

## Approval process report

University of Wolverhampton, Paramedic, 2021-22

### **Executive summary**

Process stage – post-decision publication, covering:

- This is a report which covers our review of the paramedic programme at the University of Wolverhampton. Through our review we did not set any conditions on approving the programme, as the education provider demonstrated it met our standards through documentary evidence and further review.

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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(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) 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:

Timothy Hayes	Lead visitor, paramedic
Kenneth Street	Lead visitor, paramedic
John Archibald	Education Quality Officer

## **Section 2: Institution-level assessment**

### **The education provider context**

The education provider currently delivers 14 HCPC-approved programmes across eight professions. It is a higher education institution and has been running HCPC approved programmes since 2004.

The programme will provide an alternative route for students who are unable to access a three-year full-time programme of study due to their personal circumstance. This fits with the University's widening participation agenda and supports the needs of our main partner NHS ambulance service.

### **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 1](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Biomedical scientist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2010
	Chiropracist / podiatrist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2016
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2017
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2004
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing			2020

### 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	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	389	1030	2021/22	The enrolled numbers of learners across all HCPC approved provision is significantly higher than the approved intended numbers we have on our record. Resourcing on the programme was explored and assessed through the visitors' review. The visitors were unsure about the campus facilities such as the size, the capacity and the equipment in paramedic skills laboratories.

Aggregation of percentage not continuing	3%	2%	2021/22	The percentage of learners not continuing is less than the benchmark at the education provider which implies learners are satisfied with their studies.
Aggregation of percentage in employment / further study	93%	91%	2021/22	The percentage in employment or further study appears less than the benchmark at the education provider. This may require us to explore possible risks about the learning at this institution.
TEF award	N/A	Silver	2021/22	A silver award would indicate that the institution is doing well and there is room for improvement.
NSS overall satisfaction score (Q27)	74.6%	63.6%	2021/22	This score indicates that the percentage of learners who are satisfied with their learning is lower than average. This is another indicator to closely review the learning and teaching as well as the support that is provided to learners at this institution.

### 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 initiation of the process the education provider indicated that the proposed programme would be part of University of Wolverhampton. This institution is well established with HCPC and currently delivers approved programmes in:

- Biomedical science
- Occupational therapy
- Paramedic
- Physiotherapy
- Podiatry

- Independent and Supplementary Prescribing
- Counselling psychology

In previous standards assessments of these programmes, visitors have established the institution level standards are met. The provider has also demonstrated this through ongoing monitoring carried out by the HCPC.

As part of the provider's definition of their institution, they have defined the policies, procedures and processes that apply to the programmes delivered within it. These relate to the institution level standards we set which ensure the following areas are managed effectively:

Admissions	<ul style="list-style-type: none"> <li>• Information for applicants</li> <li>• Assessing English language, character and health</li> <li>• Prior learning and experience (AP(E)L)</li> <li>• Equality, diversity and inclusion</li> </ul>
Management and governance	<ul style="list-style-type: none"> <li>• Ability to deliver provision to expected threshold level of entry to the Register</li> <li>• Sustainability of provision</li> <li>• Effective programme delivery</li> <li>• Effective staff management and development</li> <li>• Partnerships, which are managed at the institution level</li> </ul>
Quality, monitoring and evaluation	<ul style="list-style-type: none"> <li>• Academic quality</li> <li>• Practice quality, including the establishment of safe and supporting practice learning environments</li> <li>• Learner involvement</li> <li>• Service user and carer involvement</li> </ul>
Learners	<ul style="list-style-type: none"> <li>• Support</li> <li>• Ongoing suitability</li> <li>• Learning with and from other learners and professionals (IPL/E)</li> <li>• Equality, diversity and inclusion</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Objectivity</li> <li>• Progression and achievement</li> <li>• Appeals</li> </ul>

### **Assurance that institution level standards are met**

As part of this stage we considered how the proposed programmes fit into the named institution by considering any notable changes to the policies, procedures and processes related to the areas above.

We considered how the proposed programmes are assimilated with the management of existing approved programmes in the institution. We determined the proposed programmes would be managed in way that was consistent with the definition of their institution. On this basis, we were satisfied it is appropriate for the programme to sit as part of the University of Wolverhampton and take assurance the institution level standards will continue to be met by its introduction.

## 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
BSc (Hons) Paramedic Science (Professional Pathway)	FTA (Full time accelerated)	Paramedic	100 learners per cohort, one cohort per year	06/06/2022

### 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.

### Performance data

We also considered institution performance data, as per the data [Performance data](#) on pages five and six of this report.

