Approval process report

Teesside University, Dietetics, 2021-22

Executive summary

Process stage – post-decision publication, covering:

- Process outcome – The Education and Training Committee decided that the programmes are approved.
- Summary of key findings from findings section –
    - The BSc (Hons) Dietetics (Apprenticeship) aligns with the level of qualification expected for entry onto the register as a dietitian.
    - The admissions process and policy, including the selection criteria demonstrate that learners are suitable to take part in the programme.
    - Appropriate processes and procedures are in place to ensure the programme is effectively led, managed and governed.
    - The programme is designed and will be delivered in a way that ensures learners who complete it meet our standards for their professional knowledge and skills and are fit to practise.
    - The structure and duration of practice-based learning with British Dietetic Association (BDA) Curriculum Framework and supports learning outcomes and standards of proficiency (SOPs) for dietitians.
    - Assessments throughout the programme align with HCPC SOPs, BDA Curriculum Framework and the Apprenticeship Standard knowledge, skills and behaviour (KSB).

- Summary of any referrals and issues – None

Included within this report

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 programme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) ongoing 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 programme(s)
- 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:

Fiona McCullough	Lead visitor, Dietitian
Paula Charlesworth	Lead visitor, Dietitian
Temilolu Odunaike	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 18 HCPC-approved programmes across seven professions. It is a higher education institution and has been running HCPC approved programmes since 1994.

Teesside University is a well-established higher education provider. Many of the programmes delivered by this education provider have been through several changes over the years but have continued to demonstrate they meet our standards at threshold level. There are no outstanding issues picked up from previous monitoring engagements with the HCPC.

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 1 of this report.

	Practice area	Delivery level		Approved since
	Dietitian	☐Undergraduate	☒Postgraduate	2019
	Occupational therapy	☒Undergraduate	☒Postgraduate	1994
	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2017
	Paramedic	☒Undergraduate	☐Postgraduate	2014
	Physiotherapist	☒Undergraduate	☒Postgraduate	1998
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	1996
	Radiographer	☒Undergraduate	☒Postgraduate	1994
Post-registration	Independent Prescribing / Supplementary prescribing			2014

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 programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	963	1362	2022	Although the total enrolled number of learners across all HCPC approved provision is significantly higher than the approved intended numbers we have on our record, there were no concerns raised about resources available to ensure effective delivery of all programmes at the institution.

Learners – Aggregation of percentage not continuing	3%	6%	2019/20	The percentage of learners not continuing at Teesside University appears higher than the benchmark. However, from our review, there was no issues identified to indicate concerns around this area.
Graduates – Aggregation of percentage in employment / further study	93%	94%	2016/17	The percentage in employment / further study is higher than the benchmark which implies learners who successfully complete their learning at this institution make good progress after their studies.
Teaching Excellence Framework (TEF) award	N/A	Silver	2019	A silver award would indicate that the institution is doing well but there is room for improvement. It is worth noting that the Office for Students have advised that they are developing a revised TEF scheme which they aim to publish in 2023 and that the current scheme may not provide up-to-date reflection of teaching quality.
National Student Survey (NSS) overall satisfaction score (Q27)	73.8%	67.8%	2020/21	This score indicates that the percentage of learners who are satisfied with their learning at this institution is lower than average. However, from our review, there was no issues identified to indicate concerns around learning and teaching as well as support provided to learners.

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 programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:
- **Information for applicants** – In their Establishing institution baseline document, the education provider highlighted that their admissions policy applies to all undergraduate and postgraduate admissions at Teesside University, including admissions to courses delivered by external partners. It provides information about their admissions procedures to prospective learners, their advisers, and staff of the University. The course specification outlines the specific admissions process and entry requirements for each programme.

  From the information provided, it is clear the new programme aligns with the institution's existing policies and processes around information provided to applicants to assist them in deciding about the programme.

- **Assessing English language, character, and health** – The education provider's English Language Policy details their English language requirements for admission to programmes of study and responsibility for approval lies with the International Compliance Group (ICG). We understand that for entry to programmes approved by the HCPC, learners at the University require a minimum International English Language Testing System (IELTS) score of 7.0 with no element below 6.5.

