
Approval process report

University of Plymouth, Paramedic 2025-26

Executive Summary

This is a report of the process to approve the paramedic programme at the University of Plymouth. This report captures the process we have undertaken to assess the institution and programme against our standards, to ensure those who complete the proposed programme are fit to practice.

We have

- Reviewed the institution against our institution level standards and found our standards are met in this area.
- Reviewed the programme against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Decided all standards are met, and that the programme should be approved.

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality activity 1 – we considered the education provider's approach to ensuring there was a process to ensure sufficient practice-based learning. We noted they would be using the processes currently in place for the BSc (Hons) Paramedic Science programme. However, the proposed programme would operate separately to this programme and therefore assurance was sought to ensure there was sufficient capacity. The education provider clarified the proposed programme would use the same resources, including practice-based learning environments, modules and placement management processes. The education provider confirmed that learners on the proposed programme will be accommodated within existing placement arrangements and that a reduced intake to the BSc programme will create additional placement capacity for the proposed programme. There was also evidence provided of the regular engagement with practice education providers to review and monitor placement capacity. These processes were further supported by a dedicated placement coordinator for the paramedic programmes and the Plymouth Online Practice Placement Information (POPPI) platform.
 - The following area should be referred to another HCPC process for assessment:
 - Service user and carer involvement - we have noted there is a Service User and Carer Group (SUCG) who work with academic representatives to oversee service user and carer involvement within the school. We understand the faculty are in the process of developing a faculty wide SUCG to ensure a consistent approach to service user and carer
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involvement that is standardised across all programmes within the faculty. Given this work is in the developmental stages, this should be considered further and referred to their next performance review in 2027-28.

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

Previous consideration	Not applicable. This approval was not referred from another process.
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Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programme is approved • whether issues identified for referral through this review should be reviewed
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Next steps	Outline next steps / future case work with the provider: • The provider's next performance review will be in the 2027-28 academic year • The programme has been approved and will be delivered by the education provider from September 2026.
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Section 1: About this assessment

About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the approval process undertaken by the HCPC to ensure that the programme detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support this review:

Kenneth Street	Lead visitor, Paramedic
Tim Hayes	Lead visitor, Paramedic
Saranjit Binning	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 24 HCPC-approved programmes across eight professions and including two Postgraduate Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 1995. The approved chiropodist / podiatrist programmes include the POM - Administration; POM - sale / supply (CH) annotation.

The education provider is made up of three faculties all of which have several schools based within them. The HCPC approved programmes are based in the Faculty of Health and are spread across the School of Health Professions, School of Biomedical Sciences, School of Nursing and Midwifery, School of Psychology and the Peninsula Medical School. The proposed programme will be based in the School of Health Professions.

The education provider engaged with the performance review process in the current model of quality assurance in 2022-23. The education provider's next engagement with the performance review process will be in the 2027-28 academic year. The recommendation of a five year monitoring period was because the visitors were satisfied with the ongoing performance of the education provider. Their data points demonstrated they are performing as expected with regards to learner satisfaction, continuation, and outcomes. They demonstrated how they appropriately responded to challenges and shown insightful reflections regarding their performance during the review period. The visitors agreed there was a low risk to their performance moving forward and recommended the maximum review period.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 2](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Biomedical scientist	☒ Undergraduate	☐ Postgraduate	2020
	Chiropodist / podiatrist	☒ Undergraduate	☒ Postgraduate	2005
	Dietitian	☒ Undergraduate	☒ Postgraduate	2004
	Occupational therapy	☒ Undergraduate	☒ Postgraduate	2008
	Paramedic	☒ Undergraduate	☐ Postgraduate	2018
	Physiotherapist	☒ Undergraduate	☒ Postgraduate	2004
	Practitioner psychologist	☐ Undergraduate	☒ Postgraduate	1995
	Radiographer	☒ Undergraduate	☐ Postgraduate	2019
Post-registration	Independent Prescribing / Supplementary prescribing			2019

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Learner number capacity	994	1009	30/10/25	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision. Through this review we considered there were sufficient resources to support the proposed programme.
Learner non-continuation	7%	14%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests

				the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 7%. This drop in learner non continuation rate was considered through the focused review process in February 2026 and we concluded no further action was required.
Outcomes for those who complete programmes	92%	94%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has been maintained. We did not explore this data point through this assessment because there is no impact on SETs considered.
Teaching Excellence Framework (TEF) award	N/A	Silver	2023	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold

				expected of UK Higher Education.” We did not explore this data point through this assessment because there is no impact on SETs considered.
Learner satisfaction	82.3%	84.2%	2025	This data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year’s data point, the education provider’s performance has improved by 2%. We did not explore this data point through this assessment because there is no impact on SETs considered.
HCPC performance review cycle length	N/A	5 years	2027-28	The education provider engaged with the HCPC through the performance review process in 2022-23 and a five year monitoring period was agreed. Their next performance review will take place in 2027-28.

We also considered intelligence from others (eg prof bodies, sector bodies that provided support) as follows:

- The HCPC collaborates with regional and national level bodies and receives intelligence from these groups. This includes NHS England, who we informed of this approval. No concerns were raised by them in relation to the development of this new programme in the region.

