
AGENDA

Education and Training Panel – tier 1 paper approval route January 2026

Panel members: Helen Gough (Chair)
Helen White

Enquiries: Francesca Bramley, Secretary to the Panel
secretariat@hcpc-uk.org

1. Approval

- a. Programmes recommended for approval subject to meeting conditions
None
- b. Programmes recommended for approval
 - University of Chichester, MSc Occupational Therapy (pre-registration)
 - University of Salford, BSc (Hons) Occupational Therapy – Degree Apprenticeship
 - University of Salford, BSc (Hons) Occupational Therapy – Extended Route

2. Performance review

- a. Review period for institutions which have been subject to the performance review process
 - New College Durham

3. Focused review

- a. Institutions/programmes subjected to the focused review process, where no further action is recommended
 - Outreach Rescue Medic Skills
 - University of Aberdeen
 - University of Gloucestershire
 - University of Portsmouth
 - University of Wolverhampton

- Wrexham University

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

- Association of Clinical Scientists
- University of Bedfordshire

4. Record changes – provider consent

- Birmingham City University, Non-medical Prescribing for Allied Health Professionals
- Birmingham City University, Non-Medical Prescribing for Allied Health Professionals (Undergraduate)
- Birmingham City University, Principles of Prescribing for Allied Health Professionals (Post Graduate)
- Birmingham City University, Principles of Prescribing for Health Care Professionals
- Keele University, BSc (Hons) Occupational Therapy (Degree Apprenticeship)
- University of Gloucestershire, Diagnostic Radiography Degree Apprenticeship
- University of Nottingham, Non medical prescribing for Allied Health Professionals, Degree level
- University of Nottingham, Non medical prescribing for Allied Health Professionals, Degree level
- University of Plymouth, Independent and Supplementary Prescribing (Level 6)
- University of Plymouth, Independent and Supplementary Prescribing (Level 7)
- University of Portsmouth, BSc (Hons) Diagnostic Radiography and Medical Imaging Degree Apprenticeship

Introduction

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 Education and Training 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.

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; and
- 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 recommendations made.

The Panel is asked to consider the information in the table(s) below and to approve each programme as recommended.

Education provider	University of Salford		
Case reference	CAS-01877-J4S5N6	Lead visitors	Jennifer Caldwell – occupational therapist, Joanne Stead – occupational therapist
Quality of provision			
Through this assessment, we have noted the programmes meet all the relevant HCPC education standards and therefore should be approved.			
Facilities provided			
<ul style="list-style-type: none"> Libraries – the education provider has four main libraries across its campuses. All learners have access to these libraries and one of them is open 24 hours a day. Private learning spaces – all the libraries offer dedicated breakout rooms where individual learners or groups of learners can undertake group work or hold seminars Skills suites – the education provider has a number of simulation rooms and clinical learning areas which are used to teaching learners practical skills and allowing them to practise their clinical competencies. Learner support centre - The education provider's central support centre is called askUS. It acts as learners' first point of contact for information about the support services available, whether pastoral, academic, personal or social. 			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Occupational Therapy – Degree Apprenticeship	Full time	September 2025	Apprenticeship
BSc (Hons) Occupational Therapy – Extended Route	Full time	September 2025	Taught (HEI)

Education provider	University of Chichester		
Case reference	CAS-01794-Z4W7T3	Lead visitors	<ul style="list-style-type: none"> • Julie-Anne Lowe = Occupational Therapist, Educationalist • Jennifer Caldwell = Occupational Therapist, Educationalist
Quality of provision			
<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> • How the programme meets all the relevant HCPC education standards and therefore should be approved. 			
Facilities provided			
<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"> • Staff involved with delivery and management of the programme: Initially, one 0.4 staff member is employed, but occupational therapy stakeholders are supporting the curriculum design. An additional 1.0 occupational therapist has joined the team in the summer of 2025. Further recruitment of relevant staff will be undertaken over the coming year to adhere to the staffing guidelines as established by the RCOT • Physical resources, including any specialist teaching space: Health One at the education provider's campus is a purpose-built space for health-related programmes. Learners will be learning alongside Nursing and Physiotherapy students. There are six simulation rooms, including a VR suite. The school has several simulation manikins and simulation medical equipment such as ventilators. • Education provider has confirmed that the physical resources are already in place in Health One. Additional resources, such as specialist Occupational Therapy equipment, will be purchased and will be in place for a February 2026 start. 			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision

MSc Occupational Therapy (pre-registration)	FT (Full time)	02/02/2026	Taught (HEI)
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2. PERFORMANCE REVIEW

a. Review period for institutions that 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 below, for the reasons noted. Education providers have not supplied observations for these recommendations, meaning they do not object to the recommendations made.

The Panel is asked to consider the information in the table(s) below and to approve the recommended review period for each provider.