  The university uses the Disclosure and Barring Service (DBS) as part of its admissions process for the selection of and continuation of learners on Professional, Statutory and Regulatory Bodies (PSRB) approved programmes.

  These processes will apply to applicants for this Dietetics Degree Apprenticeship programme.

- **Prior learning and experience (AP(E)L)** – The education provider's Recognition of Prior Learning (RPL) policy forms part of the University's Admissions Policy. Learning obtained through life experiences or alternative means of educational provision such as work related, on-line or with different types of providers is included in this Policy. The Policy also outlines procedures when courses are exempt from RPL applications. The Policy covers the process of applying for admission and advanced standing using RPL as well exemption from individual modules. The education provider stated that following the Recognition of Prior Learning (RPL) policy, robust existing processes are in place to enable both certificated learning and experiential learning, or a combination of both, to be recognised on an individual basis.

These processes will apply to applicants for this Dietetics Degree Apprenticeship programme.

- **Equality, diversity and inclusion** – the education provider's admissions policy clearly sets out their commitment to widening access to applicants from a broad and diverse range of backgrounds and will offer opportunities to those who have the ability and motivation to benefit from higher education.

  Through its marketing, publicity and applicant recruitment activities, the education provider aims to generate interest, awareness and ultimately, applications from the widest possible group of individuals. This includes developing and supporting a wide range of activities aimed at recruiting applicants from groups identified as being under-represented within Teesside University or Higher Education in general.

  The education provider explained that this policy and procedure also applies to the new programme.

Non-alignment requiring further assessment: None

<u>Management and governance</u>

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register[1]** – The education provider's Quality Framework sets out how the planning for their academic portfolio is undertaken. We understand that for new provision, a market research exercise is undertaken and a strategic business case developed prior to proposals being submitted to Senior Management Team (SMT) for approval and formal sign off by the Dean of the school.

  Following SMT approval, courses are then reviewed at a formal approval event made up of a panel of representatives from the university, external partners, external academics, learners and service user carers.

  The education provider explained that this policy and procedure also applies to the new programme.

- **Sustainability of provision** – The education provider uses Continuous Monitoring and Enhancement (CME) process to assure academic standards are maintained and to enhance the quality of learning opportunities for learners. The process is used to consider the learner experience at course level, referencing key student satisfaction indicators, for example, the National Student Survey (NSS), Graduate Outcome statistics, the results of module evaluation (Evasys), feedback from Student Voice Forums and from staff. In

---

[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

addition, the process incorporates the views of external stakeholders, such as External Examiners and PSRBs.

The education provider explained that this policy and procedure also applies to the new programme.

- **Effective programme delivery** – The education provider sets out the following objectives in delivering high quality education.

  Strategic Objectives:
  - To empower connectivity in educational design, drawing upon the knowledge and skills of partners to drive the evolution of Future Facing Learning.
  - To embed a sector leading institutional approach to student wellbeing, ensuring that every student is enabled to meet their potential.
  - To deliver an outstanding personalised learning experience, underpinned by a data-driven approach to enhancing student performance.
  - To design a high performing curriculum portfolio aligned with the emerging trends of the Fourth Industrial Revolution.
  - To develop a best in class workforce equipped with the capabilities to deliver cutting-edge Education.

  The education provider's recruitment and selection policy and procedure aims to achieve the appointment of highly talented staff. Their professional development planning review (PDPR) sets out their commitment to creating an environment in which all employees are able to achieve their potential and actively demonstrate the education provider's values and associated behaviour standards.

  The new programme aligns with these institutional policies so we are confident that standards around this area are met.

- **Effective staff management and development** – As above, the education provider's recruitment and selection policy and procedure aims to achieve the appointment of highly talented staff. Some of the objectives of the policy include:

  1. To support the recruitment, retention and development of people of the highest calibre to contribute to the education provider's mission and corporate objectives

  2. To consider the skills, abilities, knowledge and aptitude needed in order to carry out a particular job role.

  3. To assess candidates against the skills, abilities, knowledge and aptitude needed to carry out a particular job role.

  4. To maintain a centralised service approach to the recruitment and

selection of staff.