### 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.

#### Quality theme 1 – collaboration between the education provider and practice education providers

**Area for further exploration:** The visitors noted clear evidence of collaboration with the ambulance placement provider. However, they considered that from the evidence presented no non-ambulance providers were part of these meetings. There is a suggestion that the non-ambulance providers attend the practice team away days and agendas for these were received. However, we did not receive records of minutes or attendance lists, nor a record of who attended. The visitors would like more information about how the education provider collaborates with non-ambulance providers.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions.

This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed the BSc (Hons) Paramedic Science (Professional Pathway) programme provides placement opportunities with West Midlands Ambulance Service Trust only.

As the visitors concerns related to non-ambulance placements and they have removed these from the programme, the visitors were now satisfied this area was now met.

### Quality theme 2 – staffing

**Area for further exploration:** The visitors understand that 100 students are due to be recruited onto this programme. The SETs mapping document suggests they will be based at Telford that has 1.5fte staff. Additional staff are being recruited but the visitors are unclear what their workload allocation across the different paramedic courses would be. They were also unclear what the staff allocation to both sites is, how much capacity they would have to assist with teaching across sites and courses, and from the staff list how much time on the paramedic course those staff will be providing.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions. This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed that since the submission of evidence in January, staff numbers have been increased at Telford campus to 3.5fte staff with currently 8.5fte at Walsall campus. In addition to these, there are members of the team who due to their speciality subjects will be working across the current BSc (Hons) Paramedic Science programme and the proposed programme. These include a mental health nurse. The education provider said they are currently in the process of recruiting a midwife to join the paramedic team teaching across both sites, two new paramedic lecturers and a new head of department.

The visitors considered that taking into consideration the two staff who will work across both campuses, then staffing for Telford is the equivalent of 5.5fte. The visitors also noted that more staff were being recruited and that this ongoing recruitment plan in place to manage the learner numbers is appropriate. The visitors were now satisfied that this area was now met.

### Quality theme 3 – resources

**Area for further exploration:** The visitors noted that a new build was commissioned in 2020 and is now complete, with a dedicated space for paramedic learners. However, the visitors were unsure about the campus facilities such as the size, the capacity and the equipment in paramedic skills laboratories. They also wanted to know whether the skills laboratories are shared with any other programmes.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions. This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed that at Telford campus there is a dedicated paramedic skills laboratory that has a capacity of 25 students. There are also shared facilities that can be requested, these include a simulated house with two bedrooms and an immersive room with video facilities for skills practice / simulation and teaching. Each of these rooms holds between 12 and 15 learners. There are also several skills laboratories that, dependent on availability, can be utilised. These include a nursing skills laboratory that has a capacity of 25 and a physiotherapy / podiatry skills laboratory that has a capacity of 20. The visitors noted evidence of the floor plan of the site. The visitors were informed the new build has had new equipment purchased, and they received a list of equipment for use.

The visitors considered that having viewed the additional floor plan and equipment list provided there are appropriate facilities and resources within the skills laboratory. The visitors were aware that although the skills laboratory can only fit 25 learners and there are 100 on the programme, this can be overcome by repeat teaching skills sessions. The visitors considered that there is appropriate space for teaching and learning. The visitors therefore considered this area to be met.

#### Quality theme 4 – practice-based learning

**Area for further exploration:** The visitors noted that both ambulance and non-ambulance placements are part of the programme, although they considered the exact location of non-ambulance placements was not clear. They also noted that the learning outcomes of placement modules are appropriate but were unsure how much placement time is provided and the locations of it. The visitors therefore considered it difficult to assess if practice-based learning duration and structure will support the achievement of learning outcomes. The visitors would like more information about the duration and range of practice-based learning outcomes. They could see there are blocks of practice-based learning but considered the information on module forms and PAD was unclear. They would also like more information about whether placements are supernumerary or non-supernumerary roles.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions. This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed the BSc (Hons) Paramedic Science (Professional Pathway) programme provides placement opportunities with West Midlands Ambulance Service Trust only. They were told that the education provider expects learners will complete three x 12 hour shifts per week of their time allocated on placement.

The visitors considered that some of their concerns related to non-ambulance placements and as these no longer are a part of the programme, the visitors are

satisfied with this element. However, the visitors were concerned whether there was sufficient duration of practice-based learning to enable students to achieve the course / module learning outcomes and HCPC standards of proficiency. The visitors were aware that three x 12 hour shifts each week will be undertaken whilst on placement. The visitors were however unclear on the nature of those shifts. The visitors were unsure of the status of the learner while on placement. The visitors considered that the two placement modules suggest that students will undertake 250 hours of placement in each module which equates to 14 weeks of ambulance placement, or seven weeks each year. The visitors remained unsure whether this area is met at this point.

