Approval process report

University of Greenwich, Speech and Language Therapy, Biomedical Science (degree apprenticeship), 2024-25

Executive Summary

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

We have:
- Reviewed the institution against our institution-level standards and found that the majority of our standards are met in this area.
- Reviewed the programme(s) against our programme level standards and found our standards are met in this area.
- Recommended all standards are met, and that the programme(s) should be approved.

Through this assessment, we have noted:
- The areas we explored focused on:
  - Confirming that the education provider meets all the relevant HCPC education standards.

Previous consideration	N/A
Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programme(s) is / are approved, and
Next steps	Outline next steps / future case work with the provider: • Subject to the Panel's decision, the proposed programmes will be approved.

Included within this report

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 / ongoing 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:

Sue Boardman	Lead visitor, Paramedic, Educationalist / Practitioner
Peter Abel	Lead visitor, Biomedical Scientist, Educationalist
Alistair Ward-Boughton-Leigh	Education Quality Officer
Elspeth McCartney	Support visitor, Speech and Language Therapist, Educationalist

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 15 HCPC-approved programmes across four professions. It is a Higher Education Institution and has been running HCPC approved programmes since 2011.

The education provider also runs existing degree apprenticeship programmes with the NHS acting as the employer for these. The proposed programmes will utilise existing partnerships (such as with OXLEAS NHS Trust) for the proposed programmes. The same faculty / School at the education provider will be responsible for running the proposed programmes.

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	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2021
	Paramedic	☒Undergraduate	☐Postgraduate	2011
	Physiotherapist	☒Undergraduate	☐Postgraduate	2023
	Speech and language therapist	☒Undergraduate	☐Postgraduate	2023

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	360	480	2024	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.

When considering the proposed programmes, the learner numbers are in line with what we would expect to see. |
|---|---|---|---|---|
| Learner non-continuation | 3% | 4% | 2020-21 | This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered based on HCPC-related subjects

The data point is above the benchmark, which suggests the provider is performing below sector norms

When compared to the previous year's data point, the education provider's performance has dropped by 1%

This data will be presented to the visitors in stage 2 of this case to be considered as part of their assessment. |
| Outcomes for those who complete programmes | 92% | 90% | 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 below the benchmark, which suggests the provider is performing below sector norms

When compared to the previous year's data point, the education provider's performance has dropped by 3%

This data will be presented to the visitors in stage 2 of this case to be considered as part of their assessment. |
|---|---|---|---|---|
| Teaching Excellence Framework (TEF) award | N/A | Gold | 2023 | The definition of a Gold TEF award is "Provision is consistently outstanding and of the highest quality found in the UK Higher Education sector."

We did not explore this data point through this assessment because the gold award is the highest level the education provider can achieve. This is also an improvement on their previous 2019 score of Silver. |
| Learner satisfaction | 79.9% | 81.0% | 2024 | 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 6% |

				We recognise this is a good score for the education provider and marks an improved performance. We therefore did not identify a need to explore this further.
HCPC performance review cycle length		2027-28	2 years	An ongoing monitoring period of two years is generally the shortest length of time we recommend as a monitoring period. This may reflect ongoing changes and developments taking place at the education provider and may be worth considering throughout this approval case.

We did not consider data points / intelligence from other organisations through this approval review.

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 education provider has explained how all approved programmes at their institution (health care programmes) must follow the same template. This means they must make information, including health, conduct, disclosure and barring service checks (DBS), easily available for applicants. The programmes must also detail information related to practise-based learning placements as this is a vital part of health and caring programmes.

- o The education provider has also detailed their approach to running open days throughout the academic year. This allows prospective learners to tour the education provider's facilities and meet the staff. The education provider has rules and guidance in place for staff on the running of these days and ensures programme-specific staff are available for these open days. The education provider has also detailed how Apprenticeship Showcase Events have also been planned for local and new employers for throughout 2025.
  - o Employers collaborate with training providers to support apprentices, ensuring they develop relevant skills and behaviours through hands-on experience in real-world settings. The education provider also detailed how learners are paid during their time on the programme, with government support available if the employer does not meet the apprenticeship levy. Employers use this levy to reduce their recruitment costs and benefit from running apprenticeships as a way of increasing their talent pool, upskilling their staff and diversifying their team.
  - o The education provider has also provided details on the range of support they offer both to apprentices and their employers. This includes aiding in accessing learning support for learners with special educational needs. Additionally, learners with Dyslexia, Dyspraxia and mental health services to support learners. The education provider will also aid in the recruitment process for employers and offer support throughout the programme.
  - o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved / lead on processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETs relating to this area to stage 2 of this approval case.
- **Assessing English language, character, and health** –
  - o The education provider has explained how they have an existing admissions policy that applies to all their programmes and will apply to the proposed programmes. This policy stipulates that all learners demonstrate that their English Language is at a level which allows them to complete their studies successfully. The education provider has also detailed how the policy highlights that literacy, numeracy, and applicant suitability may be essential criteria set by a Professional Statutory Regulatory Body (PSRB). In such cases, it is the responsibility of the Faculty (School) to ensure that entry requirements align with both University and PSRB standards.
  - o The education provider has explained how applicants to the programme will need to have completed their employer's selection and interviewing process prior to applying to the programme. Appropriate healthcare experience through work shadowing or observation, either voluntary or paid, is also encouraged of applicants. All applicants must provide a professional reference and this should be included as part of the application and must be provided by an academic or employer. An

Occupational Health Screening check and an Enhanced DBS check will also be required and confirmed by their employer.