5. To ensure that the recruitment and selection process is fair and transparent, free from bias, prejudice and discrimination.

6. To describe the processes and procedures to be followed to ensure equality and consistency in approach.

The education provider's PDPR sets out their commitment to creating an environment in which all employees are able to achieve their potential and actively demonstrate the education provider's values and associated behaviour standards.

The new programme aligns with these institutional policies so we are confident that standards around this area are met.

- **Partnerships, which are managed at the institution level** – Formal agreements regarding placement numbers are in place and are the responsibility of the Associate Dean Marketing and Recruitment.

  Practice placement areas are required to complete the Multi-professional Educational Audit of Practice Placements. The audit document assesses the commitment of the placement area to the safety of client / service users, carers, staff and learners and a commitment to promoting diversity, inclusion and equality of opportunity for all.

  This is done through an extensive declaration of their policies and procedures which are in place. The placement audit also ensures learners have access to an appropriately qualified and experienced practice placement assessor / educator / supervisor and a University lecturer during their practice placement period.

  Partnership meetings take place on a quarterly basis, which provide a forum to discuss practice education and placement provision.

  All of the above will apply to the new degree apprenticeship programme.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality** – The Quality Framework describes the education provider's strategic approach to quality management. The Framework sets out the principles and procedures within the quality system for the planning, quality assurance and enhancement of taught and research degree provision, including Partnership provision.

Continuous Monitoring and Enhancement (CME) is the process the education provider uses to assure academic standards are maintained and to enhance the quality of learning opportunities for learners. The process is used to consider the learner experience at course level, referencing key student satisfaction indicators, for example, the NSS, Evasys, feedback from Student Voice Forums and from staff. In addition, the process incorporates the views of external stakeholders, such as External Examiners and PSRBs.

External Examiner nominations are considered and appointed by the School Student Learning & Experience Sub-Committees (SSLESCs) with the delegated authority of the Academic Board. Student Learning & Academic Registry (SLAR) manages the process ensuring that there is institutional oversight of the appointment procedure. The institution and SLAR jointly ensure that External Examiners have the relevant qualifications and experience for the role they will be asked to carry out.

All of the above will apply to the new degree apprenticeship programme.

- **Practice quality, including the establishment of safe and supporting practice learning environments** – The Raising and Escalating Concerns (Whistleblowing Procedure) and the Placement Concern Form identifies the processes to be followed by academic staff and learners when they have a concern relating to the:

  - practice learning environment and or
  - standards of practice/care.

  It also aims to provide a mechanism to support both staff and learners and prevent/reduce possible harm to service users.

  The audit document assesses the commitment of the placement area to the safety of client / service users, carers, staff and learners and a commitment to promoting diversity, inclusion and equality of opportunity for all.

  This is done through an extensive declaration of their policies and procedures which are in place. The placement audit also ensures learners have access to an appropriately qualified and experienced practice placement assessor / educator / supervisor and a University lecturer during their practice placement period.

  Practice educator workshops are regularly delivered online by individual course teams.

  The education provider made it clear that the new programme will align with this institutional policy and procedure.

- **Learner involvement** – Student Voice Forums (SVF) provide an opportunity for learners to provide both positive feedback and areas for enhancement on items such as:

- experiences of the course(s) including learning, teaching, assessment and assessment feedback;
- student support;
- learning environment and
- feedback around central services and resources.

Your Voice Matters is a joint initiative from the education provider and the Students' Union which gives learners more opportunities to share their thoughts, opinions and feedback and ultimately help to shape the student experience.

- **Service user and carer involvement** – The education provider works closely with service users and carers (SUC) in the design, development and delivery of programmes. There is a dedicated Coordinator for SUC involvement in their activities.

