

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

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ETC makes all decisions on programme approval and on other operational education matters. Decisions are categorised into three ‘tiers’, which are categorised based on risk, whether recommended outcomes are challenged by providers, and / or whether there is a significant negative impact for the provider and / or learners. Meetings of the ETP are reserved for items which require a higher level of oversight or discussion before a decision can be made.

This agenda is for tier 1 papers-based decisions only. These decisions are by nature low risk. Decisions are made at this tier in a specific set of limited circumstances, most importantly when education providers have not provided any comments on the outcome through ‘observations’ and therefore this is no disagreement about the recommendation put forward by lead visitors or the executive.

Each section of the agenda has an explanation of the recommended process outcome, with information which enables the Panel to make a decision.

Agenda item

1. Approval

a. Programmes recommended for approval subject to meeting conditions

For each programme listed, partner visitors have judged that conditions must be met before approval can be granted. These conditions relation to one or more of our education standards being met. Education providers have not supplied observations for these recommendations, meaning they do not object to the recommendation made.

The Panel is asked to consider information in the enclosure, decide whether conditions must be met before approval for each programme, and if so what those conditions should be.

N/A

b. Programmes recommended for approval

For each programme listed, partner visitors have judged that:

- the provision is of sufficient quality to meet relevant education standards
- the provider has demonstrated that facilities provided are adequate to deliver education and training as proposed

Therefore, they are recommending that the programmes are approved, subject to satisfactory monitoring. Education providers have not supplied observations for these recommendations, meaning they do not object to the recommendation made.

The Panel is asked to consider information in the table below, and decide whether each programme should be approved.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
AECC University College	CAS-01478-K9Z6L0	Duane Mellor Helen White	Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none">• Staffing and physical resources are already in place. However, the education provider plans to recruit a new programme lead and a pharmacist to support the delivery of the new programme.• The education provider has a wide range of physical spaces including, seminar rooms, clinical rooms, specialist simulation spaces and learner focused areas.

				<ul style="list-style-type: none"> The library has been adapted into a high-tech learning facility complete with over 10,000 books, online journals, medical databases, anatomical and other learning and academic software.
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Programmes		
Programme name	Mode of study	Nature of provision
MSc Dietetics (Integrated Degree Apprenticeship)	Full time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Birmingham Newman University	CAS-01471-Y6H6X0	Gemma Howlett and Jason Comber	<p>Through this assessment, we have noted:</p> <p>The programme(s) meet all the relevant HCPC education standards and therefore should be approved.</p>	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> There are staff involved with delivery and management of the programme. For example, Head of School of Nursing and Allied Health. The education provider has invested to support the programme. They have developed a learning and teaching space and clinical simulation facilities. They have plans to create a clinical teaching space, extending therapies teaching space, and a paramedic science teaching space. There are also learning spaces such as classrooms. The education provider has bought equipment to enable learning and teaching - for example, mobility aids including crutches, frames, and wheelchairs. The physical resources for the programme are already in place. The programme leader was in post from September 2023, and lecturers were recruited by March 2024.

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

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Bournemouth University	CAS-01460-L9M9K1	Alexander Harmer Joanna Finney	The programme meets all the relevant HCPC education standards and therefore should be approved.	<ul style="list-style-type: none"> There are two large libraries on the main campus with capacity for over 1,300 individuals. The education provider has an anatomage virtual dissection table and a number of simulation mannequins, as well as a virtual learning environment (VLE) accessible to both learners, staff and practice educators. The education provider also has a wide suite of education software available, with up-to-date licences, and has demonstrated evidence of sufficient teaching space.

Programmes

Programme name	Mode of study	Nature of provision
BSc (Hons) Operating Department Practice (Apprenticeship)	Full time	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Hidden Hearing Limited	CAS-01491-G0R6G7	Joanna Lemanska and Robert MacKinnon	The programme meets all the relevant HCPC education standards and therefore should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> Seven members of the education provider's training team, including two managers and programme lead, are involved with the delivery and management of the programme. Training takes place at the education provider's residential training centre, or other company location. All equipment is purchased and owned by the education provider. The education provider has an internal stock provision process which ensures all equipment and other resources will be in place before the start of each cohort.

