

AGENDA

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

Panel members: Katie Thirlaway (Chair)
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1. **Approval**

- a. Programmes recommended for approval subject to meeting conditions:
NONE
- b. Programmes recommended for approval:
 - University of Hertfordshire, BSc (Hons) Dietetics
 - University of Stirling, MSc Physiotherapy (pre-registration)
 - University of Stirling, MSc Podiatry (pre-registration)

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:
 - Edinburgh Napier University
 - London Metropolitan University
 - Queens University Belfast
 - University of South Wales
 - University of Staffordshire
 - University of East London

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

4. **Record changes – provider consent** NONE

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 there 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

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	University of Hertfordshire		
Case reference	CAS-01514-Q6M5C6	Lead visitors	Duane Mellor and Helen Catherine White
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"> ○ Ensuring regular and effective collaboration between the education provider and practice education providers – we noted signed practice partner agreements and an employer engagement strategy, but it was not clear how the education provider ensured regular and effective collaboration. Through employer feedback, staff training, and minutes of meetings, we were able to determine that collaboration was regular and effective. ○ Ensuring there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners – we noted a practice training strategy and the programme structure which included practice-based learning. However, it was less clear who the employers were and how suitable practice-based learning will be provided in case of disagreement between a learner and their employer. Through the quality activity, clarification was received on seeking alternative practice-based learning, and through further email clarification, employer commitment was confirmed. ○ Ensuring practice educators are appropriately qualified and experienced and have the relevant knowledge and skills to support safe and effective learning – we noted reference to practice-based learning in care settings or other settings where learners were placed outside of their primary employment. Through the quality activity, we received clarity on how the education provider will ensure staff in practice-based learning settings are appropriately qualified and have the relevant knowledge, skills, and experience to support learners in practice-based learning. • The programme(s) meets all the relevant HCPC education standards and therefore should be approved. 			
Facilities provided			
<ul style="list-style-type: none"> • Education and training delivered by this institution is underpinned by the provision of the following key facilities: • Staff - additional staff are being recruited and will be in place prior to the start of the programme. • Physical resources - existing space available to the standard dietetics programme will be used which includes simulation suites and dietetics laboratory. 			

- The education provider has been successful in an Office for Student bid to develop new degree apprenticeship programmes, and they have provided additional funding to assist with the development of the new programme.
- Additional resources include dietetics laboratory, simulation rooms and the learning resources centre. Other dietetic resources include anthropometry and virtual consultation lab, dedicated diet lab with extensive kitchen equipment, anthropometry equipment, and a computer lab.
- These will all be available to the learners when they are on campus. Learners will also have full access to library services with extensive online resources.
- A range of online resources including APTEM - an online apprenticeship platform where learners log their off the job learning, progress review meetings etc. Learners will also have access to Studynet – the education provider’s learning environment, where learners are able to access all resources that are used for teaching, work with others in discussion boards, submit assignments and access other resources such as recordings and set activities.
- Information databases and journal collections, research and study skills support.
- Microsoft Teams will be used for online classrooms and where possible, other technology such as ‘inspera’ to secure computers for online tests and pebble pad for practice-based learning portfolios will be used.

Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Dietetics	Work based learning	19/05/2025	Apprenticeship

Education provider	University of Stirling		
Case reference	CAS-01585-Z2V5Z2	Lead visitors	Fleur Kitsell and Wendy Smith
Quality of provision			
Through this assessment, we have noted that the programmes meet all the relevant HCPC education standards and therefore should be approved.			
Facilities provided			
Clinical skills suites. Libraries and information centres open 24 hours per day. Virtual learning environment. Dedicated named staff for academic and pastoral support.			
Programmes			
Programme name	Mode of study	First intake date	Nature of provision
MSc Podiatry (pre-registration)	Full-time	15/09/25	Taught (HEI)
MSc Physiotherapy (pre-registration)	Full-time	15/09/25	Taught (HEI)

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
Edinburgh Napier University	Institution	No further action	3a.i
London Metropolitan University	Institution	No further action	3a.ii
Queen's University Belfast	Institution	No further action	3a.iii
University of South Wales	Institution	No further action	3a.iv
University of Staffordshire	Institution	No further action	3a.v
University of East London	Institution	No further action	3.a.vi