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The University of Plymouth Student Admissions Policy (2024/25) provides details on the policy and procedure for making information available to applicants. It also outlines the information the education provider requires to ensure applicants are suitable for a programme. These requirements include Disclosure and Barring Service checks and occupational health screenings.
 - Applicants will also be able to access information through recruitment events online, open days and the interview. Information relating to entry criteria, professional requirements and fees is available on the programme webpages.
 - The entry requirements for the proposed programme will be set higher than those for the undergraduate programme to reflect the expectation of achieving at a more advanced academic level at level 7.
 - These policies are institution wide and will apply to the proposed programme.
- **Assessing English language, character, and health –**
 - To meet the requirements, applicants are required to provide evidence of the level of their English language, at a minimum of GCSE grade 4, as part of the application process. In some circumstances this can differ for programmes due to professional and regulatory requirements, which is outlined in the programme specification and programme webpages. Alternatively, applicants can provide evidence of the International English Language Testing System (IELTS) with a score of at least 7 or above and with no component less than 6.5. All applications will be screened for suitability and applicants will be required to attend a values based recruitment interview.
 - As part of the admissions process, applicants will be required to complete an occupational health screening and provide a satisfactory enhanced Disclosure and Barring Service (DBS) certificate. If there are any concerns identified via these checks the Professional Issues Committee for the Faculty of Health will consider the concerns. This

ensures the applicant's suitability for the programme and confirms they are safe to work with vulnerable adults and children.

- These policies are institution wide and apply to the proposed programme.
- **Prior learning and experience (AP(E)L) –**
 - Information on this area is outlined in the education provider's Recognition of Prior Learning (RPL) Policy. This policy varies across the programmes and the specific requirements are therefore outlined in the programme specifications. All applicants are assessed on an individual basis and prior learning and experience is considered through a mapping exercise against the learning outcomes of the modules of the specific programme. If applicants are able to demonstrate skills and learning these will be considered through these processes and exemptions will be applied. Due to this not being an institutional level policy and there being variations with the way it is applied across programmes, we will refer this to stage 2 of this process for further assessment.
 - These policies are institution wide and apply to the proposed programme.
- **Equality, diversity and inclusion –**
 - The education provider has an Equality, Diversity and Inclusion Policy, which includes the Dignity and Respect Policy and Religious Diversity Policy. These policies demonstrate the education providers commitment to creating a diverse and inclusive culture where all learners are treated fairly and equally. To ensure learners are not discriminated against through the admission and selection process, all decisions are made based on 'merit' and no protected characteristics are considered through this process.
 - Applicants who may require individual support or reasonable adjustments are identified early and referred to Disability Services, who assess needs and provide continued monitoring and guidance. Dedicated teams also offer oversight for care-experienced applicants, asylum seekers, refugees, and non-traditional learners. Where concerns arise, applicants use the University's clear and transparent complaints process, with senior staff reviewing cases to ensure consistent and accountable decision-making.
 - These policies are institution wide and apply to the proposed programme.

Non-alignment requiring further assessment: The following will be assessed further through stage 2 of the process.

- SET 2.6 - we will assess the prior learning and experience process further to understand what the specific requirements will be for the proposed programme.

Management and governance

Findings on alignment with existing provision:

- **Sustainability of provision –**

- The education provider stated that the Faculty of Health, in which the proposed programme will be based, is “the largest Faculty within the University, and is therefore well positioned to support the development and delivery” of the proposed programme.
- All new programmes are considered and approved by the Academic Development and Partnerships Committee (ADPC). This process assesses the programmes sustainability from a financial and resourcing perspective. To ensure programmes remain sustainable the senior management team review programmes through the Annual Programme Review process and identify any risks that may impact the programmes.
- Programmes are designed in collaboration with external stakeholders to ensure they are fit for purpose and meet the demands of the future work force. To ensure long term sustainability, the financial position of all programmes is evaluated regularly and if necessary, adjustments are made to maintain sustainability and compliance. Programmes are funded through tuition fees.
- All learners have access to the Student Complaints Procedure, which outlines the process for raising concerns and making complaints. The procedure outlines the stages of the process, including timescales and the support available through the process. In addition to this, there are specific policies in place to support learners with raising concerns that arise during practice-based learning. These include the Faculty Placement Incidents and Concerns Policy and Raising Concerns Policy, which outline clear processes for escalation and support, ensuring that concerns are managed and investigated appropriately and resolved effectively
- The education providers Academic Regulations outline the requirements for progression and the conferment of awards. Where a programme has additional regulatory requirements, these are explicitly detailed within the Programme Specification. The Programme Specification also confirms exit awards, sets out specific progression and achievement requirements, and identifies award titles that do not lead to eligibility to apply for professional registration.
- These policies are institution wide and apply to the proposed programme.

- **Effective programme delivery –**

- The Teaching Qualifications and Recognition Policy outlines the professional requirements staff are required to meet as part of their contracts. This ensures programmes are effectively supported and managed by appropriately qualified and experienced individuals. All programmes have a Programme Specification and Approval Document

which provides an overview of the programme management structure and roles and responsibilities of staff.

