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## AGENDA

### Education and Training Panel – tier 1 paper approval route August 2025

**Panel members:** Katie Thirlaway (Chair)  
Helen Gough

**Enquiries:** Francesca Bramley, Secretary to the Panel  
[secretariat@hcpc-uk.org](mailto:secretariat@hcpc-uk.org)

#### 1. Approval

- a. Programmes recommended for approval subject to meeting conditions  
None
- b. Programmes recommended for approval
  - Health Sciences University, BSc (Hons) Diagnostic Radiography (Integrated Degree Apprenticeship)
  - Health Sciences University, BSc (Hons) Occupational Therapy (Integrated Degree Apprenticeship)
  - Health Sciences University, BSc (Hons) Podiatry (Integrated Degree Apprenticeship)
  - Health Sciences University, BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)
  - Roehampton University, BSc (Hons) Speech and Language Therapy
  - University of Dundee, Doctorate in Applied Educational Psychology (DAppEdPsy)
  - University of Huddersfield, BSc (Hons) Diagnostic Radiography
  - University of Hull, BSc (Hons) Paramedic Science – Integrated Degree Apprenticeship
  - University of Lincoln, BSc (Hons) Paramedic Science Apprenticeship
  - University of Plymouth, BSc (Hons) Podiatry Work-based
  - University of Plymouth, MSc Podiatry Work-based (Pre-Registration)
  - University of Reading, MSc Dietetics
  - University of Worcester, BSc (Hons) Occupational Therapy

## **2. Performance review**

- a. Review period for institutions which have been subject to the performance review process
- Canterbury Christ Church University

## **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. Record changes – provider consent**

- British Association of Sport and Exercise Sciences, Sport and Exercise Psychology Accreditation Route
- The Chartered Association of Sport and Exercise Sciences, Sport and Exercise Psychology Accreditation Route
- University of Bolton, BSc (Hons) Operating Department Practice
- University of Bolton, Degree Apprenticeship for Operating Department Practitioners - Level 6
- University of Bolton, BSc (Hons) Paramedic Practice
- University of Bolton, BSc (Hons) Physiotherapy
- University of Bolton, MSc Physiotherapy (pre-registration)
- University of Bolton, Non-Medical Prescribing IP and/or SP (HE6)
- University of Bolton, Non-Medical Prescribing IP and/or SP (HE7)
- University of Central Lancashire, Advanced Certificate Non Medical Prescribing
- University of Central Lancashire, Advanced Certificate Non Medical Prescribing
- University of Central Lancashire, BSc (Hons) Healthcare Science
- University of Central Lancashire, BSc (Hons) in Operating Department Practice
- University of Central Lancashire, BSc (Hons) in Operating Department Practice
- University of Central Lancashire, BSc (Hons) Occupational Therapy
- University of Central Lancashire, BSc (Hons) Paramedic Science
- University of Central Lancashire, BSc (Hons) Physiotherapy
- University of Central Lancashire, FdSc Hearing Aid Audiology
- University of Central Lancashire, MSc Dietetics (pre-registration)
- University of Central Lancashire, MSc Occupational Therapy
- University of Central Lancashire, MSc Physiotherapy
- University of Central Lancashire, MSc Speech and Language Therapy

- University of Greater Manchester, BSc (Hons) Operating Department Practice
- University of Greater Manchester, Degree Apprenticeship for Operating Department Practitioners - Level 6
- University of Greater Manchester, BSc (Hons) Paramedic Practice
- University of Greater Manchester, BSc (Hons) Physiotherapy
- University of Greater Manchester, MSc Physiotherapy (pre-registration)
- University of Greater Manchester, Non-Medical Prescribing IP and/or SP (HE6)
- University of Greater Manchester, Non-Medical Prescribing IP and/or SP (HE7)
- University of Lancashire, Advanced Certificate Non Medical Prescribing
- University of Lancashire, Advanced Certificate Non Medical Prescribing
- University of Lancashire, BSc (Hons) Healthcare Science
- University of Lancashire, BSc (Hons) in Operating Department Practice
- University of Lancashire, BSc (Hons) in Operating Department Practice
- University of Lancashire, BSc (Hons) Occupational Therapy
- University of Lancashire, BSc (Hons) Occupational Therapy (Degree Apprenticeship)
- University of Lancashire, BSc (Hons) Paramedic Science
- University of Lancashire, BSc (Hons) Physiotherapy
- University of Lancashire, BSc (Hons) Physiotherapy (Degree Apprenticeship)
- University of Lancashire, FdSc Hearing Aid Audiology
- University of Lancashire, MSc Dietetics (pre-registration)
- University of Lancashire, MSc Occupational Therapy
- University of Lancashire, MSc Physiotherapy
- University of Lancashire, MSc Speech and Language Therapy
- University of Plymouth, BSc (Hons) Radiography (Diagnostic Imaging)

