
AGENDA

Education and Training Panel – tier 1 paper approval route May 2025

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1. Approval

- a.** Programmes recommended for approval subject to meeting conditions: None
- b.** Programmes recommended for approval:
 - The University of Northampton
 - University of Sunderland
 - York St John University
 - University of Wolverhampton
 - University College London

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:
 - Abertay University
 - Nottingham Trent University
 - The University of Bolton
 - University of Ulster
- b.** Institutions/programmes subjected to the focused review process, where referral to another process is recommended: None

4. Record changes – provider consent

- City St George's, University of London
- City, University of London
- St George's University of London
- St George's, University of London and Kingston University
- University of Bradford
- University of East Anglia
- University of Plymouth

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 | The University of Northampton | | |
| Case reference | CAS-01581-D7S0X5 | Lead visitors | Sharon Wiener-Ogilvie and Wendy Smith |
| Quality of provision | | | |
| <p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> The following areas should be referred to another HCPC process for assessment: <ul style="list-style-type: none"> The education provider has not fully finalised who the employer, or employers, will be to deliver this degree apprenticeship programme. As these relationships have not been fully finalised, the visitors recommended that a focused review is undertaken within three months of the first intake, to: <ul style="list-style-type: none"> determine which employer(s) are involved in the delivery of the programme; understand if any of the policies/processes have changed, including changes to the responsibilities, based upon confirmation of the education provider and employer relationship; and if so, consider how the changes may impact how the programme continues to meet the standards of education and training. The programme(s) meet all the relevant HCPC education standards and therefore should be approved. | | | |
| Facilities provided | | | |
| <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"> Staffing <ul style="list-style-type: none"> Programme team, e.g. Senior Lecturers Senior leadership team, e.g. Head of Subject Administrative support, e.g. Faculty Managers The education provider has considered workload planners to ensure there are academic staff in place to support both the proposed programme and the already approved direct entry programme. Physical resources, such as the Podiatry clinic, lecture rooms, simulation spaces, and library. These are already in place. | | | |
| Programmes | | | |
| Programme name | Mode of study | First intake date | Nature of provision |
| BSc (Hons) Podiatry (Apprenticeship Route) | FT (Full time) | 29/09/2025 | Apprenticeship |

| | | | |
|--|--------------------------|--------------------------|-----------------------------|
| Education provider | University of Sunderland | | |
| Case reference | CAS-01707-D6T3L6 | Lead visitors | Joanna Lemanska, Peter Abel |
| Quality of provision | | | |
| <p>Through this assessment, we have noted that there is evidence of the integration of theory and practice using video content, including practice-based scenarios and simulations. This supports theory-based learning and the application of theory to practice.</p> <p>The programme(s) meet all the relevant HCPC education standards and therefore should be approved.</p> | | | |
| Facilities provided | | | |
| <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 education provider noted they have access to a wide range of physical resources. These include of audiometric equipment including audiometers, tympanometers, video otoscopes, Noah software for hearing aid programming and affinity compact test box equipment. They also use a number of simulation audiometers (OTIS). • As the proposed programme is a top-up for graduates of a BSc (Hons) Audiology programme, we understand only online resources are needed. These include the virtual learning environment, Canvas, for accessing materials and submitting work, and Teams for live sessions. The on-campus library offers a range of audiology textbooks, mostly available as e-books. • In terms of staffing resources, we understand the person with overall responsibility for the programme is a HCPC registered biomedical scientist. We will review this in stage 2 to consider how the education provider determines their suitability to lead the programme. The programme lead is supported by other staff members who are NHS qualified audiologists and registered with the Academy for Healthcare Science. | | | |
| Programmes | | | |
| Programme name | Mode of study | First intake date | Nature of provision |
| Certificate of Proficiency in Hearing Aid Dispensing | DL (Distance Learning) | 09/06/2025 | Taught (HEI) |