Programmes

Programme name	Mode of study	Nature of provision
Award in Hearing Aid Dispensing Competence (Apprenticeship)	WBL (Work based learning)	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
London Metropolitan University	CAS-01425-W8D1L5	Jo Jackson Kathryn Campbell	The programme meets all the relevant HCPC education standards and, therefore, should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> The programme already has a person with overall responsibility in place, and additional staff will be recruited in subsequent years as necessary. Specialist teaching space is also in place. Staffing resources follow the education provider's employment pattern and are in place. All other resources are in place or planned for purchase.

Programmes

Programme name	Mode of study	Nature of provision
BSc (Hons) Physiotherapy	Full Time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Hertfordshire	CAS-01433-G8P9B7	Gemma Howlett Jason Comber	Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years. All existing staff who deliver on the paramedic programmes have HCPC registration as a paramedic. Specialist additional laboratory capacity will be reconfigured from existing office space for the programme. The paramedic team have an additional four dedicated labs for simulation and skills acquisition. All other resources are in place.

Programmes

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

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Worcester	CAS-01429-S6X1F3	Fiona McCullough & Duane Mellor	The programme meets all the relevant HCPC education standards and therefore should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> • Currently the team consists of two full time registered Dietitians, 0.5 registered Nutritionist and 0.25 administrator who will also provide support for practice-based learning. Another registered Dietitian will be employed prior to the programme commencing, which will ensure adequate teaching resources are in place. In addition to this, the education provider will employ associate lecturers to deliver specific parts of the teaching when required. As the programme grows, the education provider will recruit staff to reflect the increase in learner numbers and review this annually. All staff employed to teach on the programme will be registered with the HCPC. • The education provider offers a range of facilities to support the programme. These include teaching spaces for lectures and seminars and library and e-learning resources. There are dedicated simulation facilities, which include 2 community houses and clinic rooms that learners can access.
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Nutrition and Dietetics			Full time	Taught (HEI)

2. Performance review

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
New School of Psychotherapy and Counselling and Middlesex University	CAS-01406-X1R0S7	Garrett Kennedy Natalie Fowler	Two years	<p>Assessment panel recommendation</p> <p>Based on the findings detailed in section 4, the visitors recommend that:</p> <ul style="list-style-type: none"> the education provider's next engagement with the performance review process should be in the 2025-26 academic year; and the issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report. <p>Reason for next engagement recommendation</p> <ul style="list-style-type: none"> Internal stakeholder engagement: <ul style="list-style-type: none"> The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider include learners, service users, practice educators, partner organisations and external examiners. External input into quality assurance and enhancement: <ul style="list-style-type: none"> The education provider engaged with a number of professional 	<p>Referrals to next scheduled performance review:</p> <p>The development of institutional level partnerships:</p> <ul style="list-style-type: none"> The visitors recognise that the development of institutional level partnerships remains an ongoing matter at the education provider. Much of the reflections in their submission refer to their recent performance review (two years ago). Due to the short time in between reviews they reflect that there has not been much time for developments to be implemented. At this last review, there were many good practice points, and feedback mechanisms appear to be used well. However, we did not find there to be new mechanisms to be in place or reflected on in this review. Therefore, we are referring this matter to the next review and asking the education provider to embed their new developments and reflect on this at the next review <p>Reflections on placement quality:</p> <ul style="list-style-type: none"> Summary of issue: The visitors found the education providers'