## **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.

<b>Education provider</b>	Health Sciences University		
<b>Case reference</b>	CAS-01742-P7Q8S0	<b>Lead visitors</b>	Shaaron Pratt and Jennifer Caldwell
<b>Quality of provision</b>			
Through this assessment, we have noted: <ul style="list-style-type: none"><li>• The areas we explored focused on:<ul style="list-style-type: none"><li>○ Quality activity 1 – the education provider supplied details of the training they offered practice educators to prepare them to support learners and the delivery of the learning outcomes of the programmes.</li><li>○ Quality activity 2 – we understood the processes the education provider had in place to monitor and evaluate the programmes.</li><li>○ Quality activity 3 – the education provider explained how learners would be informed about the relevant policies and who would be responsible for their well-being across both the education and workplace settings.</li><li>○ Quality activity 4 – details were provided of the policies and processes that would apply when learners raise concerns. Information was specifically provided on how the fitness to practice policy would be applied.</li><li>○ Quality activity 5 - the education provider explained how practice education providers had been involved with the development of the programmes and described the processes in place to ensure ongoing collaboration.</li><li>○ Quality activity 6 – details were provided of the collaboration that had taken place with employers to demonstrate there was a commitment to supply the proposed programmes with learners.</li></ul></li></ul>			

- Quality activity 7 – details were provided of the processes the education provider had in place to ensure the ongoing availability of practice-based learning for future learners.
- Quality activity 8 – the education provider outlined how they would ensure there were an adequate number of appropriately qualified staff to deliver the apprenticeship programmes.
- Quality activity 9 – details were provided of the processes the education provider had in place to ensure staff who deliver specialist areas have the necessary knowledge and expertise to deliver specific subject areas.
- Quality activity 10 – the education provider outlined the resources that would be available and accessible to learners across both the education and workplace settings.
- Quality activity 11 - the education provider explained the mechanisms they had in place to ensure there were an appropriate number of qualified and experienced staff involved with practice-based learning.
- Quality activity 12 – the education provider explained how the allocated practice-based learning hours were adequate to support the achievement of the learning outcomes and the standards of proficiency (SOPs) for the Diagnostic Radiography and Speech and Language Therapy programmes.
- The following areas should be referred to another HCPC process for assessment:
  - **Summary of issue:** Visitors noted the low learner numbers for the Podiatry programme and the education providers decision to defer the start date to September 2026, recognising that it would not be viable to run the programme with such low numbers. To ensure sufficient employer commitment ahead of the new start date, visitors recommended this area be reviewed in July 2026 through the focused review process to:
    - determine which employer(s) are involved in the delivery of the programme.
    - understand if any of the policies / processes have changed, including changes to the responsibilities, based upon confirmation of the education provider and employer relationship.
    - if so, consider how the changes may impact how the podiatry programme continues to meet the standards of education and training.
- The programmes meet all the relevant HCPC education standards and therefore should be approved.

### Facilities provided

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- The apprenticeship programmes will be delivered by the School of Health and Rehabilitation Sciences in Bournemouth. Currently the education provider delivers programmes in all these areas and therefore already have experienced teaching staff within the existing teams. Additional staff will be recruited to ensure there is adequate staff to deliver the apprenticeship programmes. There is also a three year recruitment plan in place to ensure staffing reflects the learner numbers as the programmes grow.
- The education provider offers a range of facilities to support the programmes. These include teaching spaces for lectures and seminars, simulation and skills facilities and clinical services and teaching spaces. The library offers a range of books,

eBooks and journals and will be expanding the range for the learners on the proposed apprenticeship programmes. These costings and the costings for additional resources, such as subject specific software licenses have been included in the business case.

## Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Diagnostic Radiography (Integrated Degree Apprenticeship)	FT (Full time)	08/09/2025	Apprenticeship
BSc (Hons) Occupational Therapy (Integrated Degree Apprenticeship)	FT (Full time)	08/09/2025	Apprenticeship
BSc (Hons) Podiatry (Integrated Degree Apprenticeship)	FT (Full time)	08/09/2025	Apprenticeship
BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)	FT (Full time)	08/09/2025	Apprenticeship

<b>Education provider</b>	Roehampton University		
<b>Case reference</b>	CAS-01733-Z2X2C8	<b>Lead visitors</b>	Gemma Howlett Elspeth McCartney

## Quality of provision

Through this assessment, we have noted:

- We have conducted further exploration via quality activity. This was to ensure the link between the Standards of Conduct Performance and Ethics (SCPE's) and the programme.

The programme meets all the relevant HCPC education standards and therefore should be approved.

## Facilities provided

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- The education provider has heavily invested in teaching resources for healthcare education, including the Mary Seacole Health Innovation Centre with specialist teaching spaces and equipment, and the Grove House Clinical Simulation Centre with flexible community rooms and a 6-bedded simulated ward.
- Speech and Language Therapy resources, including toys and games, assessments, and therapy materials, have been sourced to ensure authenticity in professional practice. A specific room for Speech and Language Therapy practice is also available.
- The education provider's library, opened in 2017, supports Speech and Language Therapy with extensive collections in print and online, including major academic databases. The library also has a School Experience Collection useful for preparing for practice placements in paediatric settings.

### Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Speech and Language Therapy	FT (Full time)	15/09/2025	Taught

<b>Education provider</b>	University of Dundee		
<b>Case reference</b>	CAS-01702-H9Z3N7	<b>Lead visitors</b>	Garrett Kennedy Sasha Hall

### Quality of provision

Through this assessment, we have noted the following areas of best practice:

- o Oversight of guest lecturers and broad interdisciplinary input enriches the learning experience and maintains academic standards
- o Use of disability plans and early support mechanisms demonstrate commitment to accessibility
- o The 3-strand model promotes the integration of theory and practice



<ul style="list-style-type: none"> <li>o Strong links between University and placement services, and clear supervision structure.</li> <li>o Ensures high standards by requiring all educators to be practising and registered professionals.</li> <li>o The use of multiple assessments in recruitment ensures robust selection of applicants</li> <li>o Professional behaviour is integrated throughout both academic and placement learning</li> <li>o Integration of research, practice, and theory ensures alignment with current expectations.</li> <li>o Strong engagement with stakeholders ensures up-to-date content.</li> <li>o Embeds integration as a core design principle, not an add-on.</li> <li>o emphasis on reflexivity and critical engagement supports professional growth.</li> <li>o Embedded evidence-based principles from the start of training.</li> <li>o Professional conduct is assessed across modules and learning activities, not in isolation (6.5)</li> </ul>			
<b>Facilities provided</b>			
<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"> <li>• Library and electronic resource centre</li> <li>• Virtual learning environment for learners to submit work and to liaise with programme staff and practice educators</li> <li>• Workplace resources including access to NHS Trust libraries and study spaces</li> </ul>			
<b>Programmes</b>			
<b>Programme name</b>	<b>Mode of study</b>	<b>First intake date</b>	<b>Nature of provision</b>
Doctorate in Applied Educational Psychology (DAppEdPsy)	FT (Full time)	01/09/2025	Taught (HEI)

<b>Education provider</b>	University of Huddersfield		
<b>Case reference</b>	CAS-01706-G9X5W9	<b>Lead visitors</b>	Helen Best Carly Elliott
<b>Quality of provision</b>			
<p>Through this assessment, we have noted :</p> <ul style="list-style-type: none"> <li>• The areas we explored focused on: <ul style="list-style-type: none"> <li>○ Evidence of collaboration with practice education provider included meetings with several stakeholder and steering groups and an action plan snip showing all completed actions including timescales.</li> <li>○ The process of growing practice-based learning and managing over-recruitment to the programme was established through creative strategies around timings/patterns of practice-based learning with plans for expansion with existing partners, new partners, and apprentice partners.</li> <li>○ There was appropriate support in place to ensure staff are appropriately qualified and experienced to deliver the programmes effectively</li> <li>○ Evidence of the expertise of existing staff and the use of visiting lecturers where knowledge or skill gap is identified reassured us that staff have the relevant knowledge and expertise</li> <li>○ Details of building plans including timeline showed availability of adequate resources to support learning</li> <li>○ There is contingency plan in case of absence of practice-based learning staff and numbers reassured us there is adequate number of practice educators.</li> </ul> </li> <li>• The following areas should be referred to another HCPC process for assessment: <ul style="list-style-type: none"> <li>○ Regarding the learning and teaching methods, we are satisfied that the evidence received meets the standard at threshold level. However, we will consider learners' feedback on their experience of teaching and learning in future reviews. This has been referred to the education provider's next performance review.</li> </ul> </li> </ul> <p>The programme(s) meet all the relevant HCPC education standards and therefore should be approved.</p>			
<b>Facilities provided</b>			
Education and training delivered by this institution is underpinned by the provision of the following key facilities:			

