
Approval process report

Health Sciences University, Speech and Language Therapy,
Occupational Therapy, Diagnostic Radiography, Chiropody/Podiatry
(degree apprenticeships) 2024-25

Executive Summary

This is a report of the process to approve the following programmes at the Health Sciences University:

- BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)
- BSc (Hons) Occupational Therapy (Integrated Degree Apprenticeship)
- BSc (Hons) Diagnostic Radiography (Integrated Degree Apprenticeship)
- BSc (Hons) Podiatry (Integrated Degree Apprenticeship)

This report captures the process we have undertaken to assess the institution and programmes against our standards, to ensure those who complete the proposed programmes are fit to practice.

We have

- Reviewed the institution against our institution level standards and found our standards are met in this area.
- Reviewed the programmes against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Decided all standards are met, and that the programmes should be approved

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality activity 1 – the education provider supplied details of the training they offered practice educators to prepare them to support learners and the delivery of the learning outcomes of the programme.
 - Quality activity 2 – we understood the processes the education provider had in place to monitor and evaluate the programmes.
 - Quality activity 3 – the education provider explained how learners would be informed about the relevant policies and who would be responsible for their well-being across both the education and workplace settings.
 - Quality activity 4 – details were provided of the policies and processes that would apply when learners raise concerns. Information was specifically provided on how the fitness to practice policy would be applied.
 - Quality activity 5 - the education provider explained how practice education providers had been involved with the development of the programme and described the processes in place to ensure ongoing collaboration.
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- Quality activity 6 – details were provided of the collaboration that had taken place with employers to demonstrate there was a commitment to supply the proposed programmes with learners.
 - Quality activity 7 – details were provided about the processes the education provider had in place to ensure the ongoing availability of practice-based learning for future learners.
 - Quality activity 8 – the education provider outlined how they would ensure there were an adequate number of appropriately qualified staff to deliver the apprenticeship programmes.
 - Quality activity 9 – details were provided of the processes the education provider had in place to ensure staff who deliver specialist areas have the necessary knowledge and expertise to deliver specific subject areas.
 - Quality activity 10 – the education provider outlined the resources that would be available and accessible to learners across both the education and workplace settings.
 - Quality activity 11 - the education provider explained the mechanisms they had in place to ensure there were an appropriate number of qualified and experienced staff involved with practice-based learning.
 - Quality activity 12 – the education provider explained how the allocated practice-based learning hours were adequate to support the achievement of the learning outcomes and the standards of proficiency (SOPs) for the Diagnostic Radiography and Speech and Language Therapy programmes.
 - The following areas should be referred to another HCPC process for assessment:
 - **Summary of issue:** Visitors noted the low learner numbers for the Podiatry programme and the education provider's decision to defer the start date to September 2026. They recognised that it would not be viable to run the programme with such low numbers. To ensure sufficient employer commitment ahead of the new start date, visitors recommended this area be reviewed in July 2026 through the focused review process to:
 - 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.
 - if so, consider how the changes may impact how the podiatry programme continues to meet the standards of education and training.
 - The programmes meet all the relevant HCPC education standards and therefore should be approved.
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Previous consideration Not applicable. This approval was not referred from another process.

Decision The Education and Training Committee (Panel) is asked to decide:

- whether the programmes are approved, and
- whether issues identified for referral through this review should be reviewed, and if so how

Next steps Outline next steps / future case work with the provider:

- The provider's next performance review will be in the 2028-29 academic year
- We will undertake further investigations as per section 5
- The programmes have been approved and will be delivered by the education provider from September 2025.

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Section 1: About this assessment

About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the approval process undertaken by the HCPC to ensure that the programmes detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programmes approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programmes

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support this review:

Shaaron Pratt	Lead visitor, Diagnostic radiographer
Jennifer Caldwell	Lead visitor, Occupational therapist
Saranjit Binning	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers ten HCPC-approved programmes across six professions and including a Postgraduate Independent and Supplementary Prescribing programme. It is a Higher Education provider and has been running HCPC approved programmes since 2023 under their new name of Health Sciences

University. Prior to this, the education provider have been delivering programmes under the name of AECC University College since 2020.

The education provider is made up of four schools and one centre. The HCPC approved programmes are based in the School of Health and Rehabilitation Sciences. The proposed apprenticeship programmes will also be based in this School. Currently the education provider delivers a MSc Dietetics (integrated degree apprenticeship) programme, which was approved in August 2024.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 2](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Chiropodist / podiatrist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
	Dietitian	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
	Occupational therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2024
	Speech and language therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
Post-registration	Independent Prescriber / Supplementary prescriber			2025

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programmes.

Data Point	Benchmark	Value	Date	Commentary
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Learner number capacity	180	260	2024	<p>The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p>
Learner non-continuation	3%	2%	2020-21	<p>This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 3%.</p> <p>We did not explore this data point through this assessment because there was no impact on SETs considered.</p>
Outcomes for those who complete programmes	92%	100%	2021-22	<p>This data was sourced from summary data. This means the data is the provider-level public data.</p>

				<p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 7%.</p> <p>We did not explore this data point through this assessment because there was no impact on SETs considered.</p>
Teaching Excellence Framework (TEF) award	N/A	Bronze	2023	<p>The definition of a Bronze TEF award is "Provision is of satisfactory quality."</p> <p>We did not explore this data point through this assessment because there was no impact on SETs considered.</p>
Learner positivity score	77.5%	65.%	2024	<p>This National Student Survey (NSS) positivity score data was sourced at the summary. This means the data is the provider-level public data.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 1%.</p> <p>We did not explore this data point through this assessment because it was</p>

				considered through a separate focused review process in 2024-25.
HCPC performance review cycle length	N/A	2028-29	4 years	The education provider will engage with the performance review process in four years.

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programmes aligns with existing provision.

As part of the request to approve the proposed programmes, the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The Recruitment, Selection and Admissions Policy outlines the education providers policies and processes for recruiting, selecting and admitting learners on programmes. The policy applies to all learners, which includes undergraduate and postgraduate learners and apprentices.
 - There is programme-specific documentation available on the programme specific webpages. The information provided on these webpages includes an overview of the programme and entry requirements and also provides information relating to fees and qualifications. Information is also available through other channels, such as the education providers prospectus, the open days and publications specifically for employers and apprentices.
 - Employers will be involved in the admission process for all apprenticeship programmes. It is a requirement for all apprentices to meet the eligibility criteria of their employer and the education providers entry requirements. This process will therefore be managed jointly and will be a two stage process.
 - These policies are institution wide and will apply to the proposed programmes.
- **Assessing English language, character, and health –**
 - The Recruitment, Selection and Admission regulations and the Recruitment, Selection and Admission Policy and Procedure

documents provide information relating to the English language proficiency. To meet the requirements, applicants are required to provide evidence of the level of their English language, at a minimum of GCSE grade 4, as part of the application process. For apprentices, Level 2 in English and Maths will be required. Additional information can be found on the programme specific webpages.

- The programme webpages and information packs provide details of the health requirements for all applicants. This includes any vaccinations that maybe required and occupational health assessments.
- All applicants, including apprentices, are required to present a satisfactory enhanced Disclosure and Barring Service (DBS) certificate as part of the admissions process. This is to ensure they are safe to work with vulnerable adults and children.
- These policies are institution wide and will apply to the proposed programmes.
- **Prior learning and experience (AP(E)L) –**
 - Information on this area is outlined in the education provider's Recruitment, Selection and Admission Policy document. For apprenticeships, the education provider's policies align with the Education and Skills Funding Agency's (ESFA) requirements for assessing, recognising, and recording apprentices' prior learning and experience. All applicants undergo a thorough initial assessment process.
 - These policies are institution wide and will apply to the proposed programmes.
- **Equality, diversity and inclusion –**
 - The education provider has an Equality, Diversity, Inclusion and Belonging Policy which outlines their commitment to fostering a diverse and inclusive culture where all learners are treated fairly and equally. To ensure learners are not discriminated against all characteristics are taken into account, which include age, disability, race and gender.
 - The Recruitment, Selection and Admission Policy and Procedure documents outlines a commitment to supporting learners, including apprentices with disabilities and additional support needs.
 - For the proposed apprenticeship programmes, applicants will be employees from the employer partner. As part of this process, we will need to assess which and whose policies / processes relating to equality, diversity and inclusion are taken into consideration through the application process, what happens, and who holds the overall decision, if they differ. We will need to assess these as part of stage 2 of the approval process for the apprenticeship programmes.
 - These policies are institution wide and will apply to the proposed programmes.

