

AGENDA

Education and Training Panel – tier 1 paper approval route August 2026

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1. Approval

- a.** Programmes recommended for approval subject to meeting conditions
None
- b.** Programmes recommended for approval
 - Canterbury Christ Church University, MSc Dietetics (Pre-Registration)
 - University of Chichester, BSc (Hons) Speech and Language Therapy
 - University of Plymouth, MSci (Hons) Paramedic Practice
 - University of Sheffield, BSc (Hons) Orthoptics (Degree Apprenticeship)
 - University of Southampton, MSc Audiology with clinical placement
 - University of Worcester, BSc (Hons) Operating Department Practice
 - University of Worcester, Operating Department Practitioner Degree Apprenticeship

2. Performance review

- a.** Review period for institutions which have been subject to the performance review process
None

3. Focused review

- a.** Institutions/programmes subjected to the focused review process, where no further action is recommended
None

- b. Institutions/programmes subjected to the focused review process, where referral to another process is recommended
 - University of Bedfordshire
- 4. **Record changes – provider consent**
 - Birmingham City University

Introduction

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

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

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

1. Approval

a. Programmes recommended for approval subject to meeting conditions

None

b. Programmes recommended for approval

For each programme listed, partner visitors have judged that:

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

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

The Panel is asked to consider the information in the table(s) below and to approve each programme as recommended.

Education provider	Canterbury Christ Church University		
Case reference	CAS-02012-W5Y3R3	Lead visitors	Sarah Illingworth Susan Lennie
Quality of provision			
Through this assessment, we have noted: • The areas we explored focused on: ○ Quality theme 1 – partnership working with the practice education providers to ensure regular and effective collaboration. The education provider submitted evidence which demonstrated there are systems and processes in place as evident through stakeholder meeting minutes, and support from wider education provider practice-based learning support departments. These evidenced ongoing quality and effectiveness. ○ Quality theme 2 – capacity and availability of practice-based learning. The education provider submitted evidence which reassured us that there would be sufficient practice-based learning for all learners in their first year and plans in place to increase practice-based learning for the 2027/28 academic year. ○ Quality theme 3 - adequate number of appropriately qualified staff for all learners. The education provider supplied evidence for a maximum of ten learners to be recruited in 2026/27 and 20 in the 2027/28 academic year making a total of 30 learners. The evidence demonstrated that the current staff and their recruitment plans would ensure adequate number of staff for the proposed learner numbers. ○ Quality theme 4 - lecturers have the relevant specialist skills, knowledge and expertise. The education provider submitted their process of recruiting appropriate educators, with relevant specialist skills, knowledge and expertise needed to deliver all parts of the programme. ○ Quality theme 5 – effective and appropriate specialist physical resources. The education provider submitted evidence for additional resources which demonstrated that there would be appropriate specialist physical resources to support the required learning and teaching activities on the programme ○ Quality theme 6 – practice-based learning is integral to the programme. The education provider submitted additional evidence demonstrating there is adequate support to prepare learners for practice-based learning. It also demonstrated that practice-based learning was structured in a way that taught and practice-based learning are integrated across the three progressive stages, thereby making it an integral part of the programme.			