				<p>bodies. They considered professional body findings in improving their provision</p> <ul style="list-style-type: none">○ The education provider engaged with the British Psychological Society (BPS), the Universities Psychotherapy and Counselling Association (UPCA) and the UK Council for Psychotherapy (UKCP). They considered the findings of these and their validating partner Middlesex University in improving their provision.○ The education provider considers sector and professional development in a structured way. <ul style="list-style-type: none">● Data supply:<ul style="list-style-type: none">○ Through this review, the education provider established how they will supply quality and performance data points which are equivalent to those in external supplies available for other organisations. A regular supply of this data will enable us to actively monitor changes to key performance areas within the review period. The annual receipt of this data will enable us to consider a longer than two-year ongoing monitoring period at their next performance review.	<p>reflections on placement quality to be limited, and some developments are still ongoing. They have not found this to be a risk to their provision or management of practise-based learning placements, but we recommend the education provider reflect on this, expand their reflections and complete the ongoing developments ahead of their next review.</p>
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				<ul style="list-style-type: none"> • What the data is telling us: <ul style="list-style-type: none"> ○ From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change. <p>In summary, the reason for the recommendation of a two-year monitoring period is so that the two areas of referral can be enacted and planned developments concluded. This will allow time for reflections and data on these areas to be collected.</p> <p>We shall be able to work with the education provider during the ongoing monitoring period to supply us with the required data. The annual receipt of this data will enable the visitors at their next performance review to consider a longer ongoing monitoring period.</p>	
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Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
The Royal Central School of Speech and Drama	CAS-01370-L6M8M7	Rosie Axon Robert Mackinnon	Two years	<p>We are recommending a two-year ongoing monitoring period in accordance with current guidance.</p> <p>We are recommending an ongoing monitoring period of two years so that the area of ongoing development surrounding the programme review can be enacted and concluded. This will allow time for reflections and data on these areas to be collected.</p>	<p>Education providers internal programme review:</p> <p>We noted from the education provider submission that they are currently partaking in an internal programme review. We are mindful of this in setting our ongoing monitoring period. We recommend that the education provider reflect on their internal programme review and then provide feedback on how</p>

				We shall be able to work with the education provider during the ongoing monitoring period to supply us with the required data. The annual receipt of this data will enable the visitors at their next performance review to consider a longer ongoing monitoring period.	the work of curriculum development is going as part of their next performance review.
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Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
University of Aberdeen	CAS-01377-Y7Y8H1	Jane Day Nicholas Haddington	Five years	The education provider engaged well with the process. Both their initial portfolio submission, and their responses to the quality activity and requests for clarification, were full and frank. There is good strategic oversight of the programme. There are no ongoing issues or processes which pose risks that we will need to review specifically before 2028-29.	N/A

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
University of Edinburgh	CAS-01378-Q9L5W1	Garrett Kennedy Rosemary Schaeffer	Five years	The education provider is performing well across all portfolio areas and there are no ongoing issues that will need monitoring or reporting on during the next five years. The education provider engaged appropriately and fully with quality activity.	N/A

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	N
York St John University	CAS-01403-J3N7R0	Fiona McCullough Kathryn Campbell	Five years	The education provider has submitted a well thought through and comprehensive reflective portfolio which demonstrates they have performed well across all areas. There is clear evidence of effective collaboration across all programmes. Changes were well documented, and appropriate examples were given which covered the entire review period. The visitors considered this is relatively low risk and were therefore satisfied to recommend a five-year review period.	There were no referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Birkbeck, University of London	CAS-01356-D3P9B2	Rosemary Schaeffer Julie-Anne Lowe	Four years	<p>We are recommending a four-year ongoing monitoring period so that the two areas of referral can be enacted. This will mean the education provider conducts their performance review in academic year 2027-28.</p> <p>These areas of development can then be reflected on at their next performance review. We think this to be an appropriate length of time for these changes to be enacted</p>	<p>The two areas of referral are:</p> <ul style="list-style-type: none"> • Development of IPE and presentation of these reflections <p>We recommend the education provider consider how IPE sits within learning and to provide more detail on this at their next performance review.</p> <ul style="list-style-type: none"> • Developments identified in horizon scanning to be completed and reflected on at their next review. <p>We found their reflections in this section to be centred on ongoing developments such as their recent restructure with many things being 'in progress'. We recommend they complete their restructure and demonstrate a more integrated approach for their next review at their next performance review.</p>

3. Focused review

a. Institutions / programmes subjected to the focused review process, where no further action is recommended

For each provider listed, the executive has judged that the trigger investigated does not impact on our education standards being met. Education providers and any case contact have not supplied observations for these recommendations, meaning they do not object to the recommendation made.

The Panel is asked to consider information in the enclosure, decide whether any action is required, and if so what that action should be.

N/A

b. Institutions / programmes subjected to the focused review process, where referral to another process is recommended

N/A

4. Records change – provider consent

For each programme listed, the education provider has provided consent to close the programme / amend programme records. Programmes are either:

- Closing / have closed to new cohorts (where the last intake date is complete)
- Opening to replace an existing programme record (where the last intake date is not complete)

The Panel is asked to confirm these administrative changes to the list of approved programmes.

Education provider	Programme name	Mode of study	First intake	Last intake
Canterbury Christ Church University	BSc (Hons) Paramedic Practice	FT (Full time)	01/09/2016	01/09/2017