- Programme Leads hold overall responsibility for the effective delivery of the programme. Individuals appointed to this role are required to be registered with the Health Care Professions Council (HCPC). Alongside this, Programme Leads are required to engage with ongoing professional development.
- The Teaching Qualifications and Recognition Policy provides details on the level of training staff must demonstrate, which is a contractual requirement. Staff are also required to either hold a Postgraduate Certificate in Education or to complete this when they start employment.
- These policies are institution wide and apply to the proposed programme.
- **Effective staff management and development –**
 - The education provider has a Staff Development Policy which sets out their approach to staff management and supporting staff to develop in their roles. This contributes to effective management and development of staff and aims to improve the quality of their work and ensures the success of programmes. It is an ongoing process, closely linked to their annual appraisal process, which is outlined in the Performance Development Review Policy.
 - In addition to this, the Teaching Qualifications and Recognition Policy outlines how staff are required to demonstrate their level of training when they are recruited to the role. These policies ensure all staff have the relevant experience and skills to deliver the relevant programmes.
 - Existing teaching staff hold a Postgraduate Certificate in Education and new staff are required to complete an Introduction to Teaching and Learning (ITL) module. Other training staff are required to complete included Diversity in the Workplace, Mental Health Awareness, Safeguarding – Including Prevent and Recruitment and Selection for Panel Members. There is a range of other mandatory training that staff are able to access.
 - The Heads of School and Academic Leads monitor staffing levels to ensure they are appropriate and continue to meet regulatory requirements. The Academic Leads are also responsible for the delivery of programmes and have full oversight of them.
 - These policies are institution wide and apply to the proposed programme.
- **Partnerships, which are managed at the institution level –**
 - The Academic Partnerships directorate focuses on building strategic relationships with UK and international institutions. In addition to this the Central Apprenticeship Hub works closely with employers to establish partnerships and collaborates with healthcare providers and workforce planning groups to ensure programmes remain sustainable.

- All practice-based learning opportunities are audited using the audit tool, which assesses the quality of the learning environment against the professional standards. This is completed every three years or sooner if concerns arise. Placement Development Team meetings for all programmes take place annually and ensure ongoing review and improvement of all practice-based learning opportunities. The School of Health Professions maintains partnerships with practice and these are further supported through the outreach activities they undertake with schools and colleges to encourage future students and promote access to higher education.
- These policies are institution wide and apply to the proposed programme.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The policies to monitor the quality of the programmes are outlined in the Annual Review Procedure, Periodic Review Procedure and the External Examiners for modules and taught programmes of study Policy and Procedure. These policies ensure the continuous improvements of the programmes and maintain the quality.
 - At the Annual Programme Monitoring Committee Meetings all programmes are reviewed. The purpose of these meetings was to ensure the programmes are meeting quality standards and to discuss any issues related to the learner experience that need to be addressed.
 - Learners complete feedback questionnaires, which enable the education provider to gather feedback annually. This feedback is collated centrally and then shared with the individual delivering the teaching session for comment, which includes planned actions and improvements they may consider for future sessions. External examiners are also required to contribute to all programme monitoring and evaluation systems.
 - External Examiners must be appointed for all programmes leading to an award, and the selection criteria set out in the External Examiners for Modules and Taught Programmes Policy to ensure appropriate qualifications and experience. For HCPC regulated programmes, the Faculty Quality Team ensures that at least one External Examiner holds registration in the relevant profession. External Examiners are involved in all assessments that contribute to final awards and play a key role in the ongoing monitoring and evaluation of programmes.
 - These policies are institution wide and apply to the proposed programme.

- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider has a range of policies in this area that apply at institution and faculty level. At institution level the Raising Concerns Policy and Fitness to Practice Policy apply and then at faculty level the Placement Audit Policy and the Placement Incidents and Concerns Policy applies. These policies ensure practice learning environments are safe and supportive for learners to practice in.
 - All practice learning environments are audited every three years, however if there are any concerns raised by an individual or through the quality assurance mechanisms this could take place earlier. They are also required to have workplace agreements in place with the education provider, which outline the roles and responsibilities.
 - Placement Development Team meetings take place annually for individual programmes. These meetings are attended by representatives from the education provider and practice-based learning environments. The purpose of the meeting is to review the placements and identify any areas where there may be issues that need to be addressed and to gauge the learner and practice educator experience and gather feedback. These meetings are also used to plan for future placements and identify any areas where improvements may be required.
 - Learners provide feedback on their placement experience at the end of the placement. This feedback is gathered both informally and formally through the completion of evaluations and reviewed through the quality assurance and audit processes.
 - The education provider delivers and monitors training and continuing professional development (CPD) for practice educators. This ensures practice educators have the required knowledge, skills, and experience to work with learners. The academic team deliver regular training sessions throughout the year to all practice-based learning providers and meet approximately three times a year. This enables the education provider to gather feedback and discuss programme developments, which ensure the programme continues to meet requirements.
 - All learners are required to complete mandatory training to prepare them for their placements. The training they are required to complete includes Basic Life Support, Infection Control, Mental Capacity Act and Safeguarding Children.
 - All placement providers are required to have signed workplace agreements in place with the education provider before learners are able to attend. This agreement clearly outlines the roles, expectations and responsibilities of both the learner, the education provider and the placement provider. It is noted this allows all parties to prepare for practice-based learning, however it is not clear how learners and practice educators are provided with specific details, such as each other's names, contact details and location of practice-based learning

site. We will therefore refer this to stage 2 of this process for further assessment.