- Quality theme 7 – appropriate entry requirements to the programme. The education provider submitted appropriate evidence demonstrating that the entry criteria are appropriately mapped to the level and content of the programme and would ensure learners are able to meet our standards for registration once they have completed the programme.
- Quality theme 8 – ensuring learning outcomes can be met by the end of the programme. The education provider submitted updated SOPs mapping and handbooks demonstrating that learners would be able to meet the learning outcomes and the SOPs for dietitians upon completing the programme.
- Quality theme 9 – demonstration of the expectations associated with being a regulated professional. The education provider submitted updated module descriptors which demonstrated that the standards of conduct, performance and ethics are clearly embedded in the Advanced Clinical and Therapeutic Nutrition module and within practice-based learning modules. This reassured us that learners who complete the programme successfully will be able to meet the expectations associated with being a regulated professional.
- Quality theme 10 - the structure and range of practice-based learning. Updated Dietetic Placement Handbooks were submitted which demonstrated how the structure and the range of practice-based learning across each stage of the programme would support the achievement of the learning outcomes and the SOPs.
- Quality theme 11 – appropriateness of the assessment strategy and design. The education provider made changes to their assessment strategy and design which reassured us that this would ensure that those who successfully complete the programme meet the standards of proficiency for dietitians.
- The following areas should be referred to another HCPC process for assessment:
 - Further development of the use of Experts by Experience (EbEs) in simulation. The education provider noted this new development through stage 1. From the evidence provided through stages 1 and 2 of the assessment, there was not sufficient information provided to assess the change to understand how EbEs are involved in simulation. Therefore, we have decided to refer it to the education provider's next performance review which is scheduled for 2027/28 academic year.

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

Facilities provided

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

- Staff resources include:
 - Programme Director
 - Two-three academic dietitians with teaching experience in dietetics and other disciplines
 - Practice-based learning Support
 - Simulation technical support
 - Administrative support

- Experts by Experience
- Associate lecturers
- The education provider noted their staff resources of two-three academic dietitians with teaching experience in dietetics and other disciplines. We will need to understand if the Programme Director and the two-three academic dietitians are already in post or part of future recruitment plan. This will need to be clarified through the programme – level assessment.
- Physical resources include:
 - Specialist dietetics laboratory
 - Clinical skills laboratories
 - Simulation suites
 - Shared anatomy and physiology facilities
 - Digital learning platforms
 - Lecture theatres
 - Seminar rooms
 - IT-enabled teaching spaces for blended learning and interprofessional education
 - Comprehensive library and online resources, including dietetics journals, databases and e-learning platforms.

Programmes

Programme name	Mode of study	First intake date	Nature of provision
MSc Dietetics (Pre-Registration)	FT (Full time)	17/09/2026	• Taught (HEI)

Education provider	University of Chichester		
Case reference	CAS-01969-V7M1N3	Lead visitors	Jane Day and Lucy Myers

Quality of provision

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality activity 1 - we considered the level of collaboration that had taken place with a range of different practice partners through the design of the programme. In particular we focused on the education provider's plans for any

programme level strategic collaboration and how this would be maintained and would influence the overall design and delivery of the programme. We noted they would be involved with the Speech and Language Therapy (SALT) stakeholder group, Placement learning group (PLG) which would be overseen and coordinated by the Placement Learning Unit (PLU) and the Regular Strategic Engagement meetings.

- Quality activity 2 - we considered the education provider's approach to placement capacity and examined the processes in place to ensure sufficient availability of placements for learners. The education provider outlined how placement capacity was planned, monitored, and maintained over time to support the delivery of practice-based learning and meet programme requirements. This included using alternative models such as, role-emerging placements, simulated and blended placements, flexible allocation approaches and staggering or adjusting placement timings to maximise placement opportunities.
- The programme meets all the relevant HCPC education standards and therefore should be approved.

Facilities provided

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

- Staff involved with delivery and management of the programme: Currently they have one 0.4 staff member employed to support the development of the programme, with speech and language therapy stakeholders supporting the curriculum design. An additional 0.4 speech and language therapist will be recruited over the summer of 2026. Further recruitment of relevant staff will be undertaken over the coming year to adhere to the staffing guidelines as established by the Royal College of Speech and Language Therapy (RCSLT).
- Physical resources, including any specialist teaching space: HealthOne at the education provider's campus is a purpose-built space for health-related programmes. Learners will be learning alongside nursing and physiotherapy learners. There are six simulation rooms, including a VR suite. The School of Nursing and Allied Health (SNAH) has several simulation manikins and simulation medical equipment such as ventilators.
- The education provider has confirmed that the physical resources are already in place in HealthOne. Additional equipment that is specific to the programme, will be purchased and available by September 2026.

Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Speech and Language Therapy	FT (Full time)	21/09/2026	Taught

Education provider	University of Plymouth		
Case reference	CAS-01957-T0V2T4	Lead visitors	Kenneth Street Tim Hayes
Quality of provision			
Through this assessment, we have noted: - The areas we explored focused on: - Quality activity 1 – we considered the education provider’s approach to ensuring there was a process to ensure sufficient practice-based learning. We noted they would be using the processes currently in place for the BSc (Hons) Paramedic Science programme. However, the proposed programme would operate separately to this programme and therefore assurance was sought to ensure there was sufficient capacity. The education provider clarified the proposed programme would use the same resources, including practice-based learning environments, modules and placement management processes. The education provider confirmed that learners on the proposed programme will be accommodated within existing placement arrangements and that a reduced intake to the BSc programme will create additional placement capacity for the proposed programme. There was also evidence provided of the regular engagement with practice education providers to review and monitor placement capacity. These processes were further supported by a dedicated placement coordinator for the paramedic programmes and the Plymouth Online Practice Placement Information (POPPI) platform. - The following area should be referred to another HCPC process for assessment: - Service user and carer involvement - we have noted there is a Service User and Carer Group (SUCG) who work with academic representatives to oversee service user and carer involvement within the school. We understand the faculty are in the process of developing a faculty wide SUCG to ensure a consistent approach to service user and carer involvement that is standardised across all programmes within the faculty. Given this work is in the developmental stages, this should be considered further and referred to their next performance review in 2027-28. - The programme meets all the relevant HCPC education standards and therefore should be approved.			
Facilities provided			
Education and training delivered by this institution is underpinned by the provision of the following key facilities:			

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

Programmes

Programme name	Mode of study	First intake date	Nature of provision
MSci (Hons) Paramedic Practice	FT (Full time)	14/09/2026	Taught

Education provider	University of Sheffield		
Case reference	CAS-01986-F7X4N2	Lead visitors	OR Lead TBC Joanna Lemanska

Quality of provision

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality theme 1 – learner access to education provider resources during practice-based learning. The education provider submitted additional evidence, demonstrating an appropriate plan for access to learning resources in the workplace with consideration given to IT access and communication of scheduled times each week. Evidence demonstrated resources are appropriate to the design of the programme as a degree apprenticeship.

- Quality theme 2 – adequate number of appropriately qualified and experienced Clinical Mentors (CMs). The education provider submitted additional evidence, demonstrating the curriculum will be regularly reviewed and refined in line with current practice and that greater employer involvement with apprenticeship model facilitate this.
- Quality theme 3 - how the curriculum remains relevant to current practice. The education provider discussed the development training sessions that all practice educators are expected to attend to ensure their suitability. We were reassured from the additional narrative provided that engagement with the development sessions will be monitored and action taken to ensure continued engagement.
- Quality theme 4 – learning outcomes for practice-based learning enable learners to meet the standards of proficiency (SOPs) upon completion. The education provider submitted additional evidence that demonstrated that for Year 1, the learning outcomes for practice-based learning are set at the right level and appropriately communicated to learners and CMs. However, the visitors recommend that a focused review is undertaken within six months to assess the learning outcomes for practice-based learning, across years 2 and 3, to ensure there is clear development and progression of learning across the programme. This is so that by the end of the programme, the learners can demonstrate the SOPs at the right level to be able to practice safely and effectively.
- Quality theme 5 – assessment methods appropriately assess learning outcomes in practice-based learning. The education provider submitted details of assessments in each year of the programme. The evidence demonstrated that for Year 1, the learning outcomes and assessment methods for practice-based learning are set at the right level and appropriately communicated to learners and CMs. However, the visitors recommend that a focused review is undertaken within six months to assess the learning outcomes and associated assessment methods for practice-based learning, across years 2 and 3, to ensure there is clear development, progression and assessment of learning across the programme. This is so that by the end of the programme, the learners can demonstrate the SOPs at the right level to be able to practice safely and effectively.
- Quality theme 6 – understanding the employer responsibilities during the admission process. The education provider submitted additional evidence that demonstrated clear roles and responsibilities of employers in the admissions process.
- Quality theme 7 – how the programme is sustainable. The education provider submitted further information which provided additional assurances of ongoing monitoring and strategic planning to ensure programme sustainability.
- Quality theme 8 – education provider relationship with employer to monitor the programme. The education provider submitted additional evidence demonstrating that there is specific oversight and monitoring arrangements in place to support this model of delivery.
- Quality theme 9 – appropriate arrangements in place to support wellbeing in practice-based learning. The education provider submitted additional evidence which provided details and assurance that both education provider and employer services are in place. The evidence also confirmed that all parties involved including learners have equal awareness of the shared support and responsibilities between the education provider and the employers and that they understand how this works.