- o The education provider has also stated that as part of the registration process, all learners are required to show original certificates to confirm that entry requirements have been fully met. This will then remain on a learner's academic record until they have met all requirements to complete registration with the education provider.
- o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved / lead on processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETs relating to this area to stage 2 of this approval case.

- **Prior learning and experience (AP(E)L)** –
  - o The education provider has detailed how recognition of prior learning (RPL) is well embedded in their institution and allows up to 50% of the programme to be completed via RPL. The education provider has explained how the RPL policy has been adapted for their School of Health Sciences, where the programmes will sit, and PSRB requirements. The school also has a dedicated RPL lead, and the faculty has an RPL committee. An External Examiner and all learners also oversee RPL processes are advised about the RPL process and supported with their claim.
  - o The education provider has explained how RPL claims can be made for a specific module or up to 50% of the programme where applicable. They also explained how before the apprentice starts their apprenticeship, their prior learning and experience must be assessed. This is to make sure that they are eligible to do the apprenticeship and that it is the right programme for them. Their training programme will then be tailored to meet the needs of the apprentice and employer.
  - o The education provider has detailed how initial assessment costs, including prior learning evaluations, are eligible for apprenticeship funding. These assessments establish the apprentice's starting point, forming the basis of a high-quality apprenticeship program. Benefits include:
    - Tailored training plans for apprentices that address specific needs and avoid duplicating existing skills.
    - Effective training programs for employers, ensuring off-the-job training time is used efficiently.
    - Customised learning experiences from providers, enhancing the overall quality of the apprenticeship.
  - o This aligns with how we understand the education provider to perform and run their existing programmes.

- **Equality, diversity and inclusion** –
  - o The education provider has an existing equality, diversity and inclusion (EDI) policy that will apply to the proposed programmes. The education provider has stated that their school of health (the school the

programmes will sit in) is committed to equal opportunity for all and is required to the institution-wide policies and guidance for EDI. The education provider has described themselves as an inclusive, diverse community, and this is reaffirmed in their 2024 EDI statement. This details their commitment to building and maintaining an inclusive, welcoming environment. The statement also lists the different protected characteristics, including individuals' age, religion, sexual orientation, background, family and marital status, and disability.

- o The education provider has explained how their EDI policy requires learners, staff and visitors to treat others with respect at all times and promote an environment free of all kinds of bullying and harassment. To actively discourage discriminatory behaviours or practices and to participate in training / learning opportunities that enable best practices.
- o The education provider has detailed how they have developed and implemented an action plan that focuses on reducing the awarding gap between Black, Asian and minority ethnic learners and White learners. It contains a comprehensive approach to improving race equality for staff and learners. The action plan aims to close the Black, Asian and minority ethnic awarding rate gap and improve race equality for staff and learners.
- o The education provider has also detailed the two online training modules that are compulsory for staff to complete. These training modules are designed to help staff build confidence in recognising equality, diversity and inclusion in everyday situations.
- o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved in / lead the processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETS relating to this area to stage 2 of this approval case.

Non-alignment requiring further assessment: We are referring several areas to stage 2 of this approval case. This will allow the visitors on the case to assess the employers who are involved in the programmes' polices relating to several stage 1 SETS. This includes the following SETS:

- 2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.
- 2.3 The admissions process must ensure that applicants have a good command of English.
- 2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.
- 2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.
- 2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.

Management and governance

Findings on alignment with existing provision:
- **Ability to deliver provision to expected threshold level of entry to the Register[1] –**
  - The education provider has stated that all programmes within the Faculty of Education Health & Human Sciences and the School of Health Sciences are developed to meet the institutional management, ESFA apprenticeship, and governance requirements.
  - The education provider also explained how they have an Apprenticeship hub that supports apprentices and works to build a pool of candidates for the proposed programmes.
  - The education provider has stated that the Quality Assurance Agency (QAA) and Public Statutory and Regulatory Body (PSRB) standards are utilised to ensure that programmes are built with robust structures in place. These are planned to ensure that all learners meet the requirements for degree-level study and are eligible for registration with the approving PSRB upon successful completion of the programme.
  - This aligns with how we understand the education provider to perform and run their existing programmes.
- **Sustainability of provision –**
  - The education provider has described the strict process they must follow in the development of new programmes. This process requires that propose new programmes are discussed within a School and then signed off at Faculty level prior to being approved at institutional level. As part of this process the programme development team are required to:
    - complete new programme proposal forms.
    - ensure market research is completed.
    - complete a business plan which includes forecasting of learner numbers and resource requirements
  - The education provider has described how each year all their Faculty's undertake an exercise which is focussed on portfolio planning which is then presented to the Vice-Chancellor. As part of this process, documentation is completed in which they outline learner number targets within the context of a faculty's total learner population. This is then reviewed in the context of new and continuing learners. A summary of future recruitment growth opportunities is also presented. Based on this data, future recruitment is agreed and faculty staffing budgets are confirmed.
  - The education provider has explained how their school and apprenticeship hub are required to follow institutional processes when developing a new programme. They have also discussed the internal

[1] This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

expertise that is available within the school, which will help guide and resource the programme. This includes Nurses, Midwives, Paramedic Science Practitioners and Speech and Language Therapists.
- o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved in / lead the processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETS relating to this area to stage 2 of this approval case.