Non-alignment requiring further assessment: We will need to consider the relationship between the education provider and employer in the following areas through Stage 2 of the process:

- SET 2.7 - whose policies and processes relating to equality, diversity and inclusion are taken into consideration through the application process, and what happens, and who holds the overall decision, if they differ.

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - The education provider has a number of policies which they reference in support of this area. The 'Course Design Framework' policy includes information on how the education provider ensures that programmes are delivered at the appropriate level.
 - They have highlighted how they already deliver HCPC approved programmes for the four professions of speech and language therapy, occupational therapy, diagnostic radiography and podiatry. This forms the rationale for the new proposal and programme development. To support this further they have experience of delivering apprenticeship programmes.
 - These policies are institution wide and will apply to the proposed programmes.
- **Sustainability of provision –**
 - The Course Consideration and Review Policy applies to all programmes. As part of the course consideration process, a business plan will be considered by the University College's Senior Management Group where programme sustainability will be considered and approved internally. In addition to this the Periodic Review Process ensures the curriculum is current and programmes are fit for purpose and sustainable.
 - The education provider has developed these programmes in response to local demand and the NHS long term workforce plan with the aim of expanding these professions. They have therefore consulted with the following stakeholders:
 - NHS Dorset;
 - University Hospitals Dorset;
 - Dorset University HealthCare NHS Foundation Trust,
 - Dorset County Hospital NHS Foundation Trust;
 - Bournemouth, Christchurch and Poole Council,

¹ This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

- Dorset Council,
- Hampshire Hospitals NHS Foundation Trust

These stakeholders have existing relationships with the education provider and have been involved with the development and design of the proposed apprenticeship programmes. Most organisations are in support of the proposed programmes and will consider them for their employees. As we do not have the exact details of where learners will come from or the relationships in place, we cannot be assured of programme sustainability. Nor can we determine how resourcing / threats / support are recognised and managed. We will need to consider the sustainability of the programmes as part of stage 2 (SET 3.1) of the approval process for the apprenticeship programmes.

- These policies are institution wide and will apply to the proposed programmes.

- **Effective programme delivery –**

- The education provider uses their 'Course and Unit Monitoring Policy' and periodic review process to monitor and evaluate the effective delivery of programmes. All programmes have steering groups who meet regularly to discuss, develop and deliver the programme action plan. There is also an annual monitoring and reporting process for individual programmes.
- Each programme sits within a specific academic School where Course Leaders are line managed by the Head of that School. The Head sits on the Institution's Senior Management Team and reports directly to the Board of Governors.
- Appropriate qualification and experience are articulated as essential criteria in the job description for all academic staff appointed to the programmes. This includes being registered with the HCPC and a member of the relevant professional body.
- For the proposed apprenticeship programmes, learners will be employees from the employer partner. We will need to be assured how the education provider and employer understands the responsibilities of all involved and work together to deliver an effective programme. We will need to assess these as part of stage 2 (SET 3.2) of the approval process for the apprenticeship programmes.
- These policies are institution wide and will apply to the proposed programmes.

- **Effective staff management and development –**

- The education provider has a 'People Policy' and 'Staff Development Policy' which sets out their approach to staff management. This contributes to effective management and development of staff.
- The education provider explained how staff development includes all policies, practices, and procedures to support and develop the

capabilities of staff. This aims to improve the quality of their work and to ensure success of the provider. It is an ongoing process, closely linked to their annual appraisal process.

- To ensure that learners are taught and guided in their learning by appropriately qualified staff, all non-clinical academic staff are expected to have, or be working towards, a PhD or other doctoral qualification. Clinical staff must have full registration with the relevant Professional, Statutory and Regulatory Bodies (PSRB) and conform to the continuing professional development (CPD) requirements of the relevant regulator and/or professional body.
- New staff without teaching experience are encouraged to complete a Postgraduate Certificate in Learning and Teaching or equivalent, with support for achieving recognition as a Fellow of Advance HE.
- These policies are institution-wide and will apply to the proposed programmes.
- **Partnerships, which are managed at the institution level –**
 - The education provider has an institution wide 'Placement Policy' that outlines the process for the identification, approval, and ongoing monitoring of student practice placements.
 - Placement provider partnerships and agreements are coordinated by the University College Executive Team and signed off by the Vice-Chancellor. All placements are monitored and reviewed by the Placement Coordinator to ensure capacity and suitability.
 - The proposed programmes will be supported by the following stakeholders, who the education provider has existing relationships and agreements with:
 - NHS Dorset;
 - University Hospitals Dorset;
 - Dorset University HealthCare NHS Foundation Trust,
 - Dorset County Hospital NHS Foundation Trust;
 - Bournemouth, Christchurch and Poole Council,
 - Dorset Council,
 - Hampshire Hospitals NHS Foundation Trust
 - These policies are institution-wide and will apply to the proposed programmes.

Non-alignment requiring further assessment: We will need to consider the relationship between the education provider and employer in the following areas through Stage 2 of the process:

- SET 3.1 – where learners are confirmed as coming from to consider the sustainability of the proposed programmes. This includes understanding how the resourcing / threats / support are recognised and managed.
- SET 3.2 - how the education provider and employer understand the responsibilities of all involved and work together to deliver an effective programme.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider has several policies and mechanisms in place to manage and monitor academic quality. These include their 'Course Design Framework' policy and the 'Education Strategy.' Academic quality monitoring is an ongoing process and is key to the continuous enhancement of learners' experiences of their programmes.
 - The baseline document states that all programmes undergo continuous monitoring and Course Leaders complete an annual monitoring report form. The forms are considered through an internal review process and received by Academic Standards and Quality Committee, which is a committee of Academic Board. Annual monitoring leads to the development of a course action plan that is monitored by the relevant Course Steering Committee throughout the year.
 - All programmes are reviewed every six years. The procedure is the same as for new programmes but also includes consideration of a range of qualitative and quantitative monitoring data.
 - Changes to programmes between reviews are managed through the institutional 'Course and Unit Modification' policy. To ensure institutional oversight, any changes to programmes approved at programme level are reported to the institutional Academic Standards and Quality Committee.
 - These policies are institution-wide and will apply to the proposed programmes.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider uses their 'Placement Policy' to outline the requirements and expectations for course teams involved in the organisation, approval, and ongoing management of placement learning. This ensures a high-quality student learning experience.
 - For apprenticeships, the education provider will work closely with employers to manage practice and placement arrangements and quality monitoring. This will be supported by regular tri-partite meetings as stated in the apprentice training plan.
 - The education provider's institutional 'Placement Policy' sets out arrangements for learner concerns and whistleblowing, emphasising its importance, and the need to support learners. At the programme level, specific arrangements covering 'whistleblowing,' etc., are included in each Placement Handbook. Guidance on conduct and ethics is embedded in the curriculum, which focuses on expectations regarding reporting concerns. Raising concerns is also covered in the Placement Handbook.

- The education provider and employer will have specific policies and processes in place to support learners to raise concerns about the safety and wellbeing of service users (SET 3.17).
- The education provider outlines the specific role and responsibilities of the Practice Educator, including their level of experience and qualification in the Practice Educator Handbook. The provider has also stated that they will run training and continuing professional development (CPD) for Practice Educators to further ensure the required knowledge, skills, and experience are developed in Practice Educators working with learners.
- We will need to consider the processes to ensure practice educators have the programme specific understanding to deliver and assess the learning outcomes (SET 5.7); and learners and practice educators have the information they require to be prepared before going into the practice environment (SET 5.8).
- For the proposed apprenticeship programmes, the education provider will have overall responsibility for the programmes. We will need to review how the education provider works with and monitors / evaluates the role of the employer as part of delivering ongoing quality and effectiveness. We will need to assess these as part of stage 2 (SET 3.4) of the process.
- In addition, we will need to understand how the education provider assesses and monitors the quality of the practice environment through the partnership with the employer (SET 5.3). This includes ensuring there is a safe and supportive environment for learners, as employees, and service users (SET 5.4). In addition to this there will be specific policies and processes in place for obtaining appropriate consent from service users and learners. We will need to understand which policies apply in which situation and who responds (SET 4.10).
- **Learner involvement –**
 - The education provider refers to their 'Course and Unit Monitoring Policy' and the 'Student Engagement Policy' to demonstrate learner involvement in the program. Learners at both mid and end points of individual units of study provide feedback on their programs. All course years of study have at least one student representative who sits on the Course Steering Group and the university-wide Student Experience Committee.
 - The 'Course Design Framework' and 'Course Consideration Policy' include the institutional expectation that learners are involved in the design process for new programmes, and this is tested as part of the course consideration/approval process. Groups of learners are invited to meet with the course consideration panel to give feedback on the learning experience.
 - Student representatives for each programme are members of the Course Steering Committee. The remit of the Committee is to maintain the academic standards of the program and to ensure that

it operates in accordance with the approved program specification. The Committee also seeks to maintain and enhance the quality of learning opportunities, ensuring that issues requiring improvement are addressed, and good practice shared.