  Typically, SUC are involved in recruitment and selection (in person and virtual); design, delivery and assessment (in person and virtual).

  A SUC is a member of the approval panel for programme approval and reviews.

  Where a programme involves a PSRB, a meeting is scheduled between the panel and a group of SUC to seek assurance of their involvement in the design and development of a course.

  All of the above will apply to the new degree apprenticeship programme.

Non-alignment requiring further assessment: None

<u>Learners</u>

Findings on alignment with existing provision:

- **Support** – The education provider has a dedicated support site provides learners with access to a comprehensive range of support including but not limited to:

- Counselling

- Disability support

- I.T.

- Learning support

- Library

- Mental Health support

  The Student Complaints Policy and Procedure sets out the expectations and responsibilities of both a learner and the education provider and outlines the learning experience that a learner can reasonably expect the education

provider to provide.

The Raising and Escalating Concerns (Whistleblowing Procedure) procedure and the Placement Concern Form identifies the processes to be followed by academic staff and learners when they have a concern relating to the:

- practice learning environment and/or
- Standards of practice/care.

The education provider noted that this is the same for the apprenticeship degree.

- **Ongoing suitability** – Learners are required to attend a presentation on Good Health and Good Character, reporting DBS changes, informed consent and confidentiality guidance and Fitness to Practice as part of their induction week.

    At the beginning of each year, learners are required to complete a self-declaration to confirm whether there have been any significant changes in their health or DBS status. In addition, learners are made aware that throughout the year they are required to inform the Course Leader (and Placement Manager if in practice) of any significant changes to health, or exacerbation of historical symptoms, immediately.

    All of the above will apply to the new degree apprenticeship programme.

- **Learning with and from other learners and professionals (IPL/E)** – The education provider noted that Interprofessional education is embedded within their current AHP provision with shared modules across all years within their pre-registration Occupational Therapy, Physiotherapy, Diagnostic Radiography and Dietetics courses. Operating Department Practice and Paramedic Practice will share this provision when they are reapproved over the next few academic years. The shared modules are focussed upon professionalism, research and innovation and service improvement and leadership.

    Their current MSc Dietetics (pre-registration) programme now includes 3 IPE modules which will see them learning with and from other AHP Master's learners (Physiotherapy, Occupational Therapy and Diagnostic Radiography). Similarly, the BSc (Hons) Dietetics (apprenticeship) programme intends to include opportunities to learn with and from other AHP undergraduate apprenticeship learners (E.g. physiotherapy, occupational therapy and diagnostic radiography).

    All of the above will apply to the new degree apprenticeship programme.

- **Equality, diversity and inclusion** – The education provider's Equality and Inclusion Policy sets out their commitment to maintaining and supporting a culture of equality of opportunity for all.

  Learners have access to a comprehensive range of support via the Student Life hub including:
  - Disability
  - Faith and reflection
  - Health
  - International learners
  - Mental health support
  - Student carers.

  The Equality and Inclusion Policy applies to the degree apprenticeship learners and they will also have access to a range of support.

Non-alignment requiring further assessment: None
Assessment

Findings on alignment with existing provision:

- **Objectivity** – The education provider's Assessment and Feedback Policy provides a 'course-focused' framework for effective, relevant and fair assessment practice that promotes future facing learning, engaging the multiple purposes of assessment and feedback. These include:

  - Assessment of Learning: making judgments about learners' summative achievement of learning outcomes for purposes of certification and institutional quality assurance processes.
  - Assessment for Learning: providing information about student learning achievement that allows active and student-led approaches to be adapted to respond to the changing needs of the learner.
  - Assessment as Learning: involving learners in assessment, the effective use of feedback, participating in peer assessment, and self-monitoring of progress as key aspects of their long-term learning development.

  The policy applies to all learners undertaking taught components and courses, including online provision.

  Marking and assessment is subject to rigorous scrutiny using existing processes including:

  - Internal sampling
  - Double marking
  - External examination.

  All of the above will apply to the new degree apprenticeship programme.