- These policies are institution wide and apply to the proposed programme.

- **Learner involvement –**

- The education provider is committed to ensuring learner involvement and use a range of mechanisms to do this, such as the learner representative role. The policies and procedures to support learner involvement are outlined in the Student Charter and the Education and Student Experience Strategy.
- Learners are encouraged to be involved with programmes through the Staff Student Liaison Committee, Programme Committees and the recruitment process for academic staff. The Peer Assisted Learning Scheme (PALS) also enables learners to take up a leadership role to support their peers through programmes. Alongside this, they also have the opportunity to become ambassadors, which enables them to be involved with open days and learner recruitment.
- Through the learner representative, learners are able to provide feedback about the programmes and raise any issues or concerns they have which are then further discussed at the Programme Committees. Other mechanisms for learners to provide feedback include the module evaluations, which are completed at the end of the module and reviewed by the module lead.
- Learners complete a consent to participate in clinical skills and role play activities at induction, and the principles of consent are embedded throughout clinical skills modules and practical sessions. Learners are taught to introduce themselves appropriately, identify their learner status, and seek patient consent, which is practiced through regular role play and practical assessments prior to placement. Consent and confidentiality are further reinforced during pre-placement training and assessed during practice placements.
- The Attendance and Engagement Policy outlined the requirements for learner attendance and progression. Attendance was also monitored through the education providers S4 digital system, which was an online system used by staff to access and monitor data relating to learners. This system enabled staff to identify concerns regarding learner engagement and address them by providing them with the appropriate support.
- These policies are institution wide and apply to the proposed programme.

- **Service user and carer involvement –**

- There is a School-wide Service User and Carer Group, which the individual programmes work with to involve service users and carers with their programmes. Programme teams meet with them quarterly to discuss how they can be involved with the programmes and gather feedback.

- Service users and carers are involved with programmes in different ways, however much of the involvement included curriculum development, admissions process and supporting and facilitating the delivery of modules.
- Currently the service user and carer group lead in this area at school level. There is no policy to support this area at institution or faculty level and no indication of the education providers plans to develop a policy. We will therefore review the relevant school level policy for the proposed programme through stage 2 of this process.

Non-alignment requiring further assessment: The following will be assessed further through stage 2 of the process.

SET 3.7 - We noted the service user and carer policies are currently at school level. To understand how these policies will be applied to the proposed programme we will assess this further through stage 2 of the process.

- SET 5.8 – It is not clear how learners and practice educators are provided with the required information in order to be prepared for specific practice-based learning opportunities. For example, we could not see a clear process where names and details of learners or practice educators are provided, placement details, timing and length of practice-based learning and practical details such as location of practice-based learning. To understand the process of how this will be applied we will assess this further through stage 2 of the process.

Learners

Findings on alignment with existing provision:

- **Support –**
 - There are institution wide policies to support learners, which could be accessed via The University of Plymouth Student Hub. Some of the services available are the Disability Service, Careers Service, Mental Health Support and Health and Medical Wellbeing Services. All services are available on campus and include the counselling service and mental health support and study skills workshops.
 - All learners are allocated a Personal Tutor to provide them with pastoral and academic support, which include referral to specific support services. This tutor will support learners through the duration of the programme and provide advice relating to issues that may impact their attendance. The attendance requirements are outlined in the Attendance and Engagement Policy.
 - Learners are encouraged to provide feedback both negative and positive through various mechanisms. These include the National Student Survey (NSS), the Student Perception Questionnaire (SPQ) and module evaluation surveys, which are completed at the end of each module. In addition to this, the Digital Education Team has

developed an app which can be used by learners to provide feedback on teaching. All feedback received through this app is gathered centrally and then shared with the individual academics.

- The Student Complaints Procedure outlines the process for learners to raise concerns about aspects of their programmes. The education provider encourages learners to use these processes, as it enables them to respond to issues and concerns and improve services. It also acts as a mechanism to enhance the learner experience.
- These policies are institution wide and apply to the proposed programme.
- **Ongoing suitability –**
 - The ongoing suitability of learners is considered through the education providers Disciplinary Procedures and the Fitness to Practice Procedures. Learners are also required to complete annual declarations to confirm there have been no changes with their circumstances regarding their DBS and health status.
 - Through induction, learners are informed of the professional expectations and requirements they are expected to meet. This information is available in the University of Plymouth Student Code of Conduct and Disciplinary Procedure. In addition to this professional expectations and requirements are regularly assessed through the programmes, through the assessments learners complete and the workplace evaluations.
 - These policies are institution wide and apply to the proposed programme.
- **Learning with and from other learners and professionals (IPL/E) –**
 - The education provider is committed to inter professional learning and has established the Plymouth Integrative Health and Social Care Education Centre (PIHC) to support this and provide further learning opportunities for learners. The Centre brought together a range of professions for learners to collaborate with, develop their skills and knowledge further. Each school has a Interprofessional Learning Lead who is linked to the PIHC and works with them to develop interprofessional learning opportunities for learners.
 - Inter professional learning opportunities are embedded into the modules across all programmes. Alongside this there are also initiatives where learners from different professions come together to draw on each other's experience, knowledge and learn more about the subject areas. These initiatives include Tea-Time Teaching session, which is a monthly session delivered by peers from different professions and Schwartz Rounds where learners and staff discuss various aspects of their training.
 - These policies are institution wide and apply to the proposed programme.
- **Equality, diversity and inclusion –**