- There is learner representation on all committees of the Academic Board and on the Board of Governors. The Student Experience Committee has the specific remit to promote and facilitate a two-way channel of communication between learners and staff. This relates to learner experience and enhancement, support services, and learner engagement in academic governance.
- These policies are institution-wide and will apply to the proposed programmes.
- **Service user and carer involvement –**
 - The education provider uses their 'Sharing Patient and Community Experience' (SPaCE) Group, along with other groups that contribute to this area, to demonstrate service user and carer involvement. The 'Friends of the Clinic' group of service users provides regular feedback and input into the delivery of services in the University College Clinic. The clinic will provide some placements for learners on HCPC approved courses. This feedback is reported directly to a Clinical Governance Group. In the clinic, the patient voice is also collected through annual questionnaires and comment cards.
 - The education provider has stated that by working with service users and carers, they can provide outstanding person-centred care to patients in the local community and deliver first-class education to healthcare learners.
 - Service users and carers are involved in programme design, governance and admissions recruitment. They also provide learners undertaking practice based learning with feedback on their experience.
 - These policies are institution-wide and will apply to the proposed programmes.

Non-alignment requiring further assessment: we will need to consider the relationship between the education provider and employer in the following areas through Stage 2 of the process:

- SET 3.4 - how the education provider works with and monitors / evaluates the role of the employer as part of delivering ongoing quality and effectiveness.
- SET 3.17 – the specific policies and processes in place to support learners to raise concerns about the safety and wellbeing of service users. We need to understand which policies apply in which situation and who responds.
- SET 4.10 - the policies and processes in place for obtaining appropriate consent from service users and learners. This is because the education provider and employer may have specific, and differing, policies / processes.

- SET 5.3 - understand how the education provider assesses and monitors the practice environment through the partnership with the employer.
- SET 5.4 - the processes to make sure practice-based learning takes place in an environment that is safe and supportive for learners and service users.
- SETs 5.7 and 5.8 - the processes to ensure practice educators have the programme specific understanding to deliver and assess the learning outcomes; and learners and practice educators have the information they require to be prepared before going into the practice environment.

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider offers a broad range of support services via their onsite Student Services Team. This provision also includes well-being advice and counselling services and support with study skills. Learners are also able to talk to their assigned Personal Tutor regarding pastoral issues, as well as any tutor they feel they can confide in.
 - The institutional 'Placement Policy' sets out overarching arrangements for student concerns and whistleblowing, emphasizing its importance, and the need to support learners.
 - The 'Student Complaints Policy and Procedure' is set at the institutional level and applies to learners on all programmes. The policy considers the Office of the Independent Adjudicator (OIA) good practice guidance. Learners are encouraged to raise and resolve complaints informally in the first instance. If this does not address their concerns, there is a three-stage complaints procedure. At the end of the process, learners may take a complaint to the OIA.
 - We recognise there will be additional policies and processes in place from the employer which support wellbeing and learning (SET 3.13). As part of this, we need to understand which policies apply in each situation and how learners know about these; how learners access academic support while in their place of employment; and whether and how processes are shared between the employer and the education provider.
 - We will need to review who learners can complain to and what they can expect from each party. This includes how the education provider manages complaints from learners about allegations relating to incidents which happened at their place of employment (SET 3.15).
 - These policies are institution-wide and will apply to the proposed programmes.
- **Ongoing suitability –**
 - The education provider has several mechanisms in place to determine learners' ongoing suitability. This includes the 'Fitness to

Study' and the 'Fitness to Practice' (FtP) policies, as well as the 'Student Disciplinary Policy.' Any concerns relating to the ongoing suitability of learners' conduct, character, and health will be addressed institutionally through these policies.

- The education provider has an established Student Monitoring and Wellbeing Group that meets regularly for each programme. They consider matters related to individual learner progress, including academic performance, skills attainment, attendance requirements, and well-being issues. This group considers and helps to identify learners who perform below the required standard or are in danger of doing so, makes recommendations, and monitors outcomes. In addition to this, progress for the apprentices will also be monitored through the tripartite meetings, which will involve employers.
- The education provider and employer will have specific policies and processes to ensure the ongoing suitability of the learner (SET 3.16). We will need to understand which apply in which situation, and which takes priority relating to achievement and progression through Stage 2 of the process.
- These policies are institution-wide and will apply to the proposed programmes.
- **Learning with and from other learners and professionals (IPL/E) –**
 - Placement Handbooks and unit descriptors are utilised to introduce learners to concepts of interprofessional learning and interprofessional practice at the start of all programs. There is joint delivery of units across health profession-focused programs to foster interprofessional education, and interprofessional learning forms a core part of the placement experiences of learners.
 - Through the development of the apprenticeship programmes, they have developed shared interdisciplinary units. These units will enable apprentices to learn from other professions and share skills and knowledge, which will prepare them to work with multi-disciplinary teams.
 - These policies are institution-wide and will apply to the proposed programmes.
- **Equality, diversity and inclusion –**
 - The education provider has stated that they are committed to fostering a diverse and inclusive culture that offers equality and opportunity for all by eliminating unlawful discrimination, advancing equality of opportunity, and promoting respectful relations on campus. This commitment is evidenced through their 'Equality, Diversity, Inclusion, and Belonging Policy.'
 - The Equality, Diversity and Inclusion Policy highlights the education providers commitment to providing all learners with a diverse and inclusive environment to learn in. This ensures all learners are treated fairly and equally and have access to all opportunities available.

- Changing the Culture working group is a joint University/College Students Union group who lead on cultural change and undertake activities to promote an inclusive culture and environment. This includes initiatives related to Black Lives Matter, disability, LGBTQ+, mental health, and well-being.
- We will need to review how the education provider and the employer work together to provide an impartial, fair and supportive environment for learners to progress (SET 3.14) through Stage 2 of the process.
- These policies are institution-wide and will apply to the proposed programmes.

Non-alignment requiring further assessment: We will need to consider the relationship between the education provider and employer in the following areas through Stage 2 of the process:

- SET 3.13 – the additional policies and processes in place at the employer to support wellbeing and learning. As part of this, we need to understand which policies apply in each situation and how learners know about these; how learners access academic support while in their place of employment; and whether and how processes are shared between the employer and the education provider.
- SET 3.14 - how the education provider and the employer work together to provide an impartial, fair and supportive environment for learners to progress.
- SET 3.15 - who learners complain to and what they can expect from each party. This includes how the education provider manages complaints from learners about allegations relating to incidents which happened at their place of employment.
- SET 3.16 – the specific policies and processes from the education provider and employer to ensure the ongoing suitability of the learner. We will need to understand which apply in which situation, and which takes priority relating to achievement and progression.

Assessment

Findings on alignment with existing provision:

- **Objectivity** –
 - To ensure objectivity in assessments, the provider has existing policies, procedures, and regulations in place, including the 'Course Design Framework' policy, 'Assessment Criteria' policy, and 'Academic Misconduct' policy. The education provider asserts that all assessments align with these policies, as well as with the 'Assessment Regulations' and the 'Marking and Moderation Policy,' which are institutional-wide policies.

- The institutional 'Setting and Scrutiny of Assessments Policy and Procedure,' referenced in the baseline document, guides the scrutiny of assessments to ensure validity, reliability, and accurate assessment documentation. Implementation occurs at the School level, where all assessments have clear criteria objectively mapped to institutional generic assessment criteria.
- These policies are institution-wide and will apply to the proposed programmes.
- **Progression and achievement –**
 - The education provider has confirmed that assessment regulations operate institutionally, outlining requirements for progression and awards. If necessary, specific regulations for individual programmes are approved separately. Learner progression aligns with the Assessment Regulations and the Marking and Moderation policy.
 - Course Specifications and the University College Student Handbook direct students to approved assessment regulations for details on progression and achievement.
 - The Course Handbook will convey information on programmes with specific minimum attendance requirements. Failing to meet these requirements will impact the learner's ability to pass the unit and proceed with their studies.
 - For the proposed apprenticeship programmes, learners will also be employees so will have employment contracts which cover attendance. We will need to know how these work in partnership with the education provider's requirements about attendance and how they are monitored and shared between the parties, and how the requirements are identified and communicated (SET 4.11).
 - These policies are institution-wide and will apply to the proposed programme.
- **Appeals –**
 - The Academic Appeals Policy and Procedures (Taught Awards), Disciplinary Policy, and 'Employer and Apprentice Complaints Policy (Apprenticeships) outline the process for appeals across the institution.
 - Appeals follow a two-stage process: stage 1 involves an informal discussion, and stage 2 includes a panel review. At the end of this process, learners may escalate a complaint to the Office of Independent Adjudicator (OIA).
 - These policies are institution-wide and will apply to the proposed programmes.