- Staff resources - the education provider noted a programme leader has been in post from July 2024 and have continued to contribute to programme development, development of learning resources, set up and transition to the new estate, as well as admissions and marketing activity.
- A wider programme team will be appointed prior to the programmes' proposed start date in September 2025. These include 0.5 full time equivalent (FTE) Lecturer (Grade 7) and 1 FTE Skills Educator (Grade 6) for 2025/26. Further expansion is scheduled for the subsequent two years.
- For physical resources, the education provider noted learners will have access to a range of journals and other books will be purchased to support learners' learning. This is in addition to existing hard copies and online resources. They noted Picture Archiving and Communication Systems (PACS) labs, identified as specialist space to allow learners to learn how to analyse the images they produce, will also be provided.
- In relation to the new estate, the education provider noted they have two new campus developments which are buildings they are extending their facilities across their range of health programmes. The education provider is going through their performance review in the current year (2024/25) and will reflect on this development in their performance review.

## Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Diagnostic Radiography	FT (Full time)	22/09/2025	Taught (HEI)

<b>Education provider</b>	University of Hull		
<b>Case reference</b>	CAS-01766-Y8G8N3	<b>Lead visitors</b>	Gemma Howlett Paul Bates

## Quality of provision

Through this assessment, we have noted:

- The areas we explored focused on:
  - effective collaboration between the education provider and their non-ambulance practice education providers

- effective process is in place to ensure availability and capacity on non-ambulance practice-based learning
- effective staffing resource plan to ensure adequate number of appropriately qualified and experienced staff to deliver the programme

The programme(s) meet all the relevant HCPC education standards and therefore should be approved.

### Facilities provided

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- In terms of staffing resources, the new programme will be delivered by a multidisciplinary team including academic staff, clinical educators, and apprenticeship support personnel. This team ensures high-quality teaching, comprehensive learner support, and full compliance with HCPC, Institute for Apprenticeships and Technical Education (IfATE), and Ofsted standards.
- Administrative and learner support is managed by the Faculty and Central apprenticeship teams, ensuring compliance with Education and Skills Funding Agency (ESFA) funding and employer agreements. External HCPC-registered examiners provide independent oversight, and strong employer partnerships ensure a cohesive, high-quality training experience that prepares apprentices for professional paramedic practice.
- In terms of physical resources, the new programme is supported by advanced teaching facilities and specialist simulation environments. These provide learners with realistic, hands-on training experiences in a safe and controlled setting, preparing them for real-world clinical practice.
- Teaching takes place in modern lecture theatres and seminar rooms equipped with audio-visual and digital learning tools. Learners will also train in dedicated clinical skills labs that simulate pre-hospital and emergency care settings, allowing them to develop key clinical competencies before entering practice-based learning.
- The simulation suite includes a mock ambulance, high-fidelity manikins, and emergency response equipment, enabling immersive training in trauma, paediatrics, maternity care, and major incident scenarios. These resources help bridge the gap between theoretical learning and practical application.
- Learners will also benefit from digital learning platforms, e-portfolios, and access to paramedic-specific library resources. Strong partnerships with NHS Trusts and YAS further enhance learning by providing diverse practice-based learning opportunities across healthcare settings.

### Programmes

Programme name	Mode of study	First intake date	Nature of provision
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BSc (Hons) Paramedic Science – Integrated Degree Apprenticeship	FT (Full time)	22/09/2025	Apprenticeship
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<b>Education provider</b>	University of Lincoln		
<b>Case reference</b>	CAS-01593-Q1J3V3	<b>Lead visitors</b>	Gemma Howlett Matthew Catterall

### Quality of provision

Through this assessment, we have noted:

The programme(s) meet all the relevant HCPC education standards and therefore should be approved.