- **Effective programme delivery** –
  - o The education provider has explained how programme-level monitoring is required as part of their institutional standards. This stipulates that all programmes are reviewed by programme-level committees comprised of all relevant stakeholders. Programmes are also reviewed annually via annual programme monitoring, where action plans are evaluated and developed for the following year. As part of this process, the programme's effectiveness is considered via data provided centrally by the education provider. This includes data on recruitment, attrition, attainment, awarding gap, and completing learners and employment classification. Additionally, data from the National Student Survey (NSS) is evaluated to provide an overall picture of the programme and to identify areas where improvements are needed. The education provider has stated that this monitoring process allows risks to be recognised and managed.
  - o The education provider has also explained how their apprenticeship hub oversees all apprenticeship programmes. All programme leaders are experienced and qualified staff who meet their institutional, PSRB and apprenticeship hub standards. External examiners are utilised to provide oversight, scrutinise and ensure the effectiveness of programmes and processes.
  - o The education provider has also explained how monitoring takes place on a modular level. This process allows learners and module leaders to highlight areas of good practice and where development is needed. External Examiner feedback also feeds into this process. They have explained how their School of Health Sciences recruits and retains a team of health care professionals, providing learners with access to experts in their field of profession. The education provider has also invested in simulation facilities to ensure their programmes can be delivered effectively. Modules are also required to be presented at Subject Assessment Panels, where module, programme leaders, and external examiners attend.
  - o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved in / lead the processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETS relating to this area to stage 2 of this approval case.
- **Effective staff management and development** –

- o The education provider has a range of existing policies and procedures to support staff development and management. These include existing institutional Human Resources (HR) policies covering;
  - Appraisals
  - Managing attendance & Wellbeing
  - Maternity / Paternity and Shared Parental Leave
  - Flexible working Balance Academic Workload
  - Special Leave
  - Probationary periods
  - Staff learning and developmental opportunities
- o The education provider has also stated that their existing HR policies covering equal opportunities for their staff will apply to the proposed programmes and the staff on them.
- o This aligns with how we understand the education provider to perform and run their existing programmes.

- **Partnerships, which are managed at the institution level** –
  - o The education provider has stated that they have strong institutional and school-level partnerships in place. This includes the School of Health Sciences, which has partnerships with health and social care organisations that provide essential placements for PSRB and Education and Skills Funding Association ESFA-approved programmes.
  - o The education provider has also referred to their existing Practice-Based Learning Governance Framework. This framework provides guidance and information on their programmes' potential risks and risk management. The framework also provides communication strategies for practice partner relationships, and roles and responsibilities for all those involved in building and maintaining practice partner relationships. The new programmes will fall under this governance framework, and this framework will be used to build and maintain new relationships with practice partners or to continue to maintain existing partnerships.
  - o This aligns with how we understand the education provider to perform and run their existing programmes.

Non-alignment requiring further assessment: We are referring several areas to stage 2 of this approval case. This will allow the visitors on the case to assess the employers who are involved in the programmes' polices relating to several stage 1 SETS. This includes the following SETS:
  - 3.1 The programme must be sustainable and fit for purpose.
  - 3.2 The programme must be effectively managed.
  - 3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality** –
  - o The education provider has detailed how academic quality is assured by their Academic Regulations. The education provider has stated that these regulations / policies recognise the education provider's PSRB requirements and obligations. The education provider has stated that where a programme forms part of the qualifications required by a professional or statutory body, the requirements of the PSRB body may take precedence over those of the education provider's own regulations. In such a case this would be clearly communicated and be at the discretion of the vice-chancellor and the progression board.
  - o They have also explained how their School of Health will deliver the programme and will need to meet existing institution-wide policies. These existing policies include procedures for academic quality monitoring and evaluation.
  - o The education provider also utilises external examiners who serve a role in ensuring academic standards are maintained. The education provider has referred to their existing assessment and feedback policy that is in place and will apply to the proposed programmes. This policy sets out the rules and parameters for feedback and monitoring their programmes. This will include learners, staff and external examiners being able to provide feedback and how this feedback is used going forward/
  - o The education provider has also referred to their simulation policy. Their 'Simulation Strategy' is a School-wide strategy designed to ensure that simulated learning is high quality, monitored and evaluated. They have invested in new simulation facilities that they say have enabled the School to utilise technology to deliver an enhanced simulation experience for all learners. The new provision will include simulated learning as an integral part of the curriculum.
  - o For the proposed apprenticeship programmes, the education provider will have overall responsibility for the programme. We will need to review how the education provider works with and monitors / evaluates the role of the employer as part of delivering ongoing quality and effectiveness. We will need to assess these as part of stage 2 (SET 3.4) of the process.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The education provider has referred to school-wide policies and procedures that are in place and will apply to the proposed provision. This includes their Practice-Based Learning Governance Framework and their 'Education Audits'. These audits are completed to ensure the quality of learning and support in placement areas. The education provider has explained how they use the pan-London practice learning group audit tool to evaluate placement on a 2-yearly basis. If concerns

are raised, placement areas will be audited, and action plans will be developed as required to ensure the placement quality. Their practice partners and their apprenticeship team are also invited to the practice learning panel on termly basis which includes self-reporting for quality assurance. Regular meetings are held between key contacts, including their Partner Relationship Manager, Lead for Practice Learning, Apprenticeship Managers and Link Lecturers. This allows for regular monitoring of the practice partners provision.

- o The education provider has detailed how learners also complete practice placement evaluations. Information from these placement evaluations is collated and feedback is provided to placement providers.
- o The education provider has stated that due to the nature of the proposed programmes, they have determined that a special practice-based learning safeguarding policy is required. This is to provide a clear process for raising concerns about practice-based learning placements.
- o The education provider has also explained how their 12-weekly tripartite agreement is in place. This will allow the regular monitoring of the proposed programmes, with reviews conducted at least every 12 weeks. The education provider has explained how these reviews will provide an opportunity for the employers, the programme providers and learners to discuss the progress of the apprenticeship and to check on their knowledge and understanding of recent learning and the impact on their practice. For training providers, progress reviews offer a chance to closely track an apprentice's progress, pinpointing any struggles and allowing for timely support.
- o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved in / lead the processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETS relating to this area to stage 2 of this approval case.

