learners can access both digital and physical library resources.</p> <p>Information Technology: In collaboration with the Technology Enabled Learning Team, the Programme Team were developing a comprehensive virtual learning environment (VLE). This platform will feature multimedia resources and provide a dedicated online space for each course module, including those for placement experiences.</p>
Programmes				
Programme name			Mode of study	Nature of provision
MSc Occupational Therapy			FT	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Derby	CAS-01475-L4G4W2	Fleur Kitsell Yetunde Dairo	Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should be approved.	<p>The education provider has developed a business plan which will detail staffing resource requirements. They have a number of physiotherapists already employed and are advertising a post to provide curriculum development support. The education provider will be drawing on the current occupational therapy workforce to deliver and manage the new programme.</p> <p>Office for Student (OfS) funding will support staffing resourcing for the programmes.</p> <p>The education provider has occupational therapy and physiotherapy facilities which will be used to deliver specialist teaching. They will also utilise existing facilities from the health and sports provision. The business plan will also include provision for consumables and further specialist equipment for the physiotherapy programme.</p>

Programmes

Programme name	Mode of study	Nature of provision
BSc (Hons) Physiotherapy	FT (Full time)	Taught

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Portsmouth	CAS-01469-W5F0R2	Nicholas Haddington Rosie Furner	Through this assessment, we have noted the programme meets all the relevant HCPC education standards and therefore should be approved.	<ul style="list-style-type: none"> • Large central library with over 1000 spaces available • Virtual learning environment (VLE) to enable remote teaching and learning for all learners and easy communication with programme team • Teaching and learning spaces including clinical practice areas
Programmes				
Programme name			Mode of study	Nature of provision
Independent and Supplementary Prescribing for Allied Health Professionals			PT (Part time)	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of the West of Scotland	CAS-01500-W7Z9H2	Joanne Finney Julie Weir	Through this assessment, we have noted the programme meets all the relevant HCPC education standards and therefore should be approved.	<ul style="list-style-type: none"> • Central library – there are several hundred study spaces available at this location and it is open for most of the day during term-time. Specialists are available to guide learners in finding the resources they need. • Clinical skills suite – the education provider uses this to give learners a place where clinical skills can be developed and improved outside the pressure of normal clinical settings. • Teaching and learning rooms – the education provider has a wide range of spaces suitable for seminars, discussions, lectures etc. • Virtual learning environment (VLE) – this is used for the submission and assessment of work, but can also be used for discussions among learners and staff and informal feedback.
Programmes				
Programme name			Mode of study	Nature of provision
BSC Operating Department Practice			Work-based learning	Apprenticeship

2. Performance review

a. Review period for institutions which have been subject to the performance review process

For each provider listed, partner visitors have judged that the provision is of sufficient quality to continue to meet relevant education standards. They are recommending review periods as follows, for the reasons noted in the table. Education providers have not supplied observations for these recommendations, meaning they do not object to the recommendation made.

The Panel is asked to consider information in the table below, and decide on the review period for each provider.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Keele University	CAS-01362-M5V3J9	Hazel Anderson Jo Jackson	Five years	The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. The education provider considers sector and professional development in a structured way. Data for the education provider is available through key external sources. From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.	There were no outstanding issues to be referred to another process.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Royal Holloway, University of London	CAS-01367-C4S3Z5	Sue Boardman Garrett Kennedy	Five years	<p>We have:</p> <ul style="list-style-type: none"> • Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities. • Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities. • Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed. • Recommended when the institution should next be reviewed. • Through this assessment, we have noted: • The areas we explored focused on: How placement capacity has been developed to support more learners. Additionally, how these placements have/are monitored to ensure they have 	There were no outstanding issues to be referred to another process.

				<p>sufficient resources and support for learners.</p> <ul style="list-style-type: none">• The provider should next engage with monitoring in five years, the 2028-29 academic year, because: We have an established data delivery system in place and found the education provider to be performing well. They actively engage both regional and national organisations such as NHSE and Office for Students The education provider works with and follows the guidance of professional-level bodies such as the British Association of Behavioural Psychotherapies (BABCP) and the British Psychological Society (BPS).	
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Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
The University of Northampton	CAS-01362-M5V3J9	Wendy Smith Fleur Kitsell	Five years	<p>The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users and carers, practice educators, partner organisations and external examiners.</p> <p>The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision.</p> <p>The education provider engaged with NMC, OfS, and RPS. They considered the findings of these regulators in improving their provision.</p> <p>The education provider considers sector and professional development in a structured way.</p> <p>Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.</p>	There were no outstanding issues to be referred to another process.

				From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.	
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3. Focused review

a. Institutions / programmes subjected to the focused review process, where no further action is recommended

None

b. Institutions / programmes subjected to the focused review process, where referral to another process is recommended

None

4. Records change – provider consent

For each programme listed, the education provider has provided consent to close the programme/amend programme records. Programmes are either:

- Closing/have closed to new cohorts (where the last intake date is complete)
- Opening to replace an existing programme record (where the last intake date is not complete)

The Panel is asked to confirm these administrative changes to the list of approved programmes.

Education provider	Programme name	Mode of study	First intake	Last intake
De Montfort University	BSc (Hons) Paramedic Practice (apprenticeship)	FT (Full time)	01/10/2024	
De Montfort University	BSc (Hons) Paramedic Science	FT (Full time)	01/09/2023	
De Montfort University	BSc (Hons) Paramedicine	FT (Full time)	01/09/2019	30/09/2019

De Montfort University	BSc (Hons) Paramedicine (Apprentice Pathway)	FT (Full time)	01/05/2021	31/05/2021
Manchester Metropolitan University	Postgraduate Diploma in Forensic Psychology Practice	FLX (Flexible)	01/03/2021	29/09/2023
University College London	MSc Speech and Language Sciences	FT (Full time)	01/09/2000	29/09/2023
University College London	MSc Speech and Language Therapy	FT (Full time)	01/09/2024	
University of Southampton	BSc (Hons) Healthcare Science (Audiology)	FT (Full time)	01/09/2013	01/09/2017
University of Southampton	MSci Healthcare Science (Audiology)	FT (Full time)	01/09/2015	01/09/2017