### Facilities provided

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

There are currently seven members of teaching staff on the programme. There are also senior members of staff such as a deputy head of school responsible for AHP education. There is dedicated librarian support with a subject specialist involved in supporting programme delivery. There are three Clinical Skills Technicians to support the facilitation of all simulation-based learning.

The education provider has updated their facilities to accommodate the additional learners. This includes the expansion of seminar rooms and simulation suites. They are also in the process of building a virtual reality suite.

All clinical skills spaces and all facilities and IT resources are in place. The education provider anticipates additional staffing resources for a September 2025 start.

### Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Paramedic Science Apprenticeship	FT (Full time)	01/09/2025	Apprenticeship

<b>Education provider</b>	University of Plymouth		
<b>Case reference</b>	CAS-01739-Y9H3L0	<b>Lead visitors</b>	Fiona McCullough and Wendy Smith
<b>Quality of provision</b>			
<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> <li>Some stage 1 standards were considered further through stage 2 by the visitors and further evidence was sought from the education provider. Visitors reviewed all evidence for stage 2 and the supplementary evidence relating to the standards that were referred from stage 1 and confirmed they were satisfied.</li> </ul>			
<b>Facilities provided</b>			
<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"> <li>The current podiatry staff team will be involved with the delivery of the proposed programmes. The Programme Leads and Academic Lead will be responsible for the proposed programmes and will have operational and strategic oversight of the programmes.</li> <li>The education provider offer a range of facilities on campus which are utilised by the learners on the current podiatry programmes. Due to these programmes being delivered remotely, learners will only require access to online resources and teaching spaces will not be required.</li> </ul>			
<b>Programmes</b>			
<b>Programme name</b>	<b>Mode of study</b>	<b>First intake date</b>	<b>Nature of provision</b>
BSc (Hons) Podiatry Work-based	WBL (Work based learning)		Taught
MSc Podiatry Work-based (Pre-Registration)	WBL (Work based learning)		Taught

<b>Education provider</b>	University of Reading		
<b>Case reference</b>	CAS-01723-L7G3D3	<b>Lead visitors</b>	Alexander Harmer and Helen White
<b>Quality of provision</b>			
<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> <li>The areas we explored focused on: <ul style="list-style-type: none"> <li>Quality activity 1: the education provider explained how practice education providers had been involved with the development of the programme and described the processes in place to ensure ongoing collaboration.</li> <li>Quality activity 2: we understood how the education provider had worked with other Higher Education Institutions to manage capacity and consider practice-based learning capacity across the region.</li> <li>Quality activity 3: the education provider explained the mechanisms they had in place to ensure there were an appropriate number of qualified and experienced practice educators to support practice-based learning.</li> </ul> </li> <li>The programme meets all the relevant HCPC education standards and therefore should be approved.</li> </ul>			
<b>Facilities provided</b>			
<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"> <li>The dietetics team consisted of 0.9 full time equivalent (FTE) HCPC registered dietitians, a programme director and a clinical placement liaison officer, which later increased to 1.7 FTE. In addition to this some module convenors are in place for some of the year one modules and they have also identified some visiting lecturers and experts who will be involved with the delivery of the programme. The business plan outlines any anticipated costs relating to recruitment and will be reviewed annually.</li> <li>The education provider offers a range of facilities to support the programme. These include lecture theatres, classrooms and laboratories with specialist facilities such as sensory and cognitive testing suites and product development kitchens. Learners will also have access to the Hugh Sinclair Nutrition Research group facilities, which include Hugh Sinclair clinical trials unit and exercise and performance laboratories.</li> </ul>			
<b>Programmes</b>			
<b>Programme name</b>	<b>Mode of study</b>	<b>First intake date</b>	<b>Nature of provision</b>
MSc Dietetics	FT (Full time)	01/09/2025	Taught (HEI)

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<b>Education provider</b>	University of Worcester		
<b>Case reference</b>	CAS-01711-L7C5N7	<b>Lead visitors</b>	Jo Jackson Joanne Stead

### Quality of provision

Through this assessment, we have noted:

The areas we explored focused on:

Quality activity one: The visitors understood this was the first degree apprenticeship programme for the allied health professions offered by the education provider. The visitors were unable to confirm what resources were readily available to the programme leaders and which could be used effectively to support the required learning and teaching activities of the programme. The education provider informed us the programme leaders attend regular Course Leader meetings which provided peer support and are used to circulate information. They also explained programme leaders attend professional body apprenticeship network meetings and events to develop professional peer support networks. We were satisfied the evidence demonstrated how programme leaders were supported.

