
Education and Training Panel – tier 1 paper approval route (July 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

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
- 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
Aston University	CAS-01489-F1J4K3	Jo Jackson Robert MacKinnon	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: Staff on the programmes are registered audiology clinicians with private and NHS experience. They are also experienced researchers and experts in the field that they specialise in. All staff have completed the teaching requirements of the higher education academy. The education provider has physical resources in place. For example: <ul style="list-style-type: none">• clinical skills laboratories;• simulated technology;• learning and development centre;• library; and

				<ul style="list-style-type: none"> • well-being centre. <p>All staff and resources required for these programmes are in place.</p>
Programmes				
Programme name			Mode of study	Nature of provision
Foundation Degree Hearing Aid Audiology (Degree Apprenticeship)			Part Time	Apprenticeship
Foundation Degree Hearing Aid Audiology (Non-Degree Apprenticeship)			Full Time	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Birmingham City University	CAS-01424-K0L6T9	Jason Comber and Kenneth Street	Through this assessment, we have noted that 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> <p>The staffing team consists of:</p> <ul style="list-style-type: none"> • 1.0 FTE Associate Professor, a HCPC-registered paramedic • 8.0 FTE HCPC-registered paramedics, with three vacancies currently awaiting recruitment. <p>The wider departmental team includes staff from various health backgrounds who can be accessed for specialised session delivery. For example, bioscience, physiotherapy, ODP and midwifery. Further teaching support is available from appropriate casual workers and visiting teachers from a range of external organisations such as Trusts and public and private providers, as well as service users and actors.</p> <p>On campus the education provider has:</p> <ul style="list-style-type: none"> • an ambulance for clinical simulation • ‘Simbulance’, an ambulance equipped for immersive simulation and hands-on learning • anatomage table teaching space • dedicated manual handling training facilities

				<ul style="list-style-type: none"> • x-ray room and two ultrasound scanners • simulation suite, including wards, operating theatres, and flexible areas to replicate other clinical areas. <p>Due to recent successful bids, the education provider has recently upgraded their operating theatre, and created a new telehealth suite.</p> <p>Resources are already in place or in development and due for completion prior to programme approval.</p>
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Programmes		
Programme name	Mode of study	Nature of provision
BSc (Hons) Paramedic Science Degree Apprenticeship	Full time	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Birmingham Newman University	CAS-01346-S5K4N9	Joanne Stead and Patricia McClure	<p>Through this assessment, we have noted that the following areas should be referred to another HCPC process for assessment:</p> <p>The visitors noted the education provider uses practice-based learning in private, independent, voluntary organisations (PIVOs). They recognised practice educators in this setting may not be occupational therapists. The visitors were unsure how the education provider ensures occupational therapists will be available and supported to complete the practice assessment form. The visitors considered this may be done using long arm supervision. The visitors would like the education provider to reflect within their next performance review on how their processes to</p>	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <p>Staff involved in the programme who are in post, such as Head of School of Nursing and Allied Health. The education provider has gone out to advert for a Programme Leader Occupational Therapy. The Lecturer Occupational Therapy is to be in post for March 2024. There will be lecturers for other professions for interprofessional learning, as well as clinical staff, visiting lecturers and experts by experience.</p> <p>The education provider has physical resources such as a dedicated learning and teaching</p>

		<p>ensure the availability of occupational therapists in PIVOs, and that they are supported, have performed.</p> <p>The programme(s) meet all the relevant HCPC education standards and therefore should be approved.</p>	<p>space and clinical simulation facilities, classrooms, lecture theatres, and science labs. The education provider has bought equipment for learning, such as plinths and rehabilitation steps and bars.</p> <p>The physical resources are already in place.</p>
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Programmes

Programme name	Mode of study	Nature of provision
BSc (Hons) Occupational Therapy	FT (Full time)	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Cardiff Metropolitan University	CAS-01505-B0M0Y0	Emmanuel Babafemi Garrett Kennedy	Through this assessment, we have noted that 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 a team of existing permanent academic staff. Existing staff who deliver on the biomedical sciences programmes have HCPC registration as biomedical scientists. • Specialist laboratory and teaching space is already in place. • Staffing resources follow the education provider's employment pattern and will be in place at the start of the programme. All other resources are in place or planned for purchase.

Programmes

Programme name	Mode of study	Nature of provision
BSc (Hons) Healthcare Science (Blood Sciences) (Part-time)	Distance Learning	Taught HEI
BSc (Hons) Healthcare Science (Cellular Sciences) (Part-time)	Distance Learning	Taught HEI
BSc (Hons) Healthcare Science (Genetic Sciences) (Part-time)	Distance Learning	Taught HEI
BSc (Hons) Healthcare Science (Infection Sciences) (Part-time)	Distance Learning	Taught HEI