| | | | |
|--|-------------------------|----------------------|------------------------|
| Education provider | York St John University | | |
| Case reference | CAS-01579-M1M7Q6 | Lead visitors | Lucy Myers, Paul Bates |
| Quality of provision | | | |
| <p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> • The areas we explored focused on: <ul style="list-style-type: none"> ○ Quality theme 1 – it was unclear what the education provider's plans were for regular and effective collaboration as the programme continues to be developed and once it is up and running. Clear information was received that demonstrated there is regular and effective collaboration at different levels. ○ Quality theme 2 – clearer understanding was sought on the practice-based learning capacity expected from the onsite clinic versus what needs to be sourced from practice partners. It was also clear the process for identification of practice-based learning capacity which will be in collaboration with other education providers. ○ Quality theme 3 –there were no details provided as to how much staffing will be required from other departments and whether suitable individuals have been identified who would have the capacity to be involved on the proposed programme or whether there was any commitment from those departments to provide teaching resource. The information provided demonstrated there will an adequate number of staff for the programme and that new staff will be well supported. ○ Quality theme 4 - we needed to know what key subject areas could be covered by existing staff and what would need to be covered either through recruitment of internal staff or through partnership with local services. We were satisfied that specialisms of staff have been considered in recruitment and that clear plans are in place for resourcing and to provide support for visiting staff. ○ Quality theme 5 - details were provided about processes around access to equipment and that library resources are in place with the potential to purchase more books in the future. We were also satisfied that the equipment list demonstrated resources are appropriate to deliver the programme. ○ Quality theme 6 – we understood there may be situations where learners are placed in settings where practice educators are not registered speech and language therapists. Clarity was received demonstrating the education provider has a process in place to manage this and that support is in place for the practice educators and the learners. ○ Quality theme 7 – clarification demonstrated that the education provider has a process in place for checking that practice educators have the required knowledge, skills and experience. ○ Quality theme 8 – gaps were identified in how the learning outcomes met the revised standards of proficiency (SOPs). Updated evidence demonstrated that the SOPs are reflected within the modules and are covered by the programme learning outcomes. | | | |

- Quality theme 9 – the information provided through the quality activity demonstrated the duration and range of practice-based learning will allow learners to achieve the learning outcomes and the standards of proficiency for speech and language therapists.

The programme(s) meet 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 education provider noted they have facilities already available for all health programmes including two simulation wards and four consultation rooms and these will be used by the new programme. They also noted they had created a list of required equipment in conjunction with the subject specialist and local clinicians and will be purchased over 2024/25 and be available from Summer 2025.
- In relation to staffing, the education provider noted they had recruited a lecturer In Speech and Language Therapy in May 2024, with further recruitment of staff planned before delivery of the programmes commences. They also noted they are committed to adhering to the student:staff ratio indicated by the Professional, Statutory and Regulatory Bodies.

Programmes

| Programme name | Mode of study | First intake date | Nature of provision |
|--|----------------|-------------------|---------------------|
| MSc Speech and Language Therapy (Pre-registration) | FT (Full time) | 25/09/2025 | Taught (HEI) |

| | | | |
|--|-----------------------------|--------------------------|----------------------------|
| Education provider | University of Wolverhampton | | |
| Case reference | CAS-01737-Z8F7B8 | Lead visitors | Paul Bates and Wendy Smith |
| Quality of provision | | | |
| <p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> The following areas should be referred to another HCPC process for assessment: <ul style="list-style-type: none"> The education provider has not fully finalised who the employer, or employers, will be to deliver this degree apprenticeship programme. As these relationships have not been fully finalised, the visitors recommended that a focused review is undertaken, within three months of the first intake, to: <ul style="list-style-type: none"> determine which employer(s) are involved in the delivery of the programme; understand if any of the policies / processes have changed, including changes to the responsibilities, based upon confirmation of the education provider and employer relationship; and if so, consider how the changes may impact how the programme continues to meet the standards of education and training. The programme(s) meet all the relevant HCPC education standards and therefore should be approved. | | | |
| Facilities provided | | | |
| <p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <p>The programme team and senior staff are in place. For example, the senior lecturer and programme lead, and Head of Department. At times the education provider employs visiting lecturers. There is an academic lead for practice education and a faculty lead for apprenticeships. There are skills technicians to support the usage of skills labs.</p> <p>The education provider has facilities with specialist equipment in place. For example, two dedicated podiatry skills laboratories.</p> | | | |
| Programmes | | | |
| Programme name | Mode of study | First intake date | Nature of provision |
| BSc (Hons) Podiatric Practice | FT (Full time) | 01/09/2025 | Apprenticeship |