- The following areas should be referred to another HCPC process for assessment:
 - For practice-based learning, the visitors could not identify the approach, for learning and assessment methods, which would allow learners to progress from initial exposure to full understanding of the knowledge, skills and experience. The visitors noted that the learning outcomes and progression descriptors use similar language across the programme, with expectations such as "demonstrate knowledge of" or equivalent wording repeated at successive stages. Whilst the situations that learners encounter become more varied and complex over time, the documentation did not clearly articulate a progression in the level of performance expected of the learner (for example, progressing from describing and understanding, to applying knowledge, to analysing, evaluating and exercising independent clinical judgement). As a result, the progression in cognitive and clinical abilities relied largely on interpretation of the Steinker and Bell framework rather than being made explicit within the learning outcomes themselves.
 - For Year 1, we are satisfied that the learning outcomes and assessment methods for practice-based learning are set at the right level and appropriately communicated to learners and CMs. However, the visitors recommend that a focused review is undertaken within six months to assess the learning outcomes and assessment methods for practice-based learning, across years 2 and 3, to ensure there is clear development and progression of learning across the programme. This is so that by the end of the programme, the learners can demonstrate the SOPs at the right level to be able to practice safely and effectively.

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

Facilities provided

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

- In relation to staffing, the education provider noted the programme is proposing a staff ratio of 1:16 learners. University business / finance case has been approved for additional 1.2 full time equivalent (FTE) academic staff and 0.6 FTE professional services staff per year intake.
- For physical resources, the education provider noted that they already have specialist online teaching platforms in place. The education provider noted a specialist piece of equipment called the "Hololens" which allows staff to livestream an examination on a patient or willing volunteer in real time. We understood this helps learners to virtually view a comprehensive assessment of a patient's eye movements. Additionally, there is a video slit lamp which allows us to livestream an internal ocular structure examination.
- The education provider also noted other resources available to learners. For example, at the beginning of their first year, learners will attend face-to-face workshops within Anatomy and have access to Anatomage tables and several other eye examination equipment.

Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Orthoptics (Degree Apprenticeship)	FT (Full time)	21/09/2026	• Apprenticeship

Education provider	University of Southampton		
Case reference	CAS-01989-F1W0W6	Lead visitors	Robert MacKinnon Claire Langman
Quality of provision			
Through this assessment, we have noted: Through this assessment, we determined that quality activity was not required, as the education provider had made a thorough submission.			
Facilities provided			
Education and training delivered by this institution is underpinned by the provision of the following key facilities: - The current programme team is already established and actively teaching on the approved BSc (Hons) and MSci Audiology programmes, and this existing staff resource will directly support the delivery of the proposed programme. - The proposed programme will be delivered at the Highfield campus, where the Audiology Skills Lab is also located. This lab provides learners with opportunities to practise and develop their clinical skills. In addition to the skills lab, learners will have access to a range of simulation equipment to support their practical learning. As the education provider already delivers established audiology programmes, all necessary resources and facilities are already in place to support the new programme.			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision
MSc Audiology with clinical placement	FT (Full time)	21/09/2026	Taught (HEI)