The education provider informed the visitors that there are 21 weeks of practice across the two-year programme. These will be full-time practice hours, pro-rata, which equates to 840 hours of practice across the entire programme. The visitors were informed that the placements will be undertaken on a frontline ambulance, working as part of a crew undertaking a full range of shifts and duties. The education provider said that for the placement shifts learners will not be supernumerary. Learners will be working with paramedics, paramedic mentors and practice educators. All paramedics with West Midlands Ambulance Service can formatively sign evidence. The learners in addition to these placement hours return to their employer for 14 weeks. If during this time they are working with appropriate colleagues, they will be able to continue to gain evidence and experience whilst completing these shifts. This model aligns where apprentices learn on the job. The placements are at different points in the programme to allow learners to develop and underpin their new skills as they develop as a practitioner.

The visitors were satisfied with the assurance that ambulance placements are 21 weeks in duration, rather than the 14 weeks that the module paperwork suggested and now considered this to be appropriate. The visitors considered that the placements, although not supernumerary in nature, are alongside at a minimum a paramedic, and were satisfied that learners will have access to a range of clinicians, including mentors and practice educators, so there is an opportunity for skills to be assessed and knowledge discussed. The visitors were therefore satisfied that this area is now met.

#### Quality theme 5 – staff involved in practice-based learning

**Area for further exploration:** The visitors noted clear evidence of a system being in place for the regular monitoring of capacity, with the suggestion being that this includes non-ambulance placements, and that any risks are monitored. They also noted evidence from West Midlands Ambulance Service (WMAS) that they can support the new paramedic pathway. The visitors noted evidence of mentor updates being planned by WMAS. However, the visitors were unclear about whether there is a similar mentor update planned for non-ambulance placements. The visitors also noted mentor numbers given for WMAS. The visitors considered the dates for additional courses given suggested more mentors are needed to meet learner capacity. The visitors were unsure of the learner numbers across the education provider to enable judgement of mentor to student capacity.

The visitors require more information about any non-ambulance placements. The visitors require information about how the education provider ensures staff at non-ambulance placements are appropriately qualified, and confirmation of the learner numbers, so they can assess mentor capacity.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions. This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed that mentor capacity is maintained centrally by West Midlands Ambulance Service (WMAS) and hubs are allocated accordingly. They were told that two education providers have stopped providing education for the WMAS learner paramedic pathway, so the additional learner numbers effectively replace those who no longer provide the programme. The visitors were told that the education provider and other partner higher education institutions are providing frequent mentor programmes to increase the number of mentors available.

The visitors considered their concern related to non-ambulance placements, and as these do not take place in the programme, the visitors are satisfied this area is now met.

#### Quality theme 6 – practice educators knowledge, skills and experience

**Area for further exploration:** The visitors noted clear evidence of a system being in place for the regular monitoring of capacity, with the suggestion being that this includes non-ambulance placements, and that any risks are monitored. They also noted evidence from West Midlands Ambulance Service (WMAS) that they can support the new paramedic pathway. The visitors noted evidence of mentor updates being planned by WMAS. However, the visitors were unclear about whether there is a similar mentor update planned for non-ambulance placements. The visitors require information about how the education provider ensures staff at non-ambulance placements are appropriately qualified.

**Quality activities agreed to explore theme further:** The quality activity we decided on was for the education provider to provide an email response to our questions. This was seen as the most effective way to explore the theme as it is a small query we needed to clarify our understanding of.

**Outcomes of exploration:** The visitors were informed the BSc (Hons) Paramedic Science (Professional Pathway) programme provides placement opportunities with West Midlands Ambulance Service Trust only.

The visitors considered their concern related to non-ambulance placements, and as these do not take place in the programme, the visitors are satisfied this area is now met.

## 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** – this standard is covered through institution-level assessment.
  
- **SET 2: Programme admissions** –
  - Clear guidance provided to candidates, only those with a relevant level 4 qualification will be accepted onto this programme.  
The entry requirements provided are suitable for entry to the programme.
  - The visitors are satisfied this means standards are met.
  
- **SET 3: Programme governance, management and leadership** –
  - There are clear processes in place to guarantee practice-based learning for all learners:
    - There is evidence from West Midlands Ambulance Service that they can support the new programme in terms of providing placements. The proposed programme provides placement opportunities with West Midlands Ambulance Service Trust only.
    - There is regular monitoring of capacity, and any risks are monitored
    - There is engagement between the education provider and placement ambulance service and other education providers in relation to placement capacity.
  - Visitors' concerns about placements related to non-ambulance placements and the provider has removed these from the programme, the visitors were now satisfied this area was now met.
  - Those teaching on the programme are appropriate for course content.  
The visitors are satisfied this means the standards in SET 3 are met.
  