- The education provider has a range of policies to support equality, diversity and inclusion, which demonstrates their commitment to this area. These include the Equality, Diversity and Inclusion Policy, The Dignity and Respect policy, Religious Diversity Policy and the Trans Policy for staff and learners. Alongside this, there is a range of training available to staff that they can access to educate themselves further in this area. These policies help to create a supportive and inclusive environment for learners. All programmes are required to adhere to these policies and embed them within their teaching.
- The annual programme review process ensures equality, diversity and inclusion policies are being applied appropriately. The process helps to improve performance and identify areas for improvement.
- These policies are institution wide and apply to the proposed programme.

Non-alignment requiring further assessment: None.

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - The education provider has a range of policies around assessment and moderation, designed to ensure that learners' work and achievement is considered in a fair way. For example, there is an Anonymous Marking Policy and an Extenuating Circumstances Policy. All programmes are required to follow these policies and report their compliance during reviews. In addition to these policies, learners are provided with guidance on the assessments and learning outcomes that they are required to meet in the Programme Specification.
 - External Examiners are involved with all elements of assessments and provide independent input into the assessments to ensure quality and academic standards are maintained.
 - These policies are institution wide and apply to the proposed programme.
- **Progression and achievement –**
 - The Academic Regulations outline the requirements for academic progression and awards, which apply to all programmes. To ensure quality and consistency, all marks are reviewed by the Subject Assessment Panel and Award Assessment Board. As part of this process the Assessment Setting, Marking and Moderation Policy is also applied, whereby external examiners are required to review a sample of assessments to ensure consistency.
 - These policies are institution wide and apply to the proposed programme.
- **Appeals –**

- The appeals procedure applies to all programmes and allows learners to submit an appeal relating to a decision that has been made regarding their progression, which could include challenging the mark they have received for a module.
- These policies are institution wide and apply to the proposed programme.

Non-alignment requiring further assessment: None.

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section. Through stage 2 of the process, we will explore the following:

- SET 2.6 - We will assess the prior learning and experience process further to understand what the specific requirements will be for the proposed programme.
- SET 3.7 - We noted the service user and carer policies were currently at school level. To understand how these policies will be applied to the proposed programme we will assess this further through stage 2 of the process.
- SET 5.8 – It was not clear how learners and practice educators were provided with the required information in order to be prepared for practice-based learning. We could not see a clear process where names and details of learners or practice educators were provided, placement details, timing and length of practice-based learning and practical details such as location of practice-based learning. To understand the process of how this will be applied we will assess this further through stage 2 of the process.

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

- The current programme team consists of ten members of staff who will be involved with the delivery of the proposed programme. There appears to be an adequate number of staff to support the start of the programme in 2026, however this will be monitored and considered as part of programme level standards.
- The proposed programme will be delivered at the main campus, which is based at InterCity Place. All the teaching and clinical skills facilities, such as the specialist clinical skills suites and simulation suites, which include two Anatomage tables, a range of equipment and life like manikins are based here. The simulation suite also includes a community kitchen, bedroom, living room and bathroom where real life experiences and scenarios can be created. Other facilities offered are the clinical skills wards, which are spread over two floors and designed identical to a realistic hospital ward environment and the Simbulance, which is a simulated ambulance to support learners with

adapting to working in an ambulance environment. Alongside this, learners will also have access to the library and the virtual learning environment (Moodle).

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
MSci (Hons) Paramedic Practice	FT (Full time)	Paramedic	15 learners, 1 cohort per year	14/09/2026

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Data / intelligence considered

We also considered intelligence from others (e.g. prof bodies, sector bodies that provided support) as follows:

- The HCPC collaborates with regional and national level bodies and receives intelligence from these groups. This includes NHS England, who we informed of this approval. No concerns were raised by them in relation to the development of this new programme in the region.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

We have reported on how the provider meets standards, including the areas below, through the [Findings section](#).

Quality theme 1 – Ensuring there is an effective process to ensure sufficient practice-based learning

Area for further exploration: The education provider explained that the proposed programme would utilise the same placement management processes currently in place for the BSc (Hons) Paramedic Science programme, with a combined learner capacity of 60 across the BSc and MSci routes. Whilst this has been acknowledged, the documentation does not yet provide sufficient assurance regarding the availability and sustainable management of practice-based learning capacity. Further clarification is required on how placements will be secured, monitored and managed, particularly as the programme will operate outside the established Level 4-6 placement structure. To ensure there are sufficient practice-based learning opportunities available for learners throughout the programme visitors requested to see an effective process that includes:

- Evidence of effective collaboration and engagement with relevant stakeholders involved in placement provision.
- Timescale for contacting and liaising with placement providers to secure the required number of placements.