Education provider	University of Worcester		
Case reference	CAS-01851-P1T1B6	Lead visitors	Joanna Finney and Julie Weir
Quality of provision			
Through this assessment, we have noted: - The areas we explored focused on: - Quality activity 1: The visitors recognised the education provider explained PE training and refresher sessions are available in line with CODP requirements. However, the visitors were unsure what this training involved. The visitors were also unclear as the PE handbook indicated PE training relied mainly on NHS online AHP modules. The education provider requires PEs to complete NHS England online practice educator training. Additional in-person training is given by the Placement Lead and Practice Development Team. New PEs are also directed to further NHS resources and any local trust training. Refresher training is provided by the education provider. Ongoing support is available through Lead Practice Educators and the Practice Development Team. Training content is aligned with CODP standards. The Placement Management Group review and enhance PE training to ensure it remains current and profession specific. We had no further questions in this area and considered the standard to be met.			
Facilities provided			
Education and training delivered by this institution is underpinned by the provision of the following key facilities: - Programme resources will be assessed and allocated through the CAP, which defines roles for the Programme Lead, Head of Department, Head of School, and admin support. A Senior Lecturer post for the operating department practice Course Leader has been agreed and will be advertised. - The provider offers various teaching spaces, including advanced simulation facilities in Ability House, Sheila Scott, and Duke's Building, plus access to the Elizabeth Garratt Anderson Building. - As new programmes, operating department practice resources will be specifically calculated and budgeted, in line with CAP procedures. All necessary resources will be in place by September 2026.			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision

BSc (Hons) Operating Department Practice	FT (Full time)	14/09/2026	Taught (HEI)
Operating Department Practitioner Degree Apprenticeship	WBL (Work based learning)	14/09/2026	Apprenticeship

2. PERFORMANCE REVIEW

a. Review period for institutions that have been subject to the performance review process

None

3. FOCUSED REVIEW

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

None

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

For each provider listed, the executive team has judged that the trigger investigated should be referred to another process for consideration. Education providers and any case contacts have not supplied observations for these recommendations, meaning they do not object to the recommendations made.

The Panel is asked to consider information in the enclosure(s) and to approve the recommended referral to another process as set out in the table below.

Education provider	Review level	Review recommendation	Enclosure
University of Bedfordshire	Programme(s)	Refer to Performance Review	3.b.i

4. RECORD CHANGES – PROVIDER CONSENT

Education providers have provided consent to make administrative changes to programme records as listed below. Programmes in this section are either:

- closing/have closed to new cohorts; or
- opening to replace an existing programme record.

The Panel is asked to confirm the administrative changes to the list of approved programmes as set out in the table below.

Education provider	Programme name	Mode of study	First intake date	Last intake date	Reason for change
Birmingham City University	Non-medical Prescribing for Allied Health Professionals	PT (Part time)	01/09/2007	01/06/2021	Programme closure
Birmingham City University	Non-Medical Prescribing for Allied Health Professionals (Undergraduate)	PT (Part time)	01/02/2014	01/06/2021	Programme closure
Birmingham City University	Non-medical prescribing for health care professionals: Supplementary Prescribing for AHPs (level 6)	PT (Part time)	01/09/2021		Programme name change
Birmingham City University	Non-medical prescribing for health care professionals: Supplementary prescribing for AHPs (Level 7)	PT (Part time)	01/09/2021		Programme name change
Birmingham City University	Principles for prescribing for health care professionals: Independent & Supplementary for AHPs L6	PT (Part time)	01/09/2021		Programme name change

Birmingham City University	Principles for prescribing for health care professionals: Independent & Supplementary for AHPs L7	PT (Part time)	01/09/2021		Programme name change
Birmingham City University	Principles of Prescribing for Allied Health Professionals (Post Graduate)	PT (Part time)	01/02/2014	01/06/2021	Programme closure
Birmingham City University	Principles of Prescribing for Health Care Professionals	PT (Part time)	01/10/2010	01/06/2021	Programme closure