- **Progression and achievement** – The University Academic Board approves the Assessment Regulations. They undergo a regular editorial process to ensure they are consistent and accurate.

  From time to time, the education provider undertakes a full review of its regulations to reflect changing institutional and national agendas.

  The regulations clearly set out the requirements for progression and achievement for all taught awards including module assessment / reassessment, restudy and compensation.

  All of the above will apply to the new degree apprenticeship programme.

- **Appeals** – The Academic Appeal Regulations apply to learners who are registered or enrolled on a University approved course delivered at the University or one of its Collaborative Partners and who wish to appeal decisions made by an Assessment Board.

  The regulations set out the grounds for appeal and the process and the procedure for the reconsideration of a decision of an Assessment Board including Early Resolution and formal stages.

  Learners can request a review of a decision made about their assessment, progression and/or award. Learners at Teesside University have access to a comprehensive range of support via the Student Life hub including

  • Appealing a decision
  • Make a complaint.

  All of the above will apply to the new degree apprenticeship programme.

Non-alignment requiring further assessment: None

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: None

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
BSc (Hons) Dietetics (Apprenticeship)	FT (Full time)	Dietitian	20 once a year	16/05/2022

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.

Quality theme 1 – Process to ensure availability and capacity of practice-based learning

Area for further exploration: A better understanding of the education provider's proposed model for ensuring availability and capacity of practice-based learning.

In relation to the process to ensure availability of practice-based learning and adequate capacity, the visitors noted that this is largely the responsibility of the apprentice's employer with the education provider having an oversight. However, there was a lack of detail provided on how this will be done. The visitors saw that there was a process in place for the education provider, however, not for practice-based learning.

The visitors considered it useful to have more detail about the processes undertaken, including by the education provider to track this information. The visitors could not determine if joint working was required or whether a joint assessment process was in place.

Quality activities agreed to explore theme further: To understand how the process of ensuring practice-based learning capacity would work between the education provider and practice education provider, the visitors requested further information and documentation detailing the proposed model. The visitors also requested information relating to increasing learner numbers up to 20 and the consideration of out of cohort placements for the new degree apprenticeship programme.

Outcomes of exploration: In their additional information, the education provider submitted a structure of their apprenticeship team and a detailed audit form. The details in the audit form and, a clear understanding of the roles and team structure, reassured the visitors that there is an effective process in place to ensure availability and capacity of practice-based learning for all learners.

Quality theme 2 – Staffing in practice-based learning

Area for further exploration: Further details regarding the roles of the range of staff involved in practice-based learning.

The visitors noted that a dedicated apprenticeship manager, admin team and work-based assessors are employed. A mentor is assigned to support the apprentice, with protected time. However, this is not detailed further. The visitors saw that mentor forum / agreements between organisations will support placement capacity when limited. However, there was limited information provided.

Quality activities agreed to explore theme further: The visitors therefore requested further details regarding the roles of the range of staff involved, for example, the mentor, dietitians undertaking daily supervision and feedback, the apprenticeship manager and work-based assessors that were mentioned. The visitors considered that a brief overview of the role and processes involved for these practice-based learning staff would be helpful.

Outcomes of exploration: In the additional information submitted, the visitors saw the role of the mentor, as well as the other roles, were clearly explained.

The visitors saw that a dedicated Work Place Assessor (WPA) from Teesside University is paired with each practice education provider. The WPA are involved in 12-weekly tripartite meetings held with the employing organisation / lead practice educator and the Apprentice. Performance and progress (e.g. completing placement, handing in assignments) is reviewed and captured on the Apprenticeship Progress Review

The Mentor supports the learner by ensuring protected time for training and appropriate practice-based learning opportunities. They would also be involved in planning the placement on-site and be involved in supervision and feedback in partnership with other Dietetic colleagues.

The Apprenticeship Manager speaks with every employer / organisation prior to engaging with them in the recruitment process to ensure they are aware of the apprenticeship requirements i.e. tripartite approach, off the job hours, attendance at the education provider and placement needs.