Non-alignment requiring further assessment: We will need to consider the relationship between the education provider and employer in the following areas through Stage 2 of the process:

- SET 4.11 - as learners are employers, we will need to know employment policies work in partnership with the education provider's requirements about attendance and how they are monitored and shared between the parties, and how the requirements are identified and communicated.

Outcomes from stage 1

We decided to progress to stage 2 of the process due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

For the proposed apprenticeship programmes, it is not clear who the employers are. As learners will also be employees on the proposed programmes, the employers are fundamental to the design, sustainability and delivery of the programmes to ensure those who complete, can meet our requirements for registration. It is therefore appropriate for us to refer the 15 areas identified through the institution level standards review, to Stage 2. These are outlined below:

- SET 2.7 - whose policies and processes relating to equality, diversity and inclusion are taken into consideration through the application process, and what happens, and who holds the overall decision, if they differ.
- SET 3.1 – where learners are confirmed as coming from to consider the sustainability of the proposed programmes. This includes understanding how the resourcing / threats / support are recognised and managed.
- SET 3.2 - how the education provider and employer understand the responsibilities of all involved, and work together to deliver an effective programme.
- SET 3.4 - how the education provider works with and monitors / evaluates the role of the employer as part of delivering ongoing quality and effectiveness.
- SET 3.13 – the additional policies and processes in place at the employer to support wellbeing and learning. As part of this, we need to understand which policies apply in each situation and how learners know about these; how learners access academic support while in their place of employment; and whether and how processes are shared between the employer and the education provider.
- SET 3.14 - how the education provider and the employer work together to provide and impartial, fair and supportive environment for learners to progress.
- SET 3.15 - who learners complain to and what they can expect from each party. This includes how the education provider manages complaints from learners about allegations relating to incidents which happened at their place of employment.
- SET 3.16 – the specific policies and processes from the education provider and employer to ensure the ongoing suitability of the learner. We will need to understand which apply in which situation, and which takes priority relating to achievement and progression.

- SET 3.17 – the specific policies and processes in place to support learners to raise concerns about the safety and wellbeing of service users. We need to understand which policies apply in which situation and who responds.
- SET 4.10 - the policies and processes in place for obtaining appropriate consent from service users and learners. This is because the education provider and employer may have specific, and differing, policies / processes.
- SET 4.11 - as learners are employers, how employment policies work in partnership with the education provider’s requirements about attendance and how they are monitored and shared between the parties, and how the requirements are identified and communicated.
- SET 5.3 - understand how the education provider assesses and monitors the practice environment through the partnership with the employer.
- SET 5.4 - the processes to make sure practice-based learning takes place in an environment that is safe and supportive for learners and service users.
- SETs 5.7 and 5.8 - the processes to ensure practice educators have the programme specific understanding to deliver and assess the learning outcomes; and learners and practice educators have the information they require to be prepared before going into the practice environment.

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

- The apprenticeship programmes will be delivered by the School of Health and Rehabilitation Sciences in Bournemouth. Currently the education provider delivers programmes in all these areas and therefore already have experienced teaching staff within the existing teams. Additional staff will be recruited to ensure there is adequate staff to deliver the apprenticeship programmes. There is also a three year recruitment plan in place to ensure staffing reflects the learner numbers as the programmes grow.
- The education provider offers a range of facilities to support the programmes. These include teaching spaces for lectures and seminars, simulation and skills facilities and clinical services and teaching spaces. The library offers a range of books, eBooks and journals and will be expanding the range for the learners on the proposed apprenticeship programmes. These costings and the costings for additional resources, such as subject specific software licenses have been included in the business case.

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number,	Proposed start date

			and frequency	
BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)	Full time	Speech & language therapist	1 cohort per year 2025/26 - 15 2026-27 - 20	08/09/2025
BSc (Hons) Occupational Therapy (Integrated Degree Apprenticeship)	Full time	Occupational therapist	1 cohort per year 2025/26 - 15 2026-27 - 20	08/09/2025
BSc (Hons) Diagnostic Radiography (Integrated Degree Apprenticeship)	Full time	Radiographer - Diagnostic radiographer	1 cohort per year 2025/26 - 15 2026-27 - 20	08/09/2025
BSc (Hons) Podiatry (Integrated Degree Apprenticeship)	Full time	Chiropodist/podiatrist	1 cohort per year 2025/26 - 15 2026-27 - 20	08/09/2025

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

We have reported on how the provider meets standards, including the areas below, through the [Findings section](#).

Quality theme 1 – Details of the training practice educators undertake to prepare them to support learners

Area for further exploration: The education provider supplied us with the Supervisor/Mentor Handbook, which outlined the requirements, however there was insufficient details of the training practice educators were required to have completed prior to the delivery and assessment of the learning outcomes. Visitors therefore requested further information outlining the training that was available to practice educators, specifically in relation to those practice educators who were supporting learners on the apprenticeship programmes.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. We considered this would be the most effective method to understand what training was offered to practice educators to prepare them to support learners and the delivery of the learning outcomes of the programmes.

Outcomes of exploration: In their response, the education provider submitted a detailed response, which outlined the support and training available to practice educators. They explained how all practice educators were required to attend training that covered roles, responsibilities, learning outcomes, expectations and guidance on assessment. This was further supported with annual refresher training. It was noted additional training was also provided for practice educators who were supporting apprenticeship learners to assist them with understanding the frameworks of the apprenticeship model. This training covered apprenticeship standards, off-the-job hours, tripartite model and the process to review progress and monitor it.

Visitors acknowledged the additional information supplied by the education provider and confirmed they were satisfied the education provider offered practice educators with appropriate training to prepare them to support apprenticeship learners.

Quality theme 2 – employer involvement with ensuring the quality and effectiveness of the programmes

Area for further exploration: The education provider submitted policies which demonstrated the processes they had in place to monitor the delivery of the programmes and obtain feedback. This information, however, did not provide details of how the employer would be involved with these processes to ensure the quality and effectiveness of the programmes. Further information was therefore requested where the visitors asked the education provider to explain what the process was for evaluating the employer's role in maintaining programme quality and effectiveness. It is important see how employers are involved in maintaining programme quality because it shows collaboration to ensure programmes remains relevant and effective.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. We considered

this would be the most effective way to gain insight into how the education provider engages with, monitors, and evaluates the employer's role in ensuring ongoing quality and effectiveness.

Outcomes of exploration: In their response, the education provider highlighted the importance of employer involvement and recognised the key role they played with apprenticeships. They explained how there were several mechanisms through which feedback was obtained. This included quarterly employer surveys, quarterly meetings with employers and the tripartite reviews. Alongside this, formal processes were also used, which were outlined in the programme and unit monitoring and periodic review policy. It was noted how feedback from the employers was also evaluated and monitored by the Apprenticeship Operations Group through the Apprenticeship Self-Assessment Review and the Apprenticeship Quality Improvement Plan.

Visitors acknowledged the additional information provided by the education provider. They confirmed they were satisfied that structured and informal processes were in place to monitor and evaluate the programmes at various levels and to obtain regular feedback from employers.

Quality theme 3 – identifying which policies would apply in different situations

Area for further exploration: The education provider outlined policies that aim to support learning and well-being across various situations. They clearly explained how learners will access academic support while on placement, and how responsibilities will be shared between the employer and the education provider. Learners will receive support from both the apprentice tutor and Student Services, and learners are made aware of these resources. Visitors, however, were unable to determine how learners would know what policy would apply in each situation. They therefore requested further details on how learners would know about the support available and who would be responsible for their wellbeing in both settings. It's important for visitors to see this information because it ensures learners have clear guidance on how to access support and understand who is responsible for their wellbeing in different settings.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand how learners are informed about the relevant policies and who holds responsibility for their well-being across both the educational and workplace settings.

Outcomes of exploration: Visitors noted that the education provider had a clear approach to informing learners about relevant policies. This was outlined in the Course Summary and Resources document and the narrative provided. They noted that learners were introduced to these policies during induction and through the course handbook. Alongside this, learners will be assigned apprenticeship tutors by the education provider as the first point of contact for support to ensure they have

access to appropriate guidance in both settings. The tutors will play a key role in maintaining open communication between learners, employers, and the education provider, which the education provider expect to contribute to a supportive learning environment.