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University College Birmingham	CAS-01437-J2T3D9	John Donaghy and Matthew Catterall	Through this assessment, we have noted that 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> <p>The education provider has recruited a paramedic as programme lead who is leading on the development of the programmes, and two Lecturers. The education provider will have access to specialist guest speakers from the paramedic profession to support the delivery of the programmes. They can appoint additional permanent staff as learner numbers grow.</p> <p>The education provider has a range of facilities to support training, including a purpose-built health skills and simulation suite, and a new health hub which incorporates a simbulance. Learners will be able to practise and develop clinical and academic skills in clinical spaces, using up to date equipment and manikins. The education provider has invested in virtual reality (VR) technology to ensure they have the most up to date equipment.</p> <p>The education provider has commitment at executive level to ensure the recruitment of appropriately trained staff is in place as required.</p> <p>The physical resources are already in place and any additional staffing required will be in place by the start of the programmes.</p>
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Paramedic Science			Full time	Taught (HEI)
BSc (Hons) Paramedic Science			Work based learning	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Lincoln	CAS-01413-P6F5H1	Helen Best & Shaaron Pratt	Through this assessment, we have noted that 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 staff team consists of a Programme Lead (1.0 FTE) and Senior Lecturer (0.6 FTE) to deliver the proposed programme. As the number of learners increase there are plans to recruit additional staff to support the proposed programme. • The education provider has recently updated their facilities to accommodate the additional learners, which has included the expansion of the seminar rooms and simulation suites. They are also in the process of building a virtual reality suite. In addition to this, learners will have access to the clinical skills suites where they will be provided with the opportunity to familiarise themselves with a ward environment.
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Diagnostic Radiography			Full time	Taught (HEI)
Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Portsmouth	CAS-01512-N8V0X6	Alexander Harmer & Joanna Finney	Through this assessment, we have noted that 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 staff team consists of one programme lead, two full time senior teaching fellows, one part time teaching fellow and one sessional teaching fellow. One senior teaching fellow will lead on admissions for the programme and the other will lead on placements.

				<ul style="list-style-type: none"> Some resources will be shared with the BSc (Hons) Operating Department Practice, which has been running since 2016, however they have also received some funding from the Office for Students that they will use to develop resources further. The education provider offers a range of facilities to support the programme. These include a large, dedicated space for simulation practice that includes two ward areas. This is supported by a team of experienced technicians and learners can access these facilities for self-directed practice. There is also a virtual learning environment that has recently been updated.
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Programmes

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

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Manchester Metropolitan University	CAS-01453-G9B5N6	Jennifer Caldwell Joanne Stead	Through this assessment, we have noted that the programme meets all the relevant HCPC education standards and therefore should be approved.	There is a large skills laboratory available to the programme. The programme team are able to book teaching and learning spaces and dedicated time is available for them. The education provider also has a wide suite of education software available, with up to date licences. In their submission they note that their virtual learning environment (VLE) has been adapted to ensure accessibility for all.

Programmes

Programme name	Mode of study	Nature of provision
MSc Pre-registration Occupational Therapy	FTA (Full time accelerated)	Taught (HEI)

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Central Lancashire	CAS-01502-D1H7Q0	Jennifer Caldwell Robert MacKinnon	Through this assessment, we have noted that the programme meets all the relevant HCPC education standards and therefore should be approved.	<ul style="list-style-type: none"> • Clinical Skills suites • Libraries and information centres open 24 hours per day • Virtual learning environment
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Occupational Therapy (Degree Apprenticeship)			Full time	Apprenticeship

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Staffordshire University	CAS-01450-B1G3V4	Jason Comber Matthew Catterall	Through this assessment, we have noted that 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"> • There are several personnel who are involved in the management and delivery of the apprenticeship. These roles align with UK government apprenticeship requirements, best practice, and are typical of staffing structures in UK education providers and UK Ambulance Service Education apprenticeship programme delivery. Roles in the education provider include the Dean of School, University Apprenticeship team, heads of department, course director, course lead, work-based learning coordinator, academic lecturers/simulation technicians, apprenticeship assessor, senior lecturer

				<p>practice education, apprenticeship administrator, Practice Learning Hub team, quality assurance senior lecturer, and Careers and Employability Advisory team.</p> <ul style="list-style-type: none">• The education provider is committed to engaging with a range of personnel from West Midlands Ambulance Service (WMAS). The education provider considers this is critical for ensuring the apprenticeship provides education that prepares learners for successful careers in the field. Collaboration between the education provider and WMAS at multiple levels ensures the programme's relevance, quality, and effectiveness. Roles within WMAS include the director of education and training, clinical training managers/officers, practice educators, paramedic mentors, senior operational managers, HR and recruitment personnel, Clinical Governance or Quality Assurance teams, clinical specialists, and operational crews.• The education provider has aligned their resources and environments to the requirements set out by regulatory and professional bodies such as the HCPC and the College of Paramedics. The education provider assesses their resources to ensure they remain aligned to guidance on the standards of education and training that must be met to ensure learners are fit to practice upon successful completion. Resources include lecture rooms and theatres. These are equipped with modern audiovisual teaching aids for lectures and seminars.• All resources are currently in place to support the programme. The education provider already has apprenticeship support in place as they are currently engaged in other professional programmes (e.g., nursing).• The apprentice team is briefed and staffed appropriately. WMAS provide apprenticeships for their associate
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				<p>ambulance practitioner role and have also the ability to absorb the proposed apprenticeship into their current placement offer. As a workplace partner, they have the appropriate roles to support their apprentices. The last cohort of learners on the BSc (Hons) Paramedic Science programme started in September 2023. The resources dedicated to this programme will transfer to the apprenticeship.</p> <ul style="list-style-type: none"> • It is anticipated further resources may be needed in the form of work-based education officers at the point of the programme coming online in September 2024. This will be considered over the coming months with arrangements put in place prior to the start of the academic year.
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Paramedic Science (Apprenticeship)			Full time	Apprenticeship