The visitors were therefore satisfied that the number of appropriately qualified and experienced staff involved in practice-based learning is adequate to support learners and to ensure they are able to take part in safe and effective practice-based learning.

Quality theme 3 – Ensuring practice educators have relevant knowledge, skills and experience to support safe and effective learning

Area for further exploration: Further details on the process by which the practice-based learning database is maintained and reviewed to ensure adequate staff and engagement with training.

The visitors recognised that all practice educators are offered training in supervisory skills prior to undertaking supervision and that resources are provided. However, there was lack of detail on the process by which the practice-based learning database is maintained and reviewed to ensure adequate staff and engagement with training.

Quality activities agreed to explore theme further: The visitors requested further details on the process by which the practice-based learning database is maintained and reviewed to ensure adequate staff and engagement with training. The visitors considered that this would demonstrate monitoring of the appropriate level of knowledge, skills and experience of the staff.

Outcomes of exploration: The education provider submitted further evidence of the audit process which demonstrated the requirement for practice providers to undergo a quality assurance audit prior to learners starting their placement and subsequently repeated every three years. Together with the training information provided, the visitors were satisfied that the education provider has an effective system in place to ensure that practice educators have the relevant knowledge, skills and experience to support safe and effective 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.

Findings of the assessment panel:

SET 1: Level of qualification for entry to the Register – this standard is covered through institution-level assessment.

The visitors were satisfied that the programme aligns with the level of qualification expected for entry onto the register as a dietitian.

SET 2: Programme admissions – As part of the admissions requirements, the visitors saw a list of the selection and entry criteria for learners to be accepted onto the programme. The visitors noted that entry criteria was taken from the Institute for Apprenticeships and Technical Education 2019 Dietitian (Integrated Degree) ST0599 Standard. The admissions process also involves the Apprenticeship Manager explaining recruitment and funding processes to interested employers and their potential apprentices. Supporting materials are available to enable an informed decision.

The interview procedure ensures that an academic from the programme team jointly interviews applicants with the employer. Interview packs are provided by the HEI.

Outcome of interviews are administrated by the Apprenticeship team who will guide successful applicants through the admissions process.

The visitors were satisfied that the selection criteria is clear and appropriate and includes other relevant knowledge and skills.

SET 3: Programme governance, management and leadership – The information provided demonstrated evidence of regular meetings. There was appropriate training for practice educators on supervisory skills. The Placement handbook evidences understanding and responsibilities between the education provider and the practice educators.

The visitors saw that there is an appropriate number of staff and qualifications at the education provider based on evidence, particularly with the extra member of staff appointed. The allied health profession (AHP) action plan provided further reassurance of adequate staffing. Visitors also found the online practice support site very clear and comprehensive. The visitors also saw that there is appropriate education knowledge to deliver and buy in educators with specialist knowledge when required. In addition, they noted that since the department is already delivering an HCPC pre-registration Dietetics programme the subject specialisation is in place.

The visitors noted that resources to support learning were clearly described. The placement competency and assessment document is a comprehensive guide to the required teaching and learning activities in practice and this is accessible to both learners and educators.

Supportive learning is provided to practice educators to help supervision of learners.

Programme approval documentation demonstrates course curriculum aligned with British Dietetics Association (BDA) curriculum framework, research capability, continuing professional development (CPD), international links to support learning in dietetics using virtual learning.

North East placement tools are available online and are currently used at a number of other approved HEIs.

On this basis, the visitors were satisfied that that there are appropriate processes and procedures in place to ensure the programme is effectively led, managed and governed. The visitors were reassured of adequate staff and physical resources in place and that the systems and processes in place to review, monitor and improve the programme are effective.

SET 4: Programme design and delivery – The learning outcomes are comprehensive and consistently show standards elevated above baseline SOPs. These are mapped to relevant modules which are mapped to BDA knowledge, skills and behaviours and apprenticeship specific standards for apprentice dietitians. These also align with course module descriptors. It seems cohesive to have learning with different AHPs when relevant, which is shown here. Module specifications provided cover the learning outcomes in the standards of conduct, performance and ethics (SCPEs).