Quality activity two: The visitors noted the Placement Unit at the education provider provided support to employers and recognised the initial small cohort number. The visitors were unsure how employers, who may be smaller organisations with limited practice experiences available, manage to provide the required breadth of experiences necessary for learners to meet the SOPs. The education provider informed us during the recruitment and selection process discussions are held with the employer about their capacity to support a learner. Quarterly Individual Learner Progress Reviews (ILPRs) between education provider, learner, and employer, are used to discuss practice-based learning. We were satisfied the evidence demonstrated how employers will ensure learners provide the breadth of experiences for learners to meet the SOPs.

The programme meets all the relevant HCPC education standards and therefore should be approved.

### Facilities provided



Education and training delivered by this institution is underpinned by the provision of the following key facilities:

Resources will be assessed and allocated as part of the education provider's course approval process. The resources set out in the course approval process provide roles and responsibilities for the Course lead, Head of Department, Head of School, and administration support.

The education provider has a range of learning and teaching spaces and classrooms. This includes a simulation facility, two community houses and clinic rooms.

Resources are in place now for the proposed programme. They were assessed and allocated as part of the education provider's course approval process.

### Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Occupational Therapy	WBL (Work based learning)	08/09/2025	Apprenticeship

## 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	Canterbury Christ Church University		
Case reference	CAS-01553-V1M0X8	Lead visitors	Jason Comber, Patricia McClure
Review period recommended	Three years		
Reason for recommendation			
<p>The provider should next engage with monitoring in three years, the 2027-28 academic year, because:</p> <ul style="list-style-type: none"><li>• The education provider engages with a range of stakeholders with quality assurance and enhancement in mind.</li><li>• The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision.</li><li>• The education provider considers sector and professional development in a structured way.</li><li>• Data for the education provider is available through key external sources.</li><li>• From the 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.</li><li>• The education provider informed us of the implementation of their Student and Academic Services redesign project which will impact on their provision from the 2024-25 academic year.</li><li>• The data we received for the education provider indicated learner satisfaction through the NSS positivity score had dropped by 6.3% and is 12% below the benchmark.</li></ul>			
Referrals			
<p>In September 2024, the education provider launched a Student and Academic Services redesign project. This was to enhance the quality of academic experience and learner support and resources and was implemented by June 2025. It focussed on several areas including people, policies and systems, and services such as learning and teaching enhancement, and library and learning resources. The redesign delivered a streamlined experience for staff and learners. We will need to review the education provider’s reflections on the implementation of this project through the next performance review.</p> <p>The data we received for the education provider indicated learner satisfaction through the NSS positivity score in 2023 was 63%, against a benchmark of 75%. As the data point was below the benchmark, this suggested the provider was performing below sector norms. Also, when compared to the previous year’s data point, the education provider’s performance has dropped by 6.3%.The</p>			

visitors considered there is a sizable difference between the data point and benchmark figure, and recognised the education provider is undertaking work in this area. The visitors recommend the education provider reflect on the steps being put in place now to develop and encourage feedback and satisfaction as part of their next engagement with the performance review process.

### 3. FOCUSED REVIEW

#### a. Institutions/programmes subject 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. 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
British Association of Sport and Exercise Sciences	Sport and Exercise Psychology Accreditation Route	PT (Part time)	01/08/2019	31/01/2024	Education provider name change

The Chartered Association of Sport and Exercise Sciences	Sport and Exercise Psychology Accreditation Route	PT (Part time)	01/07/2021		Education provider name change
University of Bolton	BSc (Hons) Operating Department Practice	FT (Full time)	01/01/2019	16/09/2021	Programme records correction
University of Bolton	Degree Apprenticeship for Operating Department Practitioners - Level 6	FT (Full time)	01/01/2019	16/09/2021	Programme records correction
University of Bolton	BSc (Hons) Paramedic Practice	FT (Full time)	01/09/2021	02/09/2021	Programme records correction
University of Bolton	BSc (Hons) Physiotherapy	FT (Full time)	01/09/2020	23/09/2021	Programme records correction
University of Bolton	MSc Physiotherapy (pre-registration)	FT (Full time)	01/01/2020	23/09/2021	Programme records correction
University of Bolton	Non-Medical Prescribing IP and/or SP (HE6)	PT (Part time)	01/02/2006	06/10/2023	Programme records correction
University of Bolton	Non-Medical Prescribing IP and/or SP (HE7)	PT (Part time)	01/02/2006	06/10/2023	Programme records correction
University of Central Lancashire	Advanced Certificate Non Medical Prescribing	PT (Part time)	01/10/2006	04/09/2024	Education provider name change
University of Central Lancashire	Advanced Certificate Non Medical Prescribing	PT (Part time)	01/01/2014	04/09/2024	Education provider name change
University of Central Lancashire	BSc (Hons) Healthcare Science	FT (Full time)	01/09/2014	02/09/2022	Education provider name change
University of Central Lancashire	BSc (Hons) in Operating Department Practice	FT (Full time)	01/09/2012	01/09/2022	Education provider name change
University of Central Lancashire	BSc (Hons) in Operating Department Practice	WBL (Work based learning)	01/09/2019	01/09/2022	Education provider name change
University of Central Lancashire	BSc (Hons) Occupational Therapy	FT (Full time)	01/09/2019	01/09/2022	Education provider name change