| | | | |
|--|---------------------------|--------------------------|---------------------------------|
| Education provider | University College London | | |
| Case reference | CAS-01587-Z0R3G8 | Lead visitors | Claire Langman, Joanna Lemanska |
| Quality of provision | | | |
| <p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> Quality activity one examined the education providers alignment with NHS England's curriculum standards. As part of this the education provider supplied mapping to the required standards. The programme meets all the relevant HCPC education standards and therefore should be approved. | | | |
| Facilities provided | | | |
| <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"> Staffing <ul style="list-style-type: none"> Approximately 17 members of Ear Institute staff are involved in convening modules, teaching and assessments. Two members of administrative staff support the programme. One course director. (Note all teaching and admin staff work on other programmes as well; nobody works full-time on the BSc). Physical resources: The Ear Institute has a dedicated teaching space (lecture theatre, large seminar room, small seminar room). They also have a fully equipped audiology skills lab. These are already in place. | | | |
| Programmes | | | |
| Programme name | Mode of study | First intake date | Nature of provision |
| BSc (Hons) Audiology | FT (Full time) | 22/09/2025 | Taught BSc (Hons) Degree |

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

For each provider listed, the executive team has judged that the trigger investigated does not impact on our education standards being met. 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 the information in the enclosure and to approve the recommendation that no further action is required.

| Education provider | Review level | Review recommendation | Enclosure |
|-----------------------------|---------------------|------------------------------|------------------|
| Abertay University | Programme(s) | No further action | 3.1 |
| Nottingham Trent University | Programme(s) | No further action | 3.2 |
| The University of Bolton | Institution | No further action | 3.3 |
| University of Ulster | Programme(s) | No further action | 3.4 |

b. Institutions/programmes subjected to the focused review process, where referral to another process is recommended: None

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 |
|---|--|----------------|-------------------|------------------|--|
| City St George's, University of London | BSc (Hons) Diagnostic Radiography | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Occupational Therapy | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Paramedic Science | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Paramedic Science (In Service) | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Physiotherapy | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Radiography (Diagnostic Imaging) | FT (Full time) | 01/09/2021 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Radiography (Radiotherapy and Oncology) | FT (Full time) | 01/09/2021 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Radiotherapy and Oncology | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Speech and Language Therapy | FT (Full time) | 01/09/2022 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Therapeutic Radiography | FT (Full time) | 01/09/2021 | | Education provider merger (records correction) |
| City St George's, University of London | BSc (Hons) Therapeutic Radiography and Oncology | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | Independent and Supplementary Non-Medical Prescribing Programme (V300) | PT (Part time) | 01/03/2024 | | Education provider merger (records correction) |