- **Learner involvement** –
  - o The education provider has described how, on a school level, learners are involved in designing the curriculum. They do this through the end-of-term program committee meetings and cohort-wide meetings. The education provider has discussed the importance of involving learners in their programmes, including apprenticeship-learners, calling their involvement integral to the programme.
  - o The education provider has also detailed how learners are represented on several committees and forums. This includes institutional, faculty, and school-level forums, and represented by their Students' Union.
  - o Learners also have external mechanisms through which they can get feedback on their programme and institutional experiences. This includes the National Student Survey (NSS), the feedback of which is used to formulate action plans. The education provider also runs its

own internal surveys, where the feedback is collected and collated and used in the development of action places.

o Much of the information we have available here relates to mechanisms and procedures that will be available and in place at the education provider. We do not get a sense of how learners will be involved through their employers in processes related to running the programme in employment settings. This information is more likely to be discussed at a programme-level. We shall therefore highlight this to the visitors to explore in stage 2 of this approval case.

- **Service user and carer involvement** –
  o The education provider has an existing school-wide policy in place that will be used to govern service user and carer involvement in the proposed programmes. This is their Service users and carer strategy that applies to their existing provision. The education provider has declared that service users and carers are integral to the programmes and all health care programmes they deliver
  o The education provider has detailed how service users and carers have been involved in the programmes since their inception. This is particularly prevalent in the curriculum design via stakeholder meetings. They have stated that for the proposed programmes there will be service users on the recruitment panel for apprentices with the employer to participate in the admissions process. There are specific modules across the programme where service users will be invited to discuss their experience with the care they have received or living with communication or swallowing difficulties, for example.
  o This aligns with how we understand the education provider to perform and run their existing programmes.

Non-alignment requiring further assessment: We are referring several areas to stage 2 of this approval case. This will allow the visitors on the case to assess the employers who are involved in the programmes' polices relating to several stage 1 SETS. This includes the following SETS:

  ▪ 5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.
  ▪ 5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.
  ▪ 5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.
  ▪ 4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.
  ▪ 4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.

- 3.4 The programme must have regular and effective monitoring and evaluation systems in place.

<u>Learners</u>

Findings on alignment with existing provision:
- **Support** –
  - The education provider has referred to their existing personal tutoring policy. The policy was updated and revised in 2024 and the aim of his policy is to raise the profile of personal tutoring and extend its reach and remit. Personal tutors support learners throughout their academic journey, aid in their progression and development. Tutors work with learners to develop their skills, including study skills, such as ethics and plagiarism, developing the skillset needed to successfully attempt assessment and take feedback, employability skills, and skills in managing personal needs and personal change. This is in place and will apply to the proposed programmes.
  - The education provider will involve learners in the programmes as stated and set out in their student engagement policy. This is applied at the school level, and attendance at professional programmes is essential, as well as a PSRB and apprenticeship requirement.
  - The education provider also have policies in place regarding extenuating circumstances and learning interruptions, transfers and withdrawals. This stipulates that learners can withdraw and interrupt their studies. There is a process in place to facilitate and support the learner in this process and a decision-making process to ensure the right decision on withdrawing / interrupting is reached. PSRB and Apprenticeship requirements are always upheld particularly where programme transfer is requested.
  - The education provider's existing fitness-to-study procedures will apply to the proposed programmes. The aim of this policy is to provide a clear set of procedures for when a learner's health, well-being, and / or behaviours are affecting their ability to progress academically. The policy sets out the support staff can provide to learners and encourages them to act early and collaboratively in situations where there are concerns regarding a learner's fitness to study.
  - The education provider has also explained how they will be regularly conducting tripartite Progress Reviews to help apprentices work towards their goals and meet the required HCPC and EPA standards. An apprenticeship agreement must be signed at the start of the apprenticeship. It is used to confirm individual employment arrangements between the apprentice and the employer and is a legal requirement. The education provider has stated that the involvement of employers in these reviews is crucial, as they impact retention and learner progression.
  - This aligns with how we understand the education provider to perform and run their existing programmes.

- **Ongoing suitability** –
  - o The education provider has explained how the ongoing suitability of learners on the proposed programmes is assessed. The education provider has described how they have school and institutional-level procedures in place for this.
  - o On the school-level all learners are required to complete health and good character declarations at the commencement of the programme. They are required to complete these again at the beginning of year 2 of the programme and upon completion. This is to ensure ongoing suitability in relation to health and good character. The education provider has stated that these will also be used to confirm individual employment arrangements between the apprentice and the employer and that this is a legal requirement.
  - o The institutional-level fitness to practice procedure and student disciplinary procedures are also in place and will apply to learners o the proposed programmes. These policies aim to provide a clearly formulated impartial process for dealing with allegations relating to misconduct as set out within the Procedure. These set out the parameters and scope of misconduct investigations and the commitment to investigate these within a reasonable timescale in the affair and impartial manner.
  - o This aligns with how we understand the education provider to perform and run their existing programmes.
- **Learning with and from other learners and professionals (IPL/E)** –
  - o The education provider has detailed how interprofessional learning / education (IPE) is run on a school level. They have detailed how the School promotes interprofessional learning through shared learning for health courses where learners can learn from and with other learner groups. This includes learning alongside those in nursing (all fields), midwifery, paramedic science, and physiotherapist [programmes.
  - o Learners also experience interprofessional learning in placements as part of practise-based learning, where they are required to learn from interdisciplinary teams and alongside learners from various healthcare disciplines.
  - o The education provider has also stated that the proposed programmes will include a degree of shared learning in the educational settings with further interprofessional learning provided through the work-based setting and practice-based learning elements.
  - o Based on the information provided by the education provider, more interprofessional learning opportunities will be available, and information on this will be available at the programme level. We can, therefore, expect more information to be provided in stage 2 of this approval case. We are therefore referring this section to stage two of this case to allow the visitors on this case to assess and provide their perspective on the availability of IPE.
- **Equality, diversity and inclusion** –