Visitors confirmed they were satisfied with the additional information submitted by the education provider. The updated information provided appropriate explanations about how and where learners would know which policy would apply in different situations. They also noted the level of support learners will be provided with and the close links that had been established between the education provider and employer to manage the different situations.

Quality theme 4 – ensuring there were appropriate process for learners to raise concerns.

Area for further exploration: The education provider submitted information outlining how learners' progress was monitored throughout the programme and the processes to raise concerns. However, from the information provided, the visitors were unable to determine whose (employer or education provider) policies should be used by learners when raising concerns. It was also not clear if there was a fitness to practise policy or procedure and whose (employer or education provider) process would apply if there were concerns regarding the learners on the programmes. Visitors therefore requested further information outlining what processes the learners would be able to use to raise concerns and who would be responsible for progressing these. Alongside this they also requested details of the fitness to practice policy and a clear narrative outlining the employer's involvement with this process and the education providers involvement, which included who would be responsible for what elements. It's important for assessors to see this information to ensure learners know how to raise concerns and who is responsible, helping safeguard their wellbeing and uphold professional standards.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email and documentary evidence from the education provider. We considered this would be the most effective method to understand what policies would be applied when concerns were raised and if there was a fitness to practise policy or procedure that would apply.

Outcomes of exploration: In the narrative supplied, the education provider explained the shared responsibility between the employer and the education provider in managing fitness to practise concerns. They noted that when concerns are identified by the employer, their own fitness to practise policy would apply, with an obligation to inform the education provider. In this same way, if concerns were raised by the education provider, these would be addressed through their own fitness to practise policy. It was also noted how the policy clearly outlined the employer's involvement at various stages of the process, including initial planning, evidence submission and notification of outcomes.

Visitors acknowledged the additional information provided by the education provider. They confirmed they were satisfied there were clear lines of communication between the employer and education provider to manage fitness to practise concerns.

Quality theme 5 – collaboration with practice education providers to ensure commitment to provide practice-based learning

Area for further exploration: Visitors noted a lack of evidence demonstrating stakeholder involvement in the development of the programmes. As a result, they were unclear how collaboration between the education provider and practice education providers had influenced the programme development and design. To address this, visitors requested further information outlining the frequency of stakeholder engagement and how the outcomes of these meetings would inform the ongoing delivery and assessment of the programmes. Additionally, they sought details on how the education provider planned to continue collaborating with practice education providers in the future. It's important for visitors to see this information to confirm that stakeholder input actively shapes programme design and delivery, ensuring relevance and continuous improvement.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email and documentary evidence from the education provider. We considered this would be the most effective method to understand how the education provider had involved practice education providers with the development and design of the programmes and how they would ensure ongoing collaboration with them.

Outcomes of exploration: In their documentary response, the education provider highlighted the importance of collaborating with practice education providers to inform the design and delivery of the apprenticeship programmes. They noted this partnership approach extended beyond the initial programme approval and should contribute to the sustainability and professional readiness of learners. The additional information they submitted highlighted the important role practice educators played in evaluating the effectiveness of the programme through the feedback they provided. This feedback will be considered through formal mechanisms, such as the Course Steering Committee and annual monitoring processes. To support this collaboration further quarterly stakeholder meetings will be held to discuss practice-based learning across the region. Alongside this they will also participate in the Dorset Education Providers' and Employers' Partnership (DEPEP) forum to discuss placement capacity and practice-based learning.

Visitors acknowledged the additional information provided by the education provider. They confirmed they were satisfied there had been and there was ongoing collaboration between the education provider and practice placement providers at various levels.

Quality theme 6 – approach to ensuring effective collaboration with employers to ensure there is a commitment to supply the proposed programmes with learners.

Area for further exploration: The Course Summary and Resources document provided details of the employers the education provider would be working with, however it was not clear which programme each employer would be working with. We also recognised the partnership arrangements for apprenticeship programmes may operate differently to the traditional programmes. It was therefore important for visitors to see there was a commitment from employers to support the proposed programmes and supply them with learners to ensure the programmes were sustainable. We acknowledged the following employers would be supporting the programmes:

- University Hospitals Dorset
- Dorset HealthCare NHS Foundation Trust
- Dorset County Hospital NHS Foundation Trust
- NHS Dorset,
- Bournemouth, Christchurch and Poole Council, Dorset Council
- Bournemouth and Poole College

Further information was therefore requested in the form of any commitments or agreements in place of the approximate number of learners they would be sending on the proposed programmes.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email and documentary evidence from the education provider. We considered this would be the most effective method to understand how the education provider was working with employers to secure a commitment on the number of learners they would be supplying.

Outcomes of exploration: Visitors acknowledged the education provider would be working with the following employers for the apprenticeship programmes.

- Diagnostic Radiography – University Hospital Dorset
- Occupational Therapy – University Hospital Dorset and St. Magnus Hospital
- Speech and Language Therapy – Hampshire and Isle of Wight Trust

It was noted they had employer interest for the podiatry programme from Dorset Healthcare, University Hospital Dorset, and Hampshire and Isle of Wight Foundation Trust; however, learner numbers were low. This was because the programme was still in the process of being approved and employers were not willing to commit. We recognised that when the education provider had gained approval for this

programme, they would be able to advertise it, which would strengthen their position. We also noted the education provider had made the decision to defer the start date for this programme to September 2026.

Visitors noted existing Apprenticeship Training Service Agreements were in place with BUPA, Nuffield Health, and several NHS organisations, including Dorset, Hampshire and Southampton trusts via Salisbury Managed Procurement. There was also growing interest in podiatry, with a Royal College of Podiatry visit planned for October 2025.

Visitors acknowledged the information provided and confirmed they were satisfied with the employer commitment for the Diagnostic Radiography, Occupational Therapy, and Speech and Language Therapy programmes. They noted the low learner numbers for the Podiatry programme and the decision to defer the start date to September 2026, recognising that it would not be viable to run the programme with such low learner numbers. To ensure sufficient employer commitment ahead of the new start date, visitors recommended this area be reviewed in July 2026 through the focused review process.

Quality theme 7 – ensuring there is adequate practice-based learning capacity for future learners.

Area for further exploration: There was evidence of a process to ensure the availability and capacity of practice-based learning in the Placement Learning Policy, however it was not clear if the process accommodated future learners and those from other institutions. Further information was therefore requested to understand how the education provider would ensure the ongoing availability of practice-based learning for future learners. This was important because practice-based learning was an integral part of the programmes. Without a clear strategy for sustaining and expanding practice-based learning capacity there is a risk future cohorts may face barriers with accessing opportunities.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand what processes the education provider had in place to ensure there was adequate availability and capacity of practice-based learning for future learners and how this would be maintained.

Outcomes of exploration: In the narrative supplied, the education provider explained how practice-based learning opportunities for learners were primarily the responsibility of employers. It was noted how the education provider supported this through bi-annual practice-based learning events, strategic stakeholder engagement and regular placement audits and capacity mapping. They acknowledged their engagement with the DEPEP where discussions regarding the management of placement scheduling were facilitated with other education providers. This enabled the education provider to be flexible with the timetable and maximise practice-based learning opportunities within the region. Alongside this, the inclusion of student-led

clinics, simulated learning and telehealth hubs were considered as an enhancement to practice-based learning capacity.

Visitors acknowledged the additional information provided by the education provider. They confirmed they were satisfied there were processes to ensure the ongoing availability and capacity for practice-based learning.

Quality theme 8 – ensuring there are an adequate number of appropriately qualified staff to deliver the programmes.

Area for further exploration: The Course Summary and Resources document provided details on the number of staff that would be recruited to deliver the apprenticeship programmes. Visitors acknowledged this, however they queried if these positions had been approved by the education provider and if recruitment for the additional members of staff had commenced. Further information was therefore requested to confirm when the additional staff will be appointed to deliver the programmes and if there were any plans to increase staffing as the learner numbers increase and any funding to support this. This is important because adequate staffing is essential to ensure the quality and delivery of the programmes. If there are not an adequate number of staff to deliver the programmes, there is a risk of workload increasing for existing members of staff and compromising learner support, which could impact the learner experience.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email and documentary evidence from the education provider. We considered this would be the most effective method to understand how they would ensure there were an adequate number of appropriately qualified staff to deliver the apprenticeship programmes.

