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

Members: Helen Gough (Chair)
Penny Joyce
(Reserve: Katie Thirlaway)

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

ETC 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 ETP 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
Health Sciences University	CAS-01496-Q5N7N1	Jim Pickard Wendy Smith	Through this assessment, we have recommended all standards are met, and that the programme should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities. The education provider has a comprehensive process to enhance staff capabilities and ensure institutional successes. Staff development is an ongoing process linked to annual appraisals, involving various practices to improve work quality Teaching and learning suites which are equipped to support various teaching methods, from lectures to interactive group work. There are collaboration and seminar rooms onsite which are designed for group work, discussions and seminars, featuring interactive whiteboards, video conferencing and ample seating to foster teamwork and communication. There are virtual and physical libraries which offers a wide range of resources for learners in both physical and digital formats, including books, journals, e-books and databases, ensuring access to information for all users.

				The virtual learning environment (VLE) which supports the education provider's educational content delivery and communication, featuring course materials, discussion forums, assignment portals, and assessment tools for flexible and interactive learning.
Programmes				
Programme name			Mode of study	Nature of provision
Independent and Supplementary Prescribing			Part time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Keele University	CAS-01516-S7Z0G5	Vince Clarke Paul Bates	Through this assessment, we have noted the programme(s) meet 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>The School of Medicine is a multiprofessional school. A programme award lead will be appointed in readiness for the start of the programme. The paramedic science programme team includes:</p> <ul style="list-style-type: none"> • registered paramedics; • non-paramedic academic staff; • programme administrators; and • Placements and Professional, Statutory and Regulatory Bodies (PSRB) and Quality Assurance team. <p>The programme is also supported by clinical skills and simulation teaching fellows from the central faculty team to support the delivery of clinical skills and simulation activities.</p> <p>Most of the programme is delivered in the School of Medicine in teaching rooms equipped with computers, internet access and projection equipment. Rooms can be used for larger groups and more informally for small groups working together.</p>

				<p>The learning resources available to learners include materials relevant to undergraduate and postgraduate study. These are held in both the main library on Keele campus, and in the health library on the campus of the University Hospital of North Midlands NHS Trust. The Keele virtual learning environment (KLE) provides access to a wide range of learning resources including lecture notes, presentations and discussion boards enabling learners to discuss topics with peers and tutors.</p> <p>The KLE and Microsoft Teams are used to facilitate a blended learning approach to modules as appropriate.</p> <p>The Faculty of Medicine and Health Sciences and School of Medicine has specialist resources to support the delivery of the programme. This includes a secondary care simulation centre. This is based at the clinical education centre. It has integrated clinical skills rooms and simulation facilities.</p> <p>IT suites and computers are situated in the main library and in the health library.</p> <p>All resources are in place to deliver the programme.</p>
--	--	--	--	---

Programmes		
Programme name	Mode of study	Nature of provision
MSc Paramedic Science	FT (Full time)	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Derby	CAS-01475-L4G4W2	Jo Jackson Jennifer Caldwell	Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should be approved.	<p>Together with employers, the education provider is developing 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 occupational therapy programme.</p> <p>Office for Student (OfS) funding will support staffing resourcing for the three programmes. Interviews for physiotherapy staff are to be held in early 2024.</p> <p>The education provider has occupational therapy and physiotherapy facilities which will be used to deliver specialist teaching. Some existing equipment as part of our health and sports provision is in place. The business plan will also include provision for consumables and further specialist equipment.</p>
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Occupational Therapy			WBL (Work based learning)	Apprenticeship
BSc (Hons) Physiotherapy			WBL (Work based learning)	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Hertfordshire	CAS-01513-V9F1V4	Jane Day Rachel Picton	Through this assessment, we have noted the programme(s) meet 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 education provider noted that existing space will be used for the programmes and all resources will be available by January 2025. The education provider noted additional staff are being recruited and will be in place prior to the start of the programme. The education provider noted their success with the Office for Students to develop new degree apprenticeship programmes will also ensure additional funding to develop the programmes.

Programmes		
Programme name	Mode of study	Nature of provision
BSc (Hons) Diagnostic Radiography and Imaging	WBL (Work based learning)	Apprenticeship
BSc (Hons) Therapeutic Radiography	WBL (Work based learning)	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Hertfordshire	CAS-01546-Z5R3K5	Esther Jolliff Fiona McCullough	Through this assessment, we have noted the education provider and/or programme(s) meet 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 programme will share laboratory space with the occupational therapy degree apprenticeship programme. The education provider noted the resources would be in place by autumn 2024. Additional staff are being recruited and will be in place prior to the start of the programme.