Mapping to BDA curriculum 2020 showed that knowledge, skills, values and behaviours consistent with professional practice as a dietitian. Timetable for advanced dietetics management highlights case studies for the academic setting. There was evidence that module delivery plans and assessment are clear and aligned to learning outcomes. There was focus on reflection on placement and in module assessments and modules include research skills and research and service evaluation tasks.

The visitors were therefore satisfied that learners who successfully complete the programmes would meet our standards for their professional knowledge and skills and will be fit to practise.

SET 5: Practice-based learning – The structure and duration of practice-based learning meets with BDA curriculum frameworks and supports learning outcomes and SOPs for dietitians.

Clear team structures detailing the roles of the range of staff involved in practice-based learning as well as the quality assurance audit forms demonstrated that there is adequate number of appropriately qualified staff in practice-based learning. And that the practice educators have the relevant skills, knowledge and experience to support safe and effective learning.

SET 6: Assessment – Clear mapping to the learning outcomes and the SOPs shows that the assessment strategy and design are fully aligned to HCPC Standards of Proficiency, British Dietetic Association Curriculum Framework knowledge, skills, behaviours and values, and Apprenticeship Standard knowledge, skills and behaviours (KSB).

The Assessment Chart maps assessments to the Apprenticeship KSBs.

There was focus on professionalism and the SCPEs in the multi-profession and -profession modules. There was evidence of constructive alignment in the module documentation provided.

Risks identified which may impact on performance: None

Areas of good and best practice identified through this review: The mapping of the learning outcomes to HCPC SOPs demonstrated that the learning outcomes are comprehensive and consistently show standards elevated above baseline SOPs.

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).

There were no outstanding issues to be referred to another process.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

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 programme should be approved.

We will record the decision of the Education and Training Committee here following their meeting on 29 April 2022.

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 observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that the programme(s) are approved.

Reason for this decision: The Panel accepted the visitors' recommendation that the programme(s) should receive approval.

Appendix 1 - list of open programmes at this institution

Name	Mode of study	Profession (including modality) / entitlement	First intake date
Advancing from Supplementary to Independent Prescribing	PT (Part time)	Supplementary and Independent Prescribing	01/09/2014
Advancing Non Medical Prescribing (postgraduate)	PT (Part time)	Supplementary and Independent Prescribing	01/01/2014
BSc (Hons) Diagnostic Radiography	FT (Full time)	Diagnostic Radiographer	01/09/1994
BSc (Hons) Diagnostic Radiography (Apprenticeship)	WBL (Work based learning)	Diagnostic Radiographer	01/09/2020
BSc (Hons) Dietetics (Apprenticeship)	FT (Full time)	Dietitian	16/05/2022
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational Therapist	01/07/1994
BSc (Hons) Occupational Therapy (Apprenticeship)	FT (Full time)	Occupational Therapist	01/09/2021
BSc (Hons) Operating Department Practice (Apprenticeship)	FT (Full time)	Operating department Practitioner	01/01/2020
BSc (Hons) Operating Department Practice Studies	FT (Full time)	Operating department Practitioner	01/09/2017

BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic	01/01/2014
BSc (Hons) Paramedic Practice (Apprenticeship)	WBL (Work based learning)	Paramedic	19/09/2022
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist	01/09/1998
BSc (Hons) Physiotherapy (Apprenticeship)	FT (Full time)	Physiotherapist	01/09/2021
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Clinical Psychologist	01/01/1996
Doctorate in Counselling Psychology (DCounsPsy)	FT (Full time)	Counselling Psychologist	01/01/2002
MSc Diagnostic Radiography (Pre-registration)	FT (Full time)	Diagnostic Radiographer	01/09/2004
MSc Dietetics (Pre-Registration)	FTA (Full time accelerated)	Dietitian	01/01/2019
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational Therapist	01/09/2005
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist	01/09/2005
Non Medical Prescribing (undergraduate)	PT (Part time)	Supplementary and Independent Prescribing	01/01/2014