Exploration of these areas will provide assurance that adequate placement capacity is available to support all learners across the duration of the programme.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification and documentation from the education provider. We considered this would be an appropriate method to understand how they would ensure there was an effective process in place to manage the availability and capacity of practice-based learning.

Outcomes of exploration: The education provider clarified that the proposed programme would run alongside the existing BSc (Hons) Paramedic Science programme and would utilise the same resources, including practice-based learning environments, modules, and placement management processes. The education provider confirmed that learners on the proposed programme will be accommodated within existing placement arrangements and that a reduced intake to the BSc programme will create additional placement capacity for the proposed programme.

The education provider demonstrated that established processes will be in place to ensure the availability and sustainability of placement opportunities. Evidence was provided of regular engagement with practice education providers to review current and future placement capacity, linked to planned recruitment cycles. The education provider also outlined their attendance at Trust practice educator update sessions and regular meetings with Trust senior leadership and senior education leadership teams. These arrangements demonstrated proactive and effective partnership working to monitor and respond to changes in learner numbers and placement capacity.

The education provider further evidenced that these processes were supported by a dedicated placement coordinator for the paramedic programmes and by established systems and resources used to manage placement activity such as the Plymouth Online Practice Placement Information (POPPI) platform. Visitors were therefore assured that appropriate processes were in place to secure and monitor sufficient practice-based learning opportunities for learners throughout the programme.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register**
 - The education provider clarified that the programme leads to a masters qualification and fully meets the requirements for professional registration. The curriculum has been mapped against the HCPC Standards of Education and Training and the Standards of Proficiency (SOPs) for Paramedics, providing assurance that learners will be equipped with the knowledge, skills and professional behaviours required for safe and effective practice on registration.
 - The visitors were satisfied with the information provided and considered the relevant standard within this SET area met.
- **SET 2: Programme admissions**
 - Visitors noted the entry criteria was available on the education provider's website and accessible to applicants. Applicants must hold GCSEs (or equivalent) in English and Maths at grade C/4 or above. The normal entry requirement for A-level is 128 UCAS points, which is

normally equivalent to three a-levels. For entry to the MSci programme, applications are welcome from recent graduates, however it is not a requirement for applicants to hold a minimum of a 2:2 undergraduate degree.

- Through clarification, it was confirmed that the proposed programme was an integrated Master's programme that extends the existing BSc (Hons) Paramedic Science programme. Learners would enter the programme at Level 4 and progress through Levels 5 and 6 before undertaking Level 7 study. As a result, the entry requirements for the integrated Master's programme were the same as those for the BSc (Hons) Paramedic Science programme. Learners on this programme who are forecast to successfully complete may apply to transfer to the MSci (Hons) programme subject to the conditions outlined in the Programme Specification.
- Visitors noted the additional information supplied in relation to assessing applicants prior learning experience (in relation to the referral from stage 1 regarding SET 2.6). They acknowledged the education provider had a standard policy for prior learning, which was outlined in the MSci Paramedic Practice Programme Specification 2026-27. Visitors were satisfied the policy was appropriate and would be applied fairly and consistently.
- The visitors were satisfied with the information provided and considered the relevant standards within this SET area met.
- **SET 3: Programme governance, management and leadership**
 - Visitors acknowledged evidence of regular and effective collaboration between the education provider and its practice partners. This collaborative approach was demonstrated through the established partnership arrangements already in place for the BSc (Hons) Paramedic Science programme, which support ongoing communication, stakeholder engagement, and the shared oversight of practice-based learning.
 - The process to ensure the availability and capacity of practice-based learning was initially not clear to the visitors. We therefore explored this further through [Quality theme 1](#) and noted the education provider had processes in place to identify, secure and monitor the capacity of practice-based learning. This included the use of the Plymouth Online Practice Placement Information (POPPI) platform.
 - Visitors acknowledged there were staff in place to support the proposed programme, as some of the modules on the programme were shared MSci modules with other programmes within the school and therefore already being taught by staff. They noted staff on the BSc (Hons) Paramedic Science programme would also be involved with the delivery of the proposed programme. Through clarification, we noted the proposed paramedic programme consisted of eight members of staff who were qualified to deliver Level 7 academic content. The staff CVs demonstrated there were an appropriate number of staff who

had relevant knowledge and experience, which included specialist subject knowledge and experience to deliver the programmes.