| Education provider | Programme name | Mode of study | First intake date | Last intake date | Reason for change |
|--|--|-----------------------------|-------------------|------------------|--|
| City St George's, University of London | Master in Speech and Language Therapy (with Hons) | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | MSc in Occupational Therapy (Pre-registration) | FTA (Full time accelerated) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | MSc Physiotherapy (Pre-registration) | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | MSc Speech and Language Therapy | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | Pg Dip Speech and Language Therapy | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City St George's, University of London | Prescribing: Independent and Supplementary | PT (Part time) | 01/03/2024 | | Education provider merger (records correction) |
| City St George's, University of London | Professional Doctorate in Counselling Psychology | FT (Full time) | 01/09/2023 | | Education provider merger (records correction) |
| City, University of London | BSc (Hons) Radiography (Diagnostic Imaging) | FT (Full time) | 01/09/2005 | 01/09/2021 | Education provider merger (records correction) |
| City, University of London | BSc (Hons) Radiography (Radiotherapy and Oncology) | FT (Full time) | 01/09/2005 | 01/09/2021 | Education provider merger (records correction) |
| City, University of London | BSc (Hons) Speech and Language Therapy | FT (Full time) | 01/09/2002 | 01/09/2021 | Education provider merger (records correction) |
| City, University of London | Independent and Supplementary Non-Medical Prescribing Programme (V300) | PT (Part time) | 01/01/2014 | 01/09/2023 | Education provider merger (records correction) |
| City, University of London | Master in Speech and Language Therapy (with Hons) | FT (Full time) | 01/09/2020 | 01/09/2022 | Education provider merger (records correction) |
| City, University of London | MSc Speech and Language Therapy | FT (Full time) | 01/09/2002 | 01/09/2022 | Education provider merger (records correction) |
| City, University of London | Pg Dip Speech and Language Therapy | FT (Full time) | 01/09/2001 | 01/09/2022 | Education provider merger (records correction) |

| Education provider | Programme name | Mode of study | First intake date | Last intake date | Reason for change |
|--|---|-----------------------------|-------------------|------------------|---|
| City, University of London | Professional Doctorate in Counselling Psychology | FT (Full time) | 01/01/2005 | 01/09/2022 | Education provider merger (records correction) |
| St George's University of London and Kingston University | MSc in Occupational Therapy (Pre-registration) | FTA (Full time accelerated) | 01/09/2022 | 01/09/2022 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Diagnostic Radiography | FT (Full time) | 01/01/1998 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Occupational Therapy | FT (Full time) | 01/09/2017 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Paramedic Science | FT (Full time) | 01/09/2015 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Paramedic Science (In Service) | FT (Full time) | 01/01/2017 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Physiotherapy | FT (Full time) | 01/09/1999 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | BSc (Hons) Therapeutic Radiography | FT (Full time) | 01/01/1999 | 01/09/2021 | Education provider merger (records correction) |
| St George's, University of London | MSc Physiotherapy (Pre-registration) | FT (Full time) | 01/09/2013 | 01/09/2022 | Education provider merger (records correction) |
| St George's, University of London | Prescribing: Independent and Supplementary | PT (Part time) | 01/06/2016 | 01/09/2023 | Education provider merger (records correction) |
| University of Bradford | BSc (Hons) Applied Biomedical Science with Blood Science | FT (Full time) | 01/09/2025 | | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Applied Biomedical Science with Cellular Science | FT (Full time) | 01/09/2025 | | Education Provider request to change programme name |

| Education provider | Programme name | Mode of study | First intake date | Last intake date | Reason for change |
|---------------------------|--|----------------|-------------------|------------------|---|
| University of Bradford | BSc (Hons) Applied Biomedical Science with Genetics | FT (Full time) | 01/09/2025 | | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Applied Biomedical Science with Infection Science | FT (Full time) | 01/09/2025 | | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Healthcare Science (Life Sciences) with Blood Science | FT (Full time) | 01/09/2017 | 01/09/2024 | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Healthcare Science (Life Sciences) with Cellular Science | FT (Full time) | 01/09/2017 | 01/09/2024 | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Healthcare Science (Life Sciences) with Genetics Science | FT (Full time) | 01/09/2017 | 01/09/2024 | Education Provider request to change programme name |
| University of Bradford | BSc (Hons) Healthcare Science (Life Sciences) with Infection Science | FT (Full time) | 01/09/2017 | 01/09/2024 | Education Provider request to change programme name |
| University of East Anglia | Independent and Supplementary Prescribing for PA, PH and TRad | PT (Part time) | 01/03/2019 | | Programme records correction – amended programme name |
| University of Plymouth | BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography | FT (Full time) | 01/09/2021 | 29/09/2023 | Programme name change – predecessor programme closing |
| University of Plymouth | BSc (Hons) Diagnostic Radiography with Ultrasound Fundamentals | FT (Full time) | 01/09/2024 | | Programme name change – predecessor programme closing |