- The education provider has detailed how they have an institutional Equality Diversity and Inclusion (EDI) Policy statement in place that was updated in 2022. They have also stated that they are committed to promoting EDI and providing an inclusive and supportive environment where staff and learners thrive and reach their full potential. This, they state through the EDI policy statement, is central to their 2030 strategy to become the best modern university in the UK.
  - The EDI policy statement sets out the policy's application and the responsibilities of the institution, its staff, learners, and stakeholders. It also details its aim to eliminate discrimination, harassment, and victimisation. Additionally, it aims to create equal opportunities for all, foster good relations, and ensure all are treated with respect and dignity. The policy statement reaffirms the education provider's zero-tolerance approach to discriminatory practice or behaviour.
  - This aligns with how we understand the education provider to perform and run their existing programmes.

Non-alignment requiring further assessment: We have referred the SET regarding interprofessional learning / education to stage 2 of this case. This is because most of the opportunities for IPE are to be provided on a programme level. Referring it to stage 2 allows the visitors to assess this area. This affects the following SET.

- 4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Assessment

Findings on alignment with existing provision:
- **Objectivity** –
  - The education provider has in place their Academic Regulations for taught provision that will apply to the proposed programmes. These regulations set out their approach to conducting assessments and ensuring these are assessed in a fair and impartial manner.
  - The document also describes the role their external examiners play to this end too. External examiners are asked verify that academic standards are appropriate for the qualification and to ensure this meets the nation-wide standards. External examiners are asked to ensure that the assessment process is rigorous, fair and fairly operated, in line with the education providers standards.
  - This aligns with how we understand the education provider to perform and run their existing programmes.
- **Progression and achievement** –
  - The education provider has explained how they have in place their Academic Regulations for taught provision that will apply to the proposed programmes. These regulations set out the education

providers' procedures for progression and achievement. This includes allowing for re-assessments and the role of their progression board.

- o The education provider has also referred to their misconduct procedure and examination conduct regulations. They have stated that due to the nature of professional programmes, academic misconduct can be linked to the fitness to practice policy where appropriate.
- o Information on progression and achievement is set out for both staff and learners on the proposed programmes. This is set out in the Academic Regulations and available on their website.
- o As the proposed programmes are degree apprenticeship programmes, we need to understand how employers are involved in / lead the processes. We need to assess their policies and procedures relating to this SET area. We therefore shall refer the SETS relating to this area to stage 2 of this approval case.

- **Appeals** –
  - o The education provider has an institutional-level learner complaints procedure that will apply to the proposed programmes. The education provider also has an academic appeals process in place. These policies set out the process for learners to make academic appeals and complaints and the process surrounding extenuating circumstances.
  - o The education provider has also stated how learners are supported at the school level should the need arise for them to make a complaint or need to engage in the academic appeal process.
  - o This aligns with how we understand the education provider to perform and run their existing programmes.

Non-alignment requiring further assessment: We are referring SETS relating to the progression and achievement of learners / apprentices on the programme. The information we have details how the education provider monitors progression and achievement and makes information available for learners on this. But as the programme is a degree apprenticeship, we need to understand how this process works in the employment setting and how the employers' polices / procedures work in relation to this. This affects the following SETS:

- 6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.
- 6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review of stage 1. We have found there to be alignment of the new provision within existing institutional structures. However, we have found the need to refer several SETS to stage two of this case. This is to allow the opportunity for further information to be provided by both the education provider and the employers who will run the proposed programmes. This will allow an opportunity for the visitors assigned to this case to

assess all information available and the policies / procedures in place. The visitors will then determine if they find all the SETS to be met before considering approval of the proposed programmes.

Findings of the assessment panel:

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- The proposed programme will have access to teaching space for lectures and seminars and the technology to support a blended learning approach.
- The proposed programme will have access to the Greenwich Learning and Simulation Centre to allow students access to 'state of the art' simulation facilities to enhance and support their learning

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

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) Speech & Language Therapy Apprenticeship	FT (Full time)	Speech and Language Therapist	25 learners, 1 cohort per year	01/02/2026
BSc (Hons) Biomedical Science Apprenticeship	FT (Full time)	Biomedical Scientist	25 learners, 1 cohort per year	01/02/2026

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:

- NHS England (NHSE) – London. Our contacts at NHSE have warned that several professions in London face severe practice-based learning placement shortages. This primarily affects other programmes than those looked at through this report. But visitors were made aware of placement challenges ahead of their review.

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.