University of Central Lancashire	BSc (Hons) Paramedic Science	FT (Full time)	01/09/2018	01/09/2022	Education provider name change
University of Central Lancashire	BSc (Hons) Physiotherapy	FT (Full time)	01/09/2005	01/09/2022	Education provider name change
University of Central Lancashire	FdSc Hearing Aid Audiology	DL (Distance learning)	01/09/2022	01/09/2023	Education provider name change
University of Central Lancashire	MSc Dietetics (pre-registration)	FTA (Full time accelerated)	01/01/2022	01/01/2023	Education provider name change
University of Central Lancashire	MSc Occupational Therapy	FTA (Full time accelerated)	01/08/2018	01/09/2022	Education provider name change
University of Central Lancashire	MSc Physiotherapy	FTA (Full time accelerated)	01/08/2018	01/09/2022	Education provider name change
University of Central Lancashire	MSc Speech and Language Therapy	FTA (Full time accelerated)	01/09/2020	01/09/2022	Education provider name change
University of Greater Manchester	BSc (Hons) Operating Department Practice	FT (Full time)	19/12/2022		Programme records correction
University of Greater Manchester	BSc (Hons) Paramedic Practice	FT (Full time)	01/09/2022		Programme records correction
University of Greater Manchester	Degree Apprenticeship for Operating Department Practitioners - Level 6	FT (Full time)	22/04/2022		Programme records correction
University of Greater Manchester	BSc (Hons) Physiotherapy	FT (Full time)	22/09/2022		Programme records correction
University of Greater Manchester	MSc Physiotherapy (pre-registration)	FT (Full time)	22/09/2022		Programme records correction
University of Greater Manchester	Non-Medical Prescribing IP and/or SP (HE6)	PT (Part time)	01/08/2024		Programme records correction
University of Greater Manchester	Non-Medical Prescribing IP and/or SP (HE7)	PT (Part time)	01/08/2024		Programme records correction

University of Lancashire	Advanced Certificate Non Medical Prescribing	PT (Part time)	11/09/2025		Education provider name change
University of Lancashire	Advanced Certificate Non Medical Prescribing	PT (Part time)	11/09/2025		Education provider name change
University of Lancashire	BSc (Hons) Healthcare Science	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) in Operating Department Practice	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) in Operating Department Practice WBL	WBL (Work based learning)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) Occupational Therapy	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) Occupational Therapy (Degree Apprenticeship)	FT (Full time)	01/09/2024		Education provider name change
University of Lancashire	BSc (Hons) Paramedic Science	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) Physiotherapy	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	BSc (Hons) Physiotherapy (Degree Apprenticeship)	FT (Full time)	01/09/2023		Education provider name change
University of Lancashire	FdSc Hearing Aid Audiology	DL (Distance learning)	01/09/2024		Education provider name change
University of Lancashire	MSc Dietetics (pre-registration)	FTA (Full time accelerated)	01/01/2024		Education provider name change
University of Lancashire	MSc Occupational Therapy	FTA (Full time accelerated)	01/09/2023		Education provider name change
University of Lancashire	MSc Physiotherapy	FTA (Full time accelerated)	01/09/2023		Education provider name change

University of Lancashire	MSc Speech and Language Therapy	FTA (Full time accelerated)	01/09/2023		Education provider name change
University of Plymouth	BSc (Hons) Radiography (Diagnostic Imaging)	FLX (Flexible)	01/09/2023	30/09/2023	Programme closure