- The education provider offered a wide range of resources, which included resources to support learners, such as writing workshops, the library, Moodle and PebblePad. Learners also had access to specialist equipment and practical skills facilities and simulation laboratories at InterCity Place. Visitors noted these resources were shared with learners on the BSc (Hons) Paramedic Science programme.
- Visitors noted the additional information supplied in relation to service user and carer involvement (in relation to the referral from stage 1 regarding SET 3.7). They acknowledged service users and carers were involved with the design of the programme and with the delivery of some modules. This included simulated learning and practical assessments. It was noted the School's Service User and Carers Group (SUCG) and academic representatives from the School oversee service user and carer involvement across the programmes within the School. In addition to this they are in the process of developing a faculty wide SUCG to ensure a consistent approach to service user and carer involvement that is standardised across all programmes within the faculty.
- The visitors were satisfied with the information provided and considered the relevant standards within this SET area met.
- **SET 4: Programme design and delivery**
 - The learning outcomes were mapped against the SOPs mapping document and outlined in the module descriptors. The structure of the modules ensured learners met the SOPs.
 - Through clarification, we noted the professional behaviours and standards of conduct, performance and ethics were embedded throughout the programme. Learners were required to undertake the Preparation for Practice module when they start the programme, which introduces them to professional practice and standards. Visitors also noted the module learning outcomes across the programme were aligned to professional standards and practice requirements, particularly in the Practice Placement modules.
 - The philosophy, core values, skills and knowledge base were clearly articulated in the structure and delivery of the programme. This was evidenced through the module descriptors and programme specification. Visitors recognised the education provider had a clear awareness of the professional body requirements for the programme and showed evidence of having considered relevant curriculum guidance in their development and engagement with the Royal College of Paramedics (RCOP).
 - There were appropriate mechanisms in place to ensure the curriculum remained relevant to current practice. This included the programme being designed to reflect the SOPs and the Royal College of Paramedic Competencies. Visitors noted that the knowledge and expertise of the academic staff and the ongoing collaboration with

stakeholders would contribute to ensuring the curriculum remained relevant to current practice.

- Through clarification visitors noted the practice skills taught through the PARA601 Clinical Skills and Application to Practice and PARA603 Medical Conditions and Pathophysiology modules were applied by learners in their final ambulance placements. The PARA604 Practice Placement 3 module acted as an overarching module over the four years of the programme to ensure professional standards and expectations were being met. The delivery of these modules supported the integration of theory and practice across the programme.
- There was evidence of a variety of learning and teaching methods being used to deliver the learning outcomes. These were outlined in the programme specification and consisted of teaching, practical classes and workshops, placements and simulation. Visitors considered these teaching methods were appropriate to ensure the learning outcomes were achievable.
- Visitors recognised the design of the programme will enable learners to meet learning outcomes and develop their autonomous and reflective thinking skills throughout the programme. This was evidenced through the module descriptors and the programme specification.
- Visitors noted that the curriculum was structured to ensure the application of evidence-based practice throughout the programme. The visitors noted that learners are introduced to the principles of evidence-based practice at Level 4 through the SOHP401 Preparation for Practice module. This focus is further developed at Level 5 within the SOHP502 Relevance of Evidence to Practice module, where learners critically explore the application of evidence in professional practice. At Level 6, learners build on this knowledge through the SOHP604 Project Design for Research module, before applying their research skills and understanding within the individual research dissertation module at Level 7. The visitors concluded that this approach effectively embeds evidence-based practice across the programme.
- The visitors were satisfied with the information provided and considered the relevant standards within this SET area met.
- **SET 5: Practice-based learning**
 - Visitors noted that practice-based learning was embedded throughout the programme, as outlined within the programme specification, ensuring that learners have opportunities to apply and develop their knowledge and skills in a range of professional settings. These practice learning experiences were further enhanced through simulated learning activities, which supported the development of clinical skills. Together, these approaches supported the effective integration of theory and practice across the programme.
 - Visitors acknowledged the structure and duration of practice-based learning was appropriate and provided learners with sufficient opportunities to meet the SOPs and achieve the programme learning outcomes. They noted that learners undertake a diverse range of

practice-based learning experiences across the programme, exposing them to a variety of paramedic roles, service settings and multidisciplinary team environments. These opportunities include ambulance-based practice and placements within health, social care and emergency care settings, which enables learners to develop an understanding of interprofessional working.

- Through clarification visitors noted the mechanisms the education provider had in place to ensure there were an adequate number of appropriately qualified and experienced staff involved with practice-based learning. This was monitored through the Plymouth Online Practice Placement Information Portal. This platform was used to manage the number of staff involved in practice-based learning, ensuring that staffing levels were sufficient and that staff held the appropriate qualifications and were provided with relevant training where required.
- All staff supporting learners were required to be HCPC-registered Paramedics. In addition, they were required to complete practice educator training both online and face to face to ensure they have the relevant knowledge, skills and experience to support safe and effective learning. Alongside this practice educators were also required to attend annual Practice Educator Updates where they receive updates from the regions HEI partners and discuss any changes to the programme and share good practice. This contributed to preparing practice educators for learners and supported their ongoing development to ensure learners received a supportive practice-based learning experience.
- Visitors noted the additional information supplied in relation to practice educators and learners having access to information to prepare for the practice-based learning experience (in relation to the referral from stage 1 regarding SET 5.8). They acknowledged that the education provider followed the Placement Capacity and Allocation process, which stated that practice educators should receive learner details twelve weeks prior to the learners commencing their practice-based learning experience. In addition to this, the visitors noted learners were provided with details of their practice educators via email and the Plymouth Online Practice Placement Information (POPPI) platform.
- The visitors therefore considered the relevant standards within this SET area met.
- **SET 6: Assessment**
 - The programme was mapped against the SOPs and the assessment strategy ensured learners will meet these. Visitors acknowledged the education provider had a diverse assessment strategy, which provided learners with the opportunity to demonstrate their knowledge, skills and professional development through a range of assessment methods.
 - Through clarification we noted professional behaviours, including the standards of conduct, performance and ethics were embedded throughout the programme, as demonstrated in the programme

specification and the practice portfolio. Visitors noted the assessment of these professional behaviours was integrated across the academic modules and practice-based learning experiences, which enabled learners to understand and demonstrate these standards in a variety of contexts. This approach supports learners in understanding the expectations of the profession and demonstrating the professional conduct required for safe and effective paramedic practice.