Outcomes of exploration: In the narrative provided, the education provider confirmed the Wider Management Group had approved additional resources, including staffing, to support the delivery of the apprenticeship programmes. They recognised the education provider already had experienced teaching teams in place through the existing pre-registration programmes, and that the workload model had indicated there was additional capacity to contribute towards the delivery of the apprenticeship programmes. The strategic approach to staffing was noted, which included the planned appointment of a Degree Apprenticeship Framework Lead and additional 0.5 FTE profession-specific posts. They acknowledged that staffing would be shared across the pre-registration and apprenticeship programmes, which would allow delivery to be aligned with staff expertise. Visitors also noted the education provider's commitment to annual review of staffing levels and the use of associate lecturers and seconded staff from partner trusts to deliver the programmes.

Visitors acknowledged the additional information provided by the education provider. They confirmed they were satisfied there were an adequate number of appropriately qualified staff to deliver the apprenticeship programmes.

Quality theme 9 – ensuring staff have relevant specialist knowledge and expertise.

Area for further exploration: The education provider submitted CVs that offered an overview of the team's qualifications and experience relevant to delivering the apprenticeship programmes. The visitors acknowledged this information; however, they were not clear what processes the education provider had in place to ensure educators had relevant specialist knowledge and expertise. Further information was therefore requested to understand this. This is important because ensuring educators have relevant specialist knowledge and expertise is key to delivering high quality profession specific content. Without this, there is a risk of learners not receiving current and relevant information, which could impact their readiness for practice.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand what processes the education provider had in place to ensure educators who deliver specialist areas have the necessary knowledge and expertise to deliver specific parts of the programmes.

Outcomes of exploration: In the narrative provided, the education provider outlined a structured recruitment process where candidates were shortlisted and interviewed by experienced academic staff. As part of this process, candidates were required to demonstrate they had experience of research and professional practice for relevant subjects. New staff were also supported through a comprehensive induction, which included specialist training for apprenticeship roles and were offered CPD to support their development. It was noted alongside this; staff were offered development opportunities through workshops which enabled them to develop their knowledge and skills to perform their roles effectively.

Visitors acknowledged the additional information provided by the education provider and confirmed they were satisfied that appropriate recruitment processes were in place to appoint staff with relevant experience, including clinical expertise. They noted that all new staff received a structured induction and will be given suitable support to aid their professional development.

Quality theme 10 – ensuring there are appropriate resources to ensure the delivery of the programmes.

Area for further exploration: Visitors noted that the information provided in the Standards of Education and Training mapping and Course Summary and Resources documents did not clearly demonstrate that appropriate resources were in place to support the programmes. As a result, they requested further details to understand how learners would access necessary resources, including support mechanisms during placements. Additionally, they sought clarification on the availability of out-of-hours support services, such as counselling and academic writing sessions. This is important because access to appropriate resources and support services is essential for ensuring an effective learning experience. Without appropriate resources, there is

a risk that learners will not receive the support required, which may have an impact on learners being able to successfully complete the programmes.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand what resources would be available and accessible to learners.

Outcomes of exploration: In the narrative supplied, it was noted the education provider offered a range of learner support services, including assistance with study skills, mental health, disability, financial matters, and pastoral care. They acknowledged that these services were accessible both in person and online, with flexible appointment options to suit individual learner needs. Alongside this, learners also had access to the University Retreat Bournemouth, which was an out of hours crisis drop-in service. In addition, visitors recognised the availability of the library services, offering both physical and digital resources such as academic journals, databases and specialist tools for example anatomy software. It was also noted that learners were made aware of these support options during induction and through handbooks and learner guides. Key support information was easily accessible via the OneFile platform, which is used to track learner progress.

Visitors acknowledged the additional information provided by the education provider and confirmed they were satisfied learners had access to appropriate support, which was flexible and accessible during practice-based learning hours. This approach enabled the education provider to meet the diverse needs of learners across different learning environments.

Quality theme 11 – ensuring there are an appropriate number of appropriately qualified and experienced staff involved in practice-based learning.

Area for further exploration: Visitors noted the information provided in the Employer Briefing and the Placement Learning Policy was insufficient to justify the number of appropriately qualified and experienced staff involved with practice-based learning. It was unclear how the education provider ensured there were an adequate number of appropriately qualified and experienced staff involved in practice-based learning. They requested further evidence outlining how this was monitored and recorded, including whether the process captured updates and training undertaken by practice educators. Visitors also asked for a clear explanation of the mechanisms in place to ensure that those supporting or supervising learners in practice settings had the necessary training, knowledge, skills, and experience. They emphasised the importance of understanding how the education provider assured the suitability of practice educators to support learners effectively. This is important because if staff are not appropriately qualified and experienced, there is a risk of learners not receiving consistent supervision and support. In addition to this, there is also a risk to compromising the quality of the learning experience due to variations with staff experience and knowledge.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand what mechanisms they had to ensure there were an adequate number of appropriately qualified and experienced staff involved with practice-based learning.

Outcomes of exploration: In the narrative provided, visitors noted the education provider had systems in place for selecting and approving new placement settings, which included recording staff numbers and qualifications, which were reviewed annually. They acknowledged collaborative efforts with partners to plan and support the number of practice-based educators and recognised the availability of training opportunities, such as the PG Certificate in Health Sciences Education and work-based supervision modules. Visitors also noted the education providers contributions to regional AHP Educator Days, which supported the development of educators and promoted best practice in education and patient safety. The information provided, however, did not provide details of how the training undertaken by practice educators would be monitored and recorded and how any gaps in training would be addressed. In addition to this, it was also not clear how the education provider ensured practice educators were on the relevant part of the Register. We therefore sought further clarification on this. This is important because ensuring the quality and suitability of practice educators is key to maintaining high standards in practice-based learning. It is therefore important to monitor and record training updates to ensure the quality of the practice-based learning experience and to ensure practice educators have current knowledge and skills.

Quality activity 2

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand what processes the education provider had in place to monitor and record the training practice educators had completed to ensure they had relevant knowledge skills and experience to support learners.

Outcomes of exploration: In the additional narrative provided, visitors acknowledged the use of recognised quality assurance tools and a range of educator training options, including NHS e-learning modules, regional training via the NHS Futures Platform, and HEI-specific sessions. It was noted the practice placement providers were responsible for ensuring staff were adequately trained and that this was also monitored and supported by the education provider. They also noted that supervision arrangements were checked to ensure learners were appropriately supported and that only trained staff acted as practice-based supervisors. Visitors acknowledged the centralised record system through 'Schedule-it', which would track qualifications and training updates. They also recognised the flexible approach to delivering bespoke training to maintain placement capacity when staffing changes occurred. It was noted the HCPC number was also checked annually and recorded in the practice educator log.

Visitors acknowledged the additional information provided by the education provider and confirmed they were satisfied there were appropriate processes in place to ensure there were an adequate number of qualified and experienced staff involved with practice-based learning.

Quality theme 12 – ensuring there is adequate capacity and range of practice-based learning opportunities to meet the standard of proficiency (SOPs)

Area for further exploration: The Course Summary and Resources document, course specifications and indicative calendars provided details of the structure, duration and range of placements for the programmes. Visitors, however requested some further information on the range of practice-based learning and if role-emerging and non-traditional placements were included in this range. In addition to this, they also noted how the hours allocated for practice-based learning for the Diagnostic Radiography and Speech and Language Therapy programmes appeared to be low. Although the HCPC do not specify how many practice-based learning hours learners should undertake, the visitors have queried if the allocated hours are adequate to support the achievement of the learning outcomes and the Standards of Proficiency. Further clarification was therefore requested. This is important because the structure, duration and range of practice-based learning directly impact the learner's ability to achieve the standards of proficiency and learning outcomes.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand the rationale for the hours allocated on the Diagnostic Radiography and Speech and Language Therapy programmes.

Outcomes of exploration: In the narrative provided, visitors noted the education provider supported the capacity for practice-based learning by diversifying placement settings. This included exploring non-traditional environments such as schools, care homes, voluntary organisations, private practices, telehealth services, and role-emerging placements with remote supervision. They recognised that this approach helped ensure learners had access to a range of settings and service users. Visitors also acknowledged the use of student-led clinics, which offered supervised services and contributed to local placement opportunities. They recognised the education providers efforts to expand these models across the professions and noted the development of initiatives such as simulated practice learning and a telehealth hub to further enhance placement capacity.

Visitors acknowledged the allocation of practice-based learning hours aligned with PSRB guidance and the approved pre-registration programmes. They were unclear how the allocated hours were adequate to support the achievement of the learning outcomes and the SOPs for the Diagnostic Radiography and Speech and Language Therapy programmes. Further information was therefore requested to understand how the allocated hours for the programmes were adequate for learners to achieve the SOPs. This was important because it was essential for programmes to offer

learners adequate practice-based learning hours to enable them to achieve the learning outcomes and the standards of proficiency.