Programmes		
Programme name	Mode of study	Nature of provision
BSc (Hons) Speech and Language Therapist	WBL (Work based learning)	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Hull	CAS-01381-K3Q9P0	Mark Widdowfield Rachel Picton	Through this assessment, we have noted the programme(s) meet 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>The education provider noted that the clinical skills suite (Allam Medical Building) is already in place.</p> <p>Other resources that were being established include:</p> <ul style="list-style-type: none"> • Loxley clinical skills suite; • phantoms; • mobile units; • decommissioned C-arm image intensifier; • quality assurance equipment; • image repository; • individual dosimetry contract; and • virtual reality resources. <p>For staffing resources, the education provider noted they have a programme director and two full time equivalent (FTE) lectures at academic band 8 were to be recruited. These roles had been approved by the education provider.</p>
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Diagnostic Radiography			FTA (Full time accelerated)	Taught (HEI)
BSc (Hons) Diagnostic Radiography - Integrated Degree Apprenticeship			FTA (Full time accelerated)	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
Abertay University	CAS-01363-C0H9J6	Beverley Cherie Millar Pradeep Agrawal	Three years	<p>Internal stakeholder engagement:</p> <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 practice educators, learners and the professional body.</p> <p>External input into quality assurance and enhancement:</p> <p>The education provider engaged with professional bodies. They considered professional body findings in improving their provision.</p> <p>The education provider engaged with Healthcare Improvement Scotland and the Institute of Biomedical Science. The education provider considers sector and professional development in a structured way</p>	<p>The following will be referred to the next performance review:</p> <ul style="list-style-type: none"> • development of service user involvement; • development of interprofessional education; • ensuring the sustainability of the programme; and • integration of the revised standards of proficiency.

				<p>Data supply: 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> <p>What the data is telling us:</p> <p>From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes.</p> <p>In summary, the reason for the recommendation of a three year monitoring period is:</p> <p>There are a number of areas of the portfolio where the visitors consider that an update on the education provider's progress towards essential improvement and development is required, to maintain the HCPC's confidence in the programme.</p>	
--	--	--	--	--	--

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 date	Last intake date
Staffordshire University	BSc (Hons) Applied Biomedical Science	FT (full time)	01/09/2012	01/09/2020
Staffordshire University	BSc (Hons) Healthcare Science (Blood Sciences)	PT (part time)	01/09/2017	01/07/2022
Staffordshire University	BSc (Hons) Healthcare Science (Cellular Sciences)	PT (part time)	01/09/2017	01/07/2022
Staffordshire University	BSc (Hons) Healthcare Science (Genetic Sciences)	PT (part time)	01/09/2017	01/07/2022
Staffordshire University	BSc (Hons) Healthcare Science (Infection Sciences)	PT (part time)	01/09/2017	01/07/2022
Staffordshire University	BSc (Hons) Operating Department Practice	FT (full time)	01/09/2018	01/09/2020
Staffordshire University	BSc (Hons) Operating Department Practice Degree Apprenticeship	FT (full time)	01/09/2019	01/09/2020
Staffordshire University	BSc (Hons) Paramedic Science	FT (full time)	01/09/2018	01/09/2020
Staffordshire University	BSc (Hons) Paramedic Science (Apprenticeship)	FT (full time)	22/09/2024	22/09/2024
Staffordshire University	BSc Hons Healthcare Science (Life Sciences)	PT (part time)	01/09/2022	01/07/2022
Staffordshire University	Independent/Supplementary Prescribing for Allied Health Professionals (Level 6)	PT (part time)	01/02/2014	01/09/2022
Staffordshire University	Independent/Supplementary Prescribing for Allied Health Professionals (Level 7)	PT (part time)	01/02/2014	01/09/2022
Staffordshire University	Professional Doctorate in Clinical Psychology	FT (full time)	01/09/2015	01/09/2019
Staffordshire University	Professional Doctorate in Health Psychology	FT (full time)	01/09/2002	01/09/2019
Staffordshire University	Professional Doctorate in Health Psychology	PT (part time)	01/08/2002	01/09/2018
Wrexham University	BSc (Hons) Paramedic Science	PT (part time)	01/09/2022	01/09/2022