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** –
  - o The education provider has stated that applicants for the programmes must provide both academic and professional references to support their application. They have detailed how, as part of the selection process and in line with professional standards, candidates will be interviewed by a joint panel consisting of the employer and the education provider.
  - o They have also explained how applicants must complete a Disclosure and Barring Service (DBS) check. This is required as part of the application process. Applicants must also complete an occupational health assessment to demonstrate that they are fit to study.
  - o They have explained how applications are submitted through the applicant's employer. Additionally, candidates are expected to hold Level 2 qualifications in Maths and English. This is also reflective of the rules set out by the Institute of Apprenticeships. Additionally, they state that learners should have qualifications or relevant experience equivalent to 112 UCAS points and be employed in a suitable role. Additionally, learners must have their employer's full support for undertaking the apprenticeship.
  - o The visitors found the entry criteria for all three programmes and academic standards that will be applied to be appropriate. They have agreed the standards related to this area have been met.
- **SET 3: Programme governance, management and leadership** –
  - o The education provider has stated that their programme teams maintain strong, long-standing relationships with placement providers. This is maintained through ongoing collaboration with existing partners that support their existing provision. They have detailed how their School of Health supports this through its Practice-Based Learning Governance Framework. Furthermore, how this includes termly Practice Learning Panels and regular meetings between the education provider's Partner Relationship Managers and Trust-employed Link workers. They have also explained how trust link lecturers also participate in twice-yearly programme committee meetings and Tripartite meetings, which are required for apprenticeship programmes. This, they state, ensures consistent and effective communication among employers, apprentices, and academic representatives.
  - o The education provider has detailed how their School of Health has a highly experienced team of nine paramedic academics within its Paramedic section. Of these, eight hold PGCERTs or equivalent qualifications, with one currently pursuing theirs. Additionally, eight members possess master's-level qualifications, and four are engaged in doctoral studies, reflecting the team's strong academic foundation and commitment to professional development. They have also identified seven Biomedical scientists who will support the biomedical science programme and three members of staff in speech and language therapy. The education provider also supplied the Curriculum

Vitae (CV) of all identified staff, highlighting their experience, qualifications and skills.

o They state that this core team is further supported by a diverse range of specialists from across the school. This includes experts in midwifery and various nursing disciplines, mental health, learning disability, child and adult specialists. This also includes professionals in Physiotherapy and Speech and Language Therapy. This interdisciplinary support, they state, enhances the depth and breadth of the educational experience offered.

o The education provider has discussed how their proposed programmes are supported by a raft of academics and educators who demonstrate clear expertise in their respective module areas. This, they state, is reflected in both their CVs and the module specifications. The education provider has explained how each member of the team brings specialist knowledge, along with practice-based or research interests, directly aligned with the modules they lead. This is done to ensure that high-quality, relevant, and informed teaching is delivered throughout the programmes.

o The education provider has detailed how learning within the programmes is delivered through a blend of institution-based education, on-the-job training, and practice-based experiences. Theoretical content is taught through lectures, seminars, and tutor groups, while practical simulations take place in dedicated labs. This includes utilising their existing and resourced Greenwich Learning and Simulation Centre. To support academic rigour and relevance, module specifications are regularly updated with current reference materials, ensuring learners have access to the latest resources in each subject area.

o Through clarification, the education provider has stated that they remain dedicated to supporting their partners in the delivery of high-quality practice education. They discussed how they have previously collaborated with the London Ambulance Service (LAS) to offer the Level 6 Certificate in Practice Education module. This module is currently undergoing revision to align with updated standards of proficiency and recent organisational changes within LAS. They have detailed that ahead of its relaunch, they will engage with both LAS and the Southeast Coast Ambulance Service (SECAMB) to ensure the module's content and delivery are tailored to the evolving needs of practice educators and meet the requirements of both apprenticeship and OfS learners. This module will serve as a key tool in supporting both educators and apprentices.

o Through a request for clarification the education provider explained how the Biomedical Science programme will benefit from a well-established Employer Liaison Group (ELG). This comprises key training officers from NHS pathology laboratories across Kent and Medway. They explained how this group has played a vital role in shaping the Level 6 Biomedical Scientist Degree Apprenticeship. They

have contributed to decisions on delivery format, module content, and assessment methods to ensure the programme meets employer needs. Regular meetings and documented communications demonstrated strong collaboration and partnership. The Kent and Medway Pathology Network (KMPN) has confirmed its intention to use the programme as a workforce pipeline, supporting local talent development and aligning with the NHS Long Term Workforce Plan to expand apprenticeship-based training and widen participation across the region. This also show the demand for the programme and how they are supported by local stakeholders. These stakeholders will also be involved in providing practice-based learning further increasing the capacity.

- o The education provider has also explained that, before being assigned a learner, laboratory training leads will receive workplace-based training in delivering the certificate of competence portfolio. This is embedded within the proposed programme. This training covers key areas such as roles and responsibilities, communication methods, best practice examples, and the theory of learning and assessment. Training leads are also directed to IBMS "train the trainer" workshops and monthly drop-in sessions for ongoing support. The education provider has confirmed that they will collect certificates of expert practice for all training leads supporting apprentices.
- o The education provider also noted that the Institute of Biomedical Science (IBMS) has established standards to in place. These aim to , ensure structured, high-quality training for both pre- and post-registration learners in clinical laboratories. To deliver training for the Biomedical Scientist apprenticeship programme, laboratories must obtain 'Training Laboratory' status by completing the IBMS self-assessment audit tool and checklist, which are submitted to the Registration Department for Conditional Approval. The education provider also maintains records of each laboratory's training status, and only those with Conditional Approval are eligible to host Biomedical Scientist apprentices.
- o The visitors reviewed all the information available and found this to be mapped ot the standards for the two proposed programmes. The visitors, therefore, found all standards related to this area to be met

- **SET 4: Programme design and delivery** –
  - o The education provider has detailed how the proposed programmes' learning outcomes are aligned with their relevant professional standards, which in turn are in alignment with the profession-specific standards of proficiency, conduct, performance, and ethics.The education provider has discussed how these standards are mapped across module learning outcomes, ensuring comprehensive coverage throughout the curriculum. Learner achievement of these standards is explicitly demonstrated and documented within the relevant Practice Assessment Documents. The education provider has also detailed how the proposed programmes are also aligned with the standards of

conduct, performance, ethics, and proficiency required. These standards are clearly demonstrated by learners and formally recorded within the Practice Assessment Document, ensuring accountability and professional alignment throughout the apprenticeship.