Quality activity 2

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. This was considered the most effective way to understand how the education provider ensured there were adequate hours for learners to achieve the SOPs.

Outcomes of exploration: In the narrative provided, visitors noted that the Speech and Language Therapy apprenticeship included 562.5 hours of practice-based learning, meeting the Royal College of Speech and Language Therapists' recommended minimum. They recognised that placements covered both paediatric and adult client groups and the programme design reflected professional requirements, as confirmed through stakeholder engagement. Additional workplace-planned learning hours further supported learners in applying academic knowledge in their own settings.

For Diagnostic Radiography, visitors noted the apprenticeship included 854 hours of practice-based learning, which was in line with the approved BSc Diagnostic Radiography programme. Although no formal minimum is set by the College of Radiographers for apprenticeship programmes, the hours and structure were developed in consultation with stakeholders.

Visitors acknowledged the additional information provided by the education provider and confirmed they were satisfied there were adequate practice-based learning hours for learners to achieve the SOPs on both programmes. They also recognised the efforts the education provider had made to develop the range of practice-based learning.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register –**
 - This standard is covered through institution-level assessment
- **SET 2: Programme admissions –**
 - The selection and entry criteria are clearly articulated and set at an appropriate level for the proposed programmes. The entry criteria is available on the education provider's website and is accessible to applicants.
 - The information available includes academic grade requirements and criminal and health check requirements.
 - The education provider noted all criteria included both academic requirements and professional standards. We understood these aligned with apprenticeship standards for entry and met the education provider's degree entry requirements.
 - The visitors therefore considered the relevant standards within this SET area met. Information is provided on the education provider's website reflecting expected academic and professional requirements. The visitors found there to be clear evidence on the website and in the submitted documents. They noted that good policy documents and processes, through interviews, were clear and easy to interpret. The visitors found the education provider to have demonstrated an effective process in place to admit learners onto the programmes.
- **SET 3: Programme governance, management and leadership –**
 - There was evidence of some stakeholder events taking place, however it was not clear how stakeholders had been involved with the design and development of the programmes. We therefore explored this further through [Quality theme 5](#) and noted the education provider had engaged with stakeholders through the quarterly stakeholder meetings and course committee meetings regarding the design of the programmes.
 - There was evidence of a process to ensure the availability and capacity of practice-based learning, however it was not clear if the process accommodated future learners and those from other institutions. We therefore explored this further through [Quality theme 6](#) and noted the education provider had collaborated with other higher education institutions across the region to discuss practice-based learning, which will enable them to maximise practice-based learning opportunities within the region.
 - The education provider indicated they will be recruiting eight new members of staff across the apprenticeship programmes. Through [Quality theme 7](#) we explored when these new members of staff will be recruited and if the posts have been approved.

- There were appropriate resources available to support learners with the programmes. We explored this further through [Quality theme 9](#) and noted learners will have access to appropriate support, which will be flexible and accessible during practice-based learning hours. This approach will enable the education provider to meet the diverse needs of learners across different learning environments.
- Visitors noted the additional information provided in relation to SET 3.1 and acknowledged there were regular meetings between the education provider and practice placement providers. These meetings provided an opportunity to gather feedback and contributed to the monitoring and enhancement of the apprenticeship programmes. It also facilitated discussions relating to the employer interest and number of learners for the apprenticeship programmes and what support will be required from the education provider.
- Through clarification, we noted there was evidence of the education provider and practice placement providers working together to co-design the programmes and training. This was clearly articulated in the Employer Briefing and Apprentice Training Plan. It was noted the course leaders will have overall responsibility of the programmes.
- Visitors noted the additional information submitted in relation to SET 3.4. It was clear the education provider had policies and processes for monitoring the delivery of the programmes and obtaining feedback. Through [Quality theme 2](#) we explored the employers role in ensuring the ongoing quality and effectiveness of the programmes and how they engage with education provider to monitor and evaluate the programmes.
- Visitors noted the additional information supplied in relation to SET 3.15. It was clear the education provider had policies and processes in place to manage learner complaints. These included the Complaints Policy and Procedure and the Placement Learning Policy. They noted how the roles in the documents were clearly defined so that when raising concerns, it was clear in what capacity learners were complaining.
- Visitors noted the additional information supplied in relation to 3.17. There were clear policies and procedures for learners to raise concerns, which were articulated in the whistleblowing section of the placement learning policy and tripartite agreement. Alongside this they were also informed about how to raise concerns through the practice-based learning induction.
- Visitors noted the additional information submitted in relation to SET 3.13. It was clear there were policies in place to support learners with their wellbeing and learning and that these policies were shared with employers. Through [Quality theme 3](#) we explored how learners were informed about the relevant policies and who will hold responsibility for their well-being across both the educational and workplace settings.
- Visitors noted the additional information supplied in relation to SET 3.14. There were clear policies identified, which outlined how the

equality and diversity policies were implemented and monitored. These included the EDI & Belonging Policy and the IDA Employer Briefing. There was evidence of the education provider and employers working together to ensure learners were informed of equality and diversity policies through induction sessions.

- Visitors noted the additional information submitted in relation to SET 3.16. There were processes to raise concerns regarding suitability of learners conduct, character and health. Through [Quality theme 4](#) we explored what processes the learners will use to raise concerns and who will be responsible for progressing these. Alongside this we also received further details on how the fitness to practice policy will be applied and how employers will be involved with applying the policies.
- The visitors therefore considered the relevant standard within this SET area met. The education provider demonstrated they had mechanisms in place to effectively engage with stakeholders through quarterly meetings and course committees. The collaboration included engagement with other higher education institutions to manage placement capacity across the region. They also acknowledged there were plans to recruit new staff for the programmes and appropriate resources to support learners through their studies.
- **SET 4: Programme design and delivery –**
 - The learning outcomes were mapped against the Standards of Proficiency (SOPs) mapping document and outlined in the module descriptors. The structure of the modules should support the effective delivery of the SOPs.
 - Learners will be supported to meet standards of professional behaviours, which included the HCPC standards of conduct, performance and ethics. These expectations were clearly embedded throughout the programmes, as reflected in the learning outcomes of both the academic and practice modules.
 - The philosophy, core values, skills and knowledge base were clearly articulated in the structure and delivery of the programmes. This was evidenced through the module descriptors and programme specifications. The education provider also demonstrated a clear awareness of the professional body requirements for both programmes and showed evidence of having considered relevant curriculum guidance in their development.
 - There were appropriate mechanisms in place to ensure the curriculum for the programmes remained relevant to current practice. This included regular reviews through the course steering committee, oversight from external examiners and annual monitoring.
 - Visitors noted that the programme structure effectively integrated theory and practice through a blended learning approach, combining academic study with practice-based learning to support learner development. This was demonstrated through the course specification and module descriptors.

- There was evidence of a variety of learning and teaching methods, which were outlined in the course and unit specifications. These included a combination of clinical skill based activities, group discussions, lectures, practice-based learning workshops, role play, self-assessments and use of simulation.
- The design of the programmes will enable learners to meet learning outcomes and develop their autonomous and reflective thinking skills throughout the programmes. This was evidenced through the course specifications and course summary.
- The structure of the curriculum ensures evidence-based practice is embedded throughout the programmes. This is demonstrated through the module descriptors where there is evidence of research being embedded within the teaching and assessments.
- Visitors acknowledged the additional information provided regarding SET 4.10. They noted that learners will receive guidance on obtaining consent during their practice-based learning induction. We also received clarification that learners will be expected to follow local policies while on placement, and the education provider's policies when outside of the placement setting.
- Visitors acknowledged the additional information provided regarding SET 4.11. It was noted that learners will be made aware of mandatory attendance requirements and the need to record off-the-job hours on OneFile during induction. Attendance and progress will be monitored through session registers, learning journals, and timesheets on OneFile, with employers given observer access to review learner records monthly. These responsibilities will be outlined in the Individual Training Plan, signed by both the learner and employer. Visitors also acknowledged that attendance and progress will be formally reviewed every twelve weeks during tripartite meetings, with action plans developed to address any gaps in recorded learning hours.
- The visitors therefore considered the relevant standard within this SET area met. The visitors found the modules to be appropriately mapped to the required SETs and relevant SOPs for their professions. There were a range of learning and teaching methods to support the effective delivery of the learning outcomes and a variety of mechanisms to ensure the curriculum for the programmes remains up to date.
- **SET 5: Practice-based learning –**
 - Visitors noted the clear integration of practice-based learning in the programmes. Practice-based learning is planned each year across the programmes and structured around the teaching element of the programmes. This approach will enable learners to build on their learning and develop their skills.
 - Through [Quality theme 10](#) we explored what mechanisms the education provider had in place to ensure there were an adequate number of appropriately qualified and experienced staff involved with practice-based learning.