- **SET 4: Programme design and delivery** –

- The programme clearly makes sure that graduates can meet our standards of proficiency and understands the expectations and responsibilities associated with being a regulated professional.
    - The standards of proficiency are met by the learning outcomes in the course modules.
    - There are both two taught professionalism modules plus professional competencies in both the level 5 and 6 practice assessment documents.
  - The programme content matches the expected paramedic knowledge base.
  - There is internal monitoring of module content.
  - There is integration of theory and practice.
  - There are an appropriate variety of different teaching styles.
  - Evidence-based practice is taught at levels 5 and 6, there is an independent project at level 6.
  - The visitors are satisfied this means the standards in this SET area are met.
- **SET 5: Practice-based learning –**
    - There is clear processes that demonstrate practice-based learning is a central part of the programme.
      - Programme embeds practice modules and placements into the curriculum.
      - The programme provides placement opportunities with West Midlands Ambulance Service (WMAS) only.
      - There are 21 weeks of practice across the two-year programme.
      - These will be full-time practice hours, pro-rata, which equates to 840 hours of practice in total.
      - Placements will be undertaken on a frontline ambulance, working as part of a crew undertaking a full range of shifts and duties. The education provider said that for the placement shifts learners will not be supernumerary.
      - When generating evidence, learners will be working with paramedics, paramedic mentors and practice educators. All paramedics with WMAS can formatively sign evidence.
      - The learners in addition to these placement hours return to their employer for 14 weeks.#
      - Placements are at different points in the programme to allow learners to develop and underpin their new skills as they develop as a practitioner.
      - Mentor capacity is maintained centrally by WMAS and hubs are allocated accordingly.
      - Two education providers have stopped providing education for the WMAS, so the additional learner numbers effectively replace those who no longer provide the programme.
      - The education provider provide frequent mentor programmes to increase the number of mentors available.
    - The visitors concerns about practice-based learning, the staff involved and practice educators skills, knowledge and experience, the visitors are satisfied are now met.

- The visitors are satisfied this means the standards in this SET area are met.
- **SET 6: Assessment –**
  - There was clear evidence assessments meet the requirements of the programme.
  - Programme contains module assessments which are suitable for the learning outcomes.
  - There are two taught professionalism modules plus professional competencies in both the level 5 and 6 practice assessment document, which assesses the standards of conduct, performance and ethics.
  - There are university-wide policies in place to monitor assessment standards as well as an external examiner attached to the programme.
  - The visitors are satisfied this means the standards are met.

**Risks identified which may impact on performance:** None.

**Areas of good and best practice identified through this review:** 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).

There were no outstanding issues to be referred to another 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.

## 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 programmes should be approved.

### 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 observation they had on the conclusions reached.

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

- The programme is approved

**Reason for this decision:** The Panel accepted the visitor's recommendation that the University of Wolverhampton and its programmes should receive continued approval.

Appendix 1 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Applied Biomedical Science	FT (Full time)	Biomedical scientist			01/09/2010
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2021
BSc (Hons) Occupational Therapy (Integrated Degree) Apprenticeship	FT (Full time)	Occupational therapist			01/04/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2016
BSc (Hons) Paramedic Science (Professional Pathway)	FTA (Full time accelerated)	Paramedic			06/06/2022
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2017
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2021
Dip HE in Paramedic Science	FT (Full time)	Paramedic			01/04/2015
Independent / Supplementary Non-Medical Prescribing (V300)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
Independent / Supplementary Non-Medical Prescribing (V300)	PT (Part time)			Supplementary prescribing	01/09/2020
Independent / Supplementary Non-Medical Prescribing (V300) Level 7	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
MSc Occupational Therapy	FTA (Full time accelerated)	Occupational therapist			12/09/2022
MSc Physiotherapy	FTA (Full time accelerated)	Physiotherapist			12/09/2022

MSc Podiatry	FTA (Full time accelerated)	Chiropodist / podiatrist			12/09/2022
Non Medical Prescribing Programme	PT (Part time)			Supplementary prescribing	01/02/2006
Non-Medical Prescribing Programme	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014
Non-Medical Prescribing Programme (level 7)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2015
Professional Doctorate in Counselling Psychology (DcounsPsy)	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/09/2014
Professional Doctorate in Counselling Psychology (DcounsPsy)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2004