Education provider	New College Durham		
Case reference	CAS-01550-D5N7P	Lead visitors	Kenneth Street - Paramedic Wendy Smith - Chiropodist / podiatrist
Review period recommended	Four years		
Reason for recommendation			
Through this assessment, we have noted: <ul style="list-style-type: none">The education provider should next engage with monitoring in four years, the 2028-29 academic year, because:<ul style="list-style-type: none">The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups they engaged with included practice-based learning providers, learners, service users and internal quality teams.The education provider also engaged with professional bodies and reflected on how they considered professional body findings in improving their provision.The education provider engaged with organisations such as the Office for Students and the Royal College of Podiatrists. They considered the findings of these organisations in improving their provision.The education provider considers sector and professional development in a structured way.			

- Except for one data point, 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. We will work with the education provider to finalise the arrangements for supplying the learner continuation data point.
- 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

Referrals

Progress on improving learner positivity scores

Area(s) of practice applicable to:

- Podiatry

Programme(s) applicable to:

- BSc (Hons) Podiatry

Summary of issue: We noted that the learner positivity score was 59.2%, 18 percentage points below the benchmark (77.6%), and had been even lower the previous year. We explored this by considering how well learners were being supported on the provision. The education provider noted through the portfolio and in a virtual meeting that they had had some issues with low learner scores, but that they were working on these issues through their processes for learner feedback (which we considered were generally good). We considered that it would be appropriate to explore the progress of their improvements with the education provider, during the interval before their next performance review. We will contact them in summer 2027 to discuss this.

3. FOCUSED REVIEW

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

For each provider listed, the executive team has judged that the trigger investigated does not impact on our education standards being met. Education providers and any case contacts have not supplied observations for these recommendations, meaning they do not object to the recommendations made.

The Panel is asked to consider the information in the enclosure and to approve the recommendation that no further action is required.

Education provider	Review level	Review recommendation	Enclosure
Outreach Rescue Medic Skills	Programme(s)	No further action	3a.i
University of Aberdeen	Institution	No further action	3a.ii
University of Gloucestershire	Programme(s)	No further action	3a.iii
University of Portsmouth	Programme(s)	No further action	3a.iv
University of Wolverhampton	Programme(s)	No further action	3a.v
Wrexham University	Institution	No further action	3a.vi

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

For each provider listed, the executive team has judged that the trigger investigated should be referred to another process for consideration. Education providers and any case contacts have not supplied observations for these recommendations, meaning they do not object to the recommendations made.

The Panel is asked to consider information in the enclosure(s) and to approve the recommended referral to another process as set out in the table below.

Education provider	Review level	Review recommendation	Enclosure
Association of Clinical Scientists	Both	Refer to Performance Review	3b.i
University of Bedfordshire	Both	Refer to Performance Review	3b.ii

4. RECORD CHANGES – PROVIDER CONSENT

Education providers have provided consent to make administrative changes to programme records as listed below. Programmes in this section are either:

- closing/have closed to new cohorts; or
- opening to replace an existing programme record.

The Panel is asked to confirm the administrative changes to the list of approved programmes as set out in the table below.

Education provider	Programme name	Mode of study	First intake date	Last intake date	Reason for change
Birmingham City University	Non-medical Prescribing for Allied Health Professionals	PT (Part time)	01/09/2007		Programme name change
Birmingham City University	Non-Medical Prescribing for Allied Health Professionals (Undergraduate)	PT (Part time)	01/02/2014		Programme name change
Birmingham City University	Principles of Prescribing for Allied Health Professionals (Post Graduate)	PT (Part time)	01/02/2014		Programme name change
Birmingham City University	Principles of Prescribing for Health Care Professionals	PT (Part time)	01/10/2010		Programme name change
Keele University	BSc (Hons) Occupational Therapy (Degree Apprenticeship)	WBL (Work based learning)	01/09/2025		Programme name change

University of Gloucestershire	Diagnostic Radiography Degree Apprenticeship	WBL (Work based learning)	01/01/2022	01/01/2022	Programme closure
University of Nottingham	Non medical prescribing for Allied Health Professionals, Degree level	PT (Part time)	01/08/2018	13/01/2025	Programme closure
University of Nottingham	Non medical prescribing for Allied Health Professionals, Degree level	DL (Distance learning)	01/08/2018	13/01/2025	Programme closure
University of Plymouth	Independent and Supplementary Prescribing (Level 6)	PT (Part time)	10/09/2026		Programme name change
University of Plymouth	Independent and Supplementary Prescribing (Level 7)	PT (Part time)	10/09/2026		Programme name change
University of Portsmouth	BSc (Hons) Diagnostic Radiography and Medical Imaging Degree Apprenticeship	WBL (Work based learning)	15/09/2025	15/09/2025	Programme closure