- It was noted there were policies in place to ensure practice educators will have relevant knowledge, skills and experience. Through [Quality theme 10](#) we explored what mechanisms there were to ensure practice educators undertake relevant training to enable them to support and develop learners. This included understanding the processes they have to monitor and record the training practice educators have completed.
- Through [Quality theme 11](#), we explored the range of practice-based learning offered to learners and the range of settings and service users learners had access to. Alongside this we also considered the number of hours the Diagnostic Radiography and Speech and Language Therapy programmes had assigned to learners for practice-based learning and if these were adequate for learners to achieve the SOPs on both programmes.
- Visitors noted the additional information submitted in relation to SET 5.7. Through [Quality theme 1](#) we explored the training that was offered to practice educators to prepare them to support learners and the delivery of the learning outcomes of the programmes.
- Visitors noted the additional information submitted in relation to SET 5.8. They noted information for learners and practice educators will be available in the Placement Learning Policy and Apprentice Training Plan.
- Visitors noted the additional information submitted in relation to SET 5.4. The Placement Learning Policy will ensure practice-based learning occurs in safe, high-quality environments. All placements will be approved, monitored, and reviewed. Learners will be inducted into key local policies, and feedback from all stakeholders will inform ongoing quality improvements.
- The visitors therefore considered the relevant standard within this SET area met. The visitors found the information presented and expanded upon to clearly show that practice-based learning and placements are embedded into the proposed programmes.
- **SET 6: Assessment –**
 - The education provider described how the assessment strategy and design will ensure learners who complete the programmes meet the standards of proficiency. The assessment mapping document outlined how the assessments will be linked to the learning outcomes. It was noted there were a range of academic assessment methods throughout the programmes, which allowed learners to demonstrate individual and group working skills and knowledge.
 - Visitors acknowledged the standards of conduct performance and ethics were clearly embedded in the learning outcomes of the modules and assessments. This will enable learners to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.
 - Visitors noted there were a range of appropriate assessment methods used to measure the learning outcomes across the modules. This approach will enable learners to demonstrate a wide range of skills,

knowledge and understanding. These were evidenced within the module descriptors.

- The visitors therefore considered the relevant standard within this SET area met. The procedures in place ensured that learners meet the Standards of Proficiency upon successful completion of the programmes. Assessments are designed to be as authentic as possible, allowing learners to demonstrate achievement of the programme's learning outcomes.

Risks identified which may impact on performance: None.

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

Referrals to the focused review process

Review Podiatry programme start date

Summary of issue: Visitors noted the education provider had employer interest for the podiatry programme from Dorset Healthcare, University Hospital Dorset, and Hampshire and Isle of Wight Foundation Trust, however learner numbers were low. This was because the programme was still in the process of being approved and employers were not willing to commit. We recognised that when the education provider had gained approval for this programme, they would be able to advertise it, which would strengthen their position. We also noted the education provider had made the decision to defer the start date for this programme to September 2026.

They noted the low numbers for the Podiatry programme and its deferral to start in September 2026, recognising that it would not be viable to run the programme with such low numbers. To ensure sufficient employer commitment ahead of the new start date, visitors recommended this area be reviewed in July 2026 through the focused review process to:

- 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.
- if so, consider how the changes may impact how the podiatry programme continues to meet the standards of education and training.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programmes should be approved
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observations they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programmes are approved.
- The education provider's next engagement with the performance review process should be in the 2028-29 academic year.

Reason for this decision: The Education and Training Committee Panel accepted the visitor's recommendation that the programme should receive approval

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Health Sciences University	CAS-01742-P7Q8S0	Shaaron Pratt and Jennifer Caldwell	<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 activity 1 – the education provider supplied details of the training they offered practice educators to prepare them to support learners and the delivery of the learning outcomes of the programmes. ○ Quality activity 2 – we understood the processes the education provider had in place to monitor and evaluate the programmes. ○ Quality activity 3 – the education 	<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 apprenticeship programmes will be delivered by the School of Health and Rehabilitation Sciences in Bournemouth. Currently the education provider delivers programmes in all these areas and therefore already have experienced teaching staff within the existing teams. Additional staff will be recruited to ensure there is adequate staff to deliver the apprenticeship programmes. There is also a three year recruitment plan in place to ensure staffing reflects the learner

			<p>provider explained how learners would be informed about the relevant policies and who would be responsible for their well-being across both the education and workplace settings.</p> <ul style="list-style-type: none">○ Quality activity 4 – details were provided of the policies and processes that would apply when learners raise concerns. Information was specifically provided on how the fitness to practice policy would be applied.○ Quality activity 5 - the education provider explained how practice education providers had been involved with the development of the programmes and described the processes in place to	<p>numbers as the programmes grow.</p> <ul style="list-style-type: none">● The education provider offers a range of facilities to support the programmes. These include teaching spaces for lectures and seminars, simulation and skills facilities and clinical services and teaching spaces. The library offers a range of books, eBooks and journals and will be expanding the range for the learners on the proposed apprenticeship programmes. These costings and the costings for additional resources, such as subject specific software licenses have been included in the business case.
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			<p>ensure ongoing collaboration.</p> <ul style="list-style-type: none">○ Quality activity 6 – details were provided of the collaboration that had taken place with employers to demonstrate there was a commitment to supply the proposed programmes with learners.○ Quality activity 7 – details were provided of the processes the education provider had in place to ensure the ongoing availability of practice-based learning for future learners.○ Quality activity 8 – the education provider outlined how they would ensure there were an adequate number of appropriately qualified staff to deliver the	
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			<p>apprenticeship programmes.</p> <ul style="list-style-type: none">○ Quality activity 9 – details were provided of the processes the education provider had in place to ensure staff who deliver specialist areas have the necessary knowledge and expertise to deliver specific subject areas.○ Quality activity 10 – the education provider outlined the resources that would be available and accessible to learners across both the education and workplace settings.○ Quality activity 11 - the education provider explained the mechanisms they had in place to ensure there were an appropriate number of qualified and	
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			<p>experienced staff involved with practice-based learning.</p> <ul style="list-style-type: none">○ Quality activity 12 – the education provider explained how the allocated practice-based learning hours were adequate to support the achievement of the learning outcomes and the standards of proficiency (SOPs) for the Diagnostic Radiography and Speech and Language Therapy programmes.● The following areas should be referred to another HCPC process for assessment:<ul style="list-style-type: none">○ Summary of issue: Visitors noted the low learner numbers for the Podiatry programme and the education providers decision to defer the	
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			<p>start date to September 2026, recognising that it would not be viable to run the programme with such low numbers. To ensure sufficient employer commitment ahead of the new start date, visitors recommended this area be reviewed in July 2026 through the focused review process to:</p> <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	
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			<p>provider and employer relationship.</p> <ul style="list-style-type: none"> ▪ if so, consider how the changes may impact how the podiatry programme continues to meet the standards of education and training. <ul style="list-style-type: none"> • The programmes meet all the relevant HCPC education standards and therefore should be approved. 	
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Programmes		
Programme name	Mode of study	Nature of provision
BSc (Hons) Diagnostic Radiography (Integrated Degree Apprenticeship)	FT (Full time)	Apprenticeship
BSc (Hons) Occupational Therapy (Integrated Degree Apprenticeship)	FT (Full time)	Apprenticeship
BSc (Hons) Podiatry (Integrated Degree Apprenticeship)	FT (Full time)	Apprenticeship
BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)	FT (Full time)	Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Radiography (Diagnostic Imaging)	FT (Full time)	Radiographer	Diagnostic radiographer		16/09/2024
BSc (Hons) Radiography (Radiotherapy and Oncology)	FT (Full time)	Radiographer	Therapeutic radiographer		16/09/2024
Independent and Supplementary Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	13/01/2025
MSc Dietetics (Integrated Degree apprenticeship)	FT (Full time)	Dietitian			23/09/2024
MSc Dietetics (Pre-registration)	FT (Full time)	Dietitian			16/01/2023
MSc Occupational Therapy (pre-registration)	FT (Full time)	Occupational therapist			09/01/2023
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			09/01/2023
MSc Physiotherapy (pre-registration) (Dublin)	FT (Full time)	Physiotherapist			16/09/2024
MSc Podiatry (Pre-registration)	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	16/01/2023
MSc Speech and Language Therapy (pre-registration)	FT (Full time)	Speech and language therapist			09/01/2023