- Visitors noted there were a range of assessment methods used by the programme, which were outlined in the programme specification. These included assignment briefs, practical tests to assess clinical skills and presentations. It was noted the assessments were varied and linked directly to areas of professional practice, which enabled learners to meet the learning outcomes.
- The visitors therefore considered the relevant standards within this SET area met.

Risks identified which may impact on performance: None.

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

Referrals to next scheduled performance review

Service user and carer involvement

Summary of issue: We have noted there is a Service User and Carer Group (SUCG) who work with academic representatives to oversee service user and carer involvement within the school. We understand the faculty are in the process of developing a faculty wide SUCG to ensure a consistent approach to service user and carer involvement that is standardised across all programmes within the faculty. Given this work is in the developmental stages, this should be considered further and referred to their next performance review in 2027-28.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programme should be approved.
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observations they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programme is approved.
- The education provider's next engagement with the performance review process should be in the 2027-28 academic year.
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report.

Reason for this decision: The Education and Training Committee Panel accepted the visitor's recommendation that the programme should receive approval.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	University of Plymouth		
Case reference	CAS-01957-T0V2T4	Lead visitors	Kenneth Street Tim Hayes
Quality of provision			
Through this assessment, we have noted: • The areas we explored focused on: ○ Quality activity 1 – we considered the education provider’s approach to ensuring there was a process to ensure sufficient practice-based learning. We noted they would be using the processes currently in place for the BSc (Hons) Paramedic Science programme. However, the proposed programme would operate separately to this programme and therefore assurance was sought to ensure there was sufficient capacity. The education provider clarified the proposed programme would use the same resources, including practice-based learning environments, modules and placement management processes. The education provider confirmed that learners on the proposed programme will be accommodated within existing placement arrangements and that a reduced intake to the BSc programme will create additional placement capacity for the proposed programme. There was also evidence provided of the regular engagement with practice education providers to review and monitor placement capacity. These processes were further supported by a dedicated placement coordinator for the paramedic programmes and the Plymouth Online Practice Placement Information (POPPI) platform. • The following area should be referred to another HCPC process for assessment: ○ Service user and carer involvement - we have noted there is a Service User and Carer Group (SUCG) who work with academic representatives to oversee service user and carer involvement within the school. We understand the faculty are in the process of developing a faculty wide SUCG to ensure a consistent approach to service user and carer involvement that is standardised across all programmes within the faculty. Given this work is in the developmental stages, this should be considered further and referred to their next performance review in 2027-28. • 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 current programme team consists of ten members of staff who will be involved with the delivery of the proposed programme. There appears to be an adequate number of staff to support the start of the programme in 2026, however this will be monitored and considered as part of programme level standards. • The proposed programme will be delivered at the main campus, which is based at InterCity Place. All the teaching and clinical skills facilities, such as the specialist clinical skills suites and simulation suites, which include two Anatomage tables, a range of equipment and life like manikins are based here. The simulation suite also includes a community kitchen, bedroom, living room and bathroom where real life experiences and scenarios can be created. Other facilities offered are the clinical skills wards, which are spread over two floors and designed identical to a realistic hospital ward environment and the Simbulance, which is a simulated ambulance to support learners with adapting to working in an ambulance environment. Alongside this, learners will also have access to the library and the virtual learning environment (Moodle).			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision
MSci (Hons) Paramedic Practice	FT (Full time)	14/09/2026	Taught

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Applied Biomedical Science	FT (Full time)	Biomedical scientist			01/09/2020
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2019
BSc (Hons) Diagnostic Radiography with Ultrasound Fundamentals	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2024
BSc (Hons) Dietetics	FT (Full time)	Dietitian			08/09/2025
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/02/2004
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2008
BSc (Hons) Occupational Therapy Apprenticeship Route	FT (Full time)	Occupational therapist			19/09/2022
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/08/2018
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2004
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2005
BSc (Hons) Podiatry (degree apprenticeship)	WBL (Work based learning)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/01/2021
BSc (Hons) Podiatry Work-based	WBL (Work based learning)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	17/09/2025
Independent and Supplementary Non-Medical Prescribing (Level 6)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2019
Independent and Supplementary Non-Medical Prescribing (Level 7)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2019
MDiet (Hons) Dietetics	FT (Full time)	Dietitian			01/08/2022

MOccTh (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2020
MPhysio (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2020
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2013
MSc Physiotherapy (pre-registration)	FT (Full time)	Physiotherapist			01/09/2021
MSc Podiatry (Pre-registration)	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/01/2021
MSc Podiatry Work-based (Pre-Registration)	WBL (Work based learning)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	17/09/2025
PgDip Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2020
Post Graduate Diploma Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2013
Professional Doctorate in Clinical Psychology	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1995