- The education provider has stated that the development of the proposed programmes has been guided by the standards set by the relevant professional bodies. This has meant working with the relevant professional bodies for each of the proposed programmes. This includes the curriculum design examples, which were informed by the professional body guidance. They reflect that this guidance reflects the transition of training into university settings and serves as the foundation for the programme's philosophy, core values, skills, and knowledge. This is also shaped collaboratively by employers, the education provider, and learners.

- The education provider has stated that across their provision, theory and practice are seamlessly integrated through real-world scenario simulations. These are then conducted in their Greenwich Learning and Simulation Centre, alongside immersive practice-based learning activities. The education provider has stated that a key strength of their proposed degree-apprenticeship programmes and their on-the-job training, which deeply embeds learners within the workplace environment, is that it effectively prepares them for professional registration.

- The education provider has also stated that teaching and learning on the programmes is structured to support learners in achieving their outcomes through a diverse and inclusive approach. Instruction is delivered via interactive lectures rather than traditional didactic methods, incorporating digital tools such as Moodle, Mentimeter for quizzes, and Adobe Creative Cloud and Spark for creating engaging online content. This variety ensures accessibility for learners with different preferred learning styles, while strategies to enhance digital literacy are embedded throughout the programme to support professional competence in a technology-driven healthcare environment.

- The education provider has stated that the proposed programmes are committed to fostering lifelong learning by cultivating critical reflective thinking and promoting learner autonomy. Teaching, learning, and assessment strategies are designed to empower learners to apply their knowledge across varied contexts, encouraging adaptability and continuous professional growth throughout their careers. The programmes will actively foster the development of research skills essential for evidence-based practice. Through dedicated modules at academic levels five and six, learners gain a solid foundation in research methods, enhance their critical appraisal abilities, and build confidence in applying evidence to inform their professional practice.

- The visitors found the agreed programmes to have been comprehensively mapped to key frameworks, including the

apprenticeship standards, HCPC SETs and SOPS, professional body guidance, and the updated programme structure and duties. This mapping ensures that learners meet the necessary learning outcomes and proficiencies required for professional registration. The standards of proficiency for Speech and Language Therapists (SLTs) are also referenced, with clear documentation provided to demonstrate alignment with the Biomedical Science register and expectations of professional behaviour.

- o They also found the programme specification, HCPC SOPs mapping document, and Practice Assessment Document (PAD) collectively illustrate how the curriculum embeds core values, philosophy, skills, and knowledge. British values mapping is also included as a central component. SLT curriculum guidance has been considered to support the integration of academic and professional standards. These elements are detailed throughout the narrative and specification documents, ensuring transparency and coherence in the programme's design.
- o The visitors noted how to maintain relevance to current practice, the curriculum is structured to allow updates without requiring major changes. As an apprenticeship, the programmes emphasise practice-based learning, with learners having to be employed and spending significant time in workplace settings. The teaching model supports the integration of theory and practice, linking academic content directly to off-the-job training and reinforcing the applied nature of the learning experience. The visitors therefore found all standards related to this area to be met.

- **SET 5: Practice-based learning** –
  - o The education provider has detailed how the proposed apprenticeship programmes are structured to combine theoretical learning with practical application throughout their three-year duration. They have detailed how learners will complete integrated placements aligned with academic modules and must compile a portfolio of evidence demonstrating their practice-based learning, which will be verified by a workplace mentor. The education provider has also explained how the structure and expectation of placement hours are detailed in the Placement Handbook.
  - o The education provider has also detailed how there are several processes in place to audit and review a practice-based learning placement provider prior to engaging with them, and also continue to monitor placement providers going forward. These include their educational audit process, the monitoring of learner feedback and practice educator feedback. They have explained how all these are analysed and incorporated into their ongoing system of improvements made for placement delivery. They have also detailed how all practice-based learning placements are arranged by their practice-based learning team, which has extensive experience with local placement providers. They have also stated that there are systems in place for

reporting incidents with regard to the safety of patients or the placement

- o The education provider has explained how they ensure that there are an adequate number of appropriately qualified and experienced staff involved in practice-based learning. They have outlined detailed responsibilities for the practice educators in their agreements with the organisations. These need to be fulfilled in terms of the roles and responsibilities of a qualified practice educator supporting their learners on placement. They also detailed how annual placement audits will be carried out to verify that the principles, standards, and ensuring that benchmarks set by the professional body are consistently upheld. Additionally, qualified practice educators are expected to fulfil clearly defined roles and responsibilities to effectively support learners during their placements. All practice educators must also have completed their practice educator training prior to taking on learners

- o The education provider has detailed the system in place for learners and placement educators to receive all information they need before taking up a placement in advance. They detailed how learners will receive an introduction to placements, along with all necessary documentation, two weeks prior to the start of placements. The practice educators will equally know which learners they will be getting and will have all the documentation two weeks in advance of the placement.

- o Through clarification, the education provider explained how they maintain strong partnerships with placement providers, such as the ones to ensure high-quality, well-supported placement experiences. Through regular meetings with their education departments, they collaboratively review placement standards, assess the capacity of practice educators, support mentor development, and explore opportunities for joint initiatives.