2. Performance review

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

For each provider listed, partner visitors have judged that the provision is of sufficient quality to continue to meet relevant education standards. They are recommending review periods as follows, for the reasons noted in the table. 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 on the review period for each provider.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
AECC University College	CAS-01476-V3Z1J9	Fleur Kitsell Patricia McClure	Five years	The visitors were satisfied with the overall performance of the education provider across the themes. Data shows the education provider is performing comparably to benchmark across the different areas. The education provider responds to recommendations from external regulators and professional bodies. There were no risks identified which could suggest the need for an earlier review.	How the education provider measures the benefit of direct service user and learner interaction. Service user feedback and actions taken. The visitors considered this to be an area for the education provider to reflect upon in the next performance review

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Bangor University	CAS-01402-R9R0J4	Fleur Kitsell Mark Widdowfield	Five years	The visitors were satisfied with the overall performance of the education provider across the themes. Data shows the education provider is performing comparably to benchmark across the different areas. The education provider responds to recommendations from external regulators and professional bodies. There were no risks identified which could suggest the need for an earlier review.	N/A

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Nordoff Robbins	CAS-01366-R1Q1W3	Karen Diamon Rosie Axon	Two years	In summary, the reason for the recommendation of a two year monitoring period is due to the lack of established data points. As detailed above we shall work with the education provider to develop the required data. This data will then be available to be used at their next performance review (2025-26).	N/A

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

None

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
City St George's, University of London (Previously known as St George's, University of London and Kingston University)	MSc in Occupational Therapy (Pre-registration)	FTA (Full time accelerated)	01/09/2022 (accredited from this date but first intake was delayed until 28/08/2023)	Not applicable
City St George's, University of London (Previously known as City, University of London and St George's, University of London, now both Education Providers merged)	BSc (Hons) Diagnostic Radiography	FT (Full time)	01/09/2023	Not applicable

<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Radiography (Diagnostic Imaging)</p> <p>Closing</p>	<p>FT (Full time)</p>	<p>01/09/2005</p>	<p>01/09/2022</p>
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Radiography (Radiotherapy and Oncology)</p> <p>Closing</p>	<p>FT (Full time)</p>	<p>01/09/2005</p>	<p>01/09/2022</p>
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Speech and Language Therapy</p>	<p>FT (Full time)</p>	<p>01/09/2002</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Therapeutic Radiography and Oncology</p>	<p>FT (Full time)</p>	<p>01/09/2023</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Doctorate in Health Psychology (Dpsych)</p> <p>Closing</p>	<p>PT (Part time)</p>	<p>01/01/2003</p>	<p>30/09/2016</p>

<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Independent and Supplementary Non-Medical Prescribing Programme (V300)</p>	<p>PT (Part time)</p>	<p>01/01/2014</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Master in Speech and Language Therapy (with Hons)</p>	<p>FT (Full time)</p>	<p>01/09/2020</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>MSc Speech and Language Therapy</p>	<p>FT (Full time)</p>	<p>01/09/2002</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Pg Dip Speech and Language Therapy</p>	<p>FT (Full time)</p>	<p>01/09/2001</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Professional Doctorate in Counselling Psychology</p>	<p>FT (Full time)</p>	<p>01/01/2005</p>	

<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	BSc (Hons) Diagnostic Radiography	FT (Full time)	01/01/1998	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	BSc (Hons) Occupational Therapy	FT (Full time)	01/09/2017	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	BSc (Hons) Paramedic Science	FT (Full time)	01/09/2015	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	BSc (Hons) Paramedic Science (In Service)	FT (Full time)	01/01/2017	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	BSc (Hons) Physiotherapy	FT (Full time)	01/09/1999	

<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Radiotherapy and Oncology</p>	<p>FT (Full time)</p>	<p>01/09/2023</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>BSc (Hons) Therapeutic Radiography (Closing)</p>	<p>FT (Full time)</p>	<p>01/01/1999</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>MSc Physiotherapy (Pre-registration)</p>	<p>FT (Full time)</p>	<p>01/09/2013</p>	
<p>City St George's, University of London</p> <p>(Previously known as City, University of London and St George's, University of London, now both Education Providers merged)</p>	<p>Prescribing: Independent and Supplementary</p>	<p>PT (Part time)</p>	<p>01/06/2016</p>	