- o The education provider has stated that these individuals are experienced in apprenticeship programme delivery and will be supported by their apprenticeship and quality assurance teams.

- o Furthermore, they clarified how staff expertise is recorded and submitted documentation that outlined this process. They explained how this highlights the alignment between individual staff members and specific modules, demonstrating how their professional backgrounds enhance the programme. They also stated that learners benefit from access to HCPC-registered practice educators who undergo triennial training with other education providers, namely University College London (UCL) and City St George's, with future plans for the University of Greenwich to host its own training days.

- o The visitors noted how the information in the programme specification and the Practice Assessment Document (PAD) was detailed and explained how Practice-based learning is inbuilt and monitored. They therefore found the SETs related to this area to be met.

- **SET 6: Assessment** –

- o The education provider has stated that their assessment strategy is carefully aligned with the different programmes' curricula. This ensures that all standards of proficiency in both theoretical and practical placements are met upon completion. Furthermore, it integrates theory with real-world practice, utilising a variety of formative and summative assessments to accommodate diverse learning styles and preferences. They state that the emphasis is placed on fostering learner independence through ongoing evaluation of knowledge, skills, and attitudes, with module outcomes directly mapped to the required standards.
- o They have described how the apprenticeship programmes integrate theoretical learning with practical placements to ensure learners effectively apply knowledge in real-world contexts. This is also done to ensure that learners are meeting standards of conduct and proficiency. They have discussed how this approach emphasises the development of independence through continuous assessment of knowledge, skills, and attitudes. They have detailed how learners are expected to demonstrate professional behaviour across academic, workplace, and practice-based settings. Additionally, learners must adhere to the education provider's assessment regulations and principles of anonymity, confidentiality, and consent. The education provider has also created a mapping document with the aim of outlining how these elements align with the standards and illustrating the integration of British values throughout the programme.
- o The education provider has referred to their 'spiral curriculum'. This, they stated, fosters lifelong learning by encouraging learners to build on key skills. Such as reflection, academic writing, group collaboration, and maintaining a placement learning log. A diverse range of formative and summative assessment strategies enables learners to demonstrate their progress across the curriculum, aligning with real-world professional demands. These assessments are designed to integrate theory with practice, support continuous development, and enable learners to compile a comprehensive portfolio of competencies that reflect their growing knowledge, skills, and attitudes.
- o The education provider has also stated that all programmes offered by their School of Science adhere to their institution-wide policies on academic regulation, quality monitoring, and evaluation. Where Professional, Statutory and Regulatory Body (PSRB) requirements apply, specific rules, such as limited reassessment attempts, strict component rules, and on compensation, are implemented. During their programme approval, alignment with their Assessment and Feedback Policy is built into the programme. Additionally, practice-based learning is also formally recognised and integrated as part of the overall assessment processes. They reflect that this helps to balance the overall workload. The education provider has also confirmed that as part of an integrated apprenticeship, learners must successfully

complete all components of the programme to earn their academic award.

- o The visitors noted how the narrative and programme specifications indicate that assessments are well-scaled and cover relevant subject areas, with a suitable range of methods to effectively measure learning. They noted how learners benefit from both formative and summative assessment opportunities within a spiral curriculum that supports progressive development of knowledge and skills throughout each year of study. Furthermore, it is clear how completion of the programme ensures learners meet the required standards to be eligible for professional registration.
- o The visitors therefore found the SETs related to this area to be 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).

There were no outstanding issues to be referred to another process.

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 the programmes should be approved subject to the conditions being met.

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 proposed programmes are approved.

Reason for this decision: The Panel accepted the visitor's recommendation that the programmes 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 Greenwich		
Case reference	CAS-01755-P2H7T4	**Lead visitors**	Sue Boardman Peter Abel

Quality of provision

Through this assessment, we have noted:
- The areas we explored focused on:
  - Confirming that the education provider 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 proposed programme will have access to teaching space for lectures and seminars and the technology to support a blended learning approach.
- The proposed programme will have access to the Greenwich Learning and Simulation Centre to allow students access to 'state of the art' simulation facilities to enhance and support their learning

Programmes

Programme name	Mode of study	First intake date	Nature of provision

• BSc (Hons) Speech & Language Therapy Apprenticeship
  o FT (Full time)Apprenticeship
• BSc (Hons) Biomedical Science Apprenticeship
  o FT (Full time)Apprenticeship
	Apprenticeship	• 01/02/2026
		• 01/02/2026
			• Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession Modality Annotation	First intake date
BSc (Hons) Operating Department Practitioner	FT (Full time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner	PT (Part time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Degree Apprenticeship)	FT (Full time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Degree Apprenticeship)	PT (Part time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Degree Apprenticeship) (Truro & Penwith College)	FT (Full time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Degree Apprenticeship) (Truro & Penwith College)	PT (Part time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Truro & Penwith College)	FT (Full time)	Operating department practitioner	01/09/2021
BSc (Hons) Operating Department Practitioner (Truro & Penwith College)	PT (Part time)	Operating department practitioner	01/09/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic	01/01/2011
BSc (Hons) Paramedic Science (London)	FT (Full time)	Paramedic	01/09/2012
BSc (Hons) Paramedic Science Degree Apprenticeship (London)	FT (Full time)	Paramedic	11/09/2023
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist	04/09/2023
BSc (Hons) Physiotherapy Degree Apprenticeship	FT (Full time)	Physiotherapist	04/09/2023

BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist	04/09/2023
BSc Hons Paramedic Science Degree Apprenticeship (Medway)	FT (Full time)	Paramedic	11/09/2023