Approval process report

Birmingham Newman University, Occupational Therapy, 2022-23

Executive Summary

This is a report of the process to approve the occupational therapy programme at Birmingham Newman University. This report captures the process we have undertaken to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) 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 programme against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities
- Recommended all standards are met, and that the programme should be approved

Through this assessment, we have noted:
- The following areas should be referred to another HCPC process for assessment:
  - The visitors noted the education provider uses practice-based learning in private, independent, voluntary organisations (PIVOs). They recognised practice educators in this setting may not be occupational therapists. The visitors were unsure how the education provider ensures occupational therapists will be available and supported to complete the practice assessment form. The visitors considered this may be done using long arm supervision. The visitors would like the education provider to reflect within their next performance review on how their processes to ensure the availability of occupational therapists in PIVOs, and that they are supported, have performed.
- The programme meets all the relevant HCPC education standards and therefore should be approved.

The programme meets all the relevant HCPC education standards and therefore is approved. The education provider's observations were considered in making this decision.

Previous consideration	Not applicable. This approval process was not referred from another process.

Decision The Education and Training Committee (Panel) is asked to decide
- whether the programme(s) is / 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 2025-26 academic year

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 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:

Joanne Stead	Lead visitor, Occupational therapy
Patricia McClure	Lead visitor, Occupational therapy
John Archibald	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently runs one HCPC approved programme. It is a higher education institution. The education provider has invested in their School of Nursing and Allied Health and are establishing allied health programmes. They have sought approval for a paramedic programme, and this is going to our Education and Training Panel for approval in June 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 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Physiotherapist	☒Undergraduate	☐Postgraduate	2023

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	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	30	60	2022-23	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. We assessed the education provider's documents to see whether there are sufficient resources for an effective programme. As discussed in quality theme 3, the programme has invested in specialist

				facilities. The visitors were satisfied with the information provided and had no further questions in this area.
Learners – Aggregation of percentage not continuing	n/a	n/a	n/a	There is no data available for this data point. As they are a new institution, there is no institution performance data.
Graduates – Aggregation of percentage in employment / further study	n/a	n/a	n/a	There is no data available for this data point. As they are a new institution, there is no institution performance data.
Teaching Excellence Framework (TEF) award	n/a	n/a	n/a	There is no data available for this data point. As they are a new institution, there is no institution performance data.
National Student Survey (NSS) overall satisfaction score (Q27)	n/a	n/a	n/a	There is no data available for this data point. As they are a new institution, there is no institution performance data.

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.

<u>Admissions</u>

Findings on alignment with existing provision:
- **Information for applicants** –

- o Programme information is accessible on the webpages of the education provider. The admissions policy provides information on supporting applicants with differing requirements during the interview process.
- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Assessing English language, character, and health** –
  - o A satisfactory enhanced disclosure and barring service (DBS) check is a mandatory requirement for entry onto programmes. A conditional offer will not be converted to an unconditional offer until a satisfactory DBS check is completed.
  - o Learners must undergo an occupational health review for physical and mental health and immunisations.
  - o Learners are required to sign a Code of Conduct and Fitness to Practice disclosure in the Fit and Proper Guidance to start a programme. Learners must inform the education provider if there are any changes to their health or DBS status.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Prior learning and experience (AP(E)L)** –
  - o Where an applicant is applying for Recognition of Prior Learning (RPL) against practice / clinical components of the programme, their hours and evidence of how they have achieved these must be countersigned by a registered healthcare professional. The final decision regarding the RPL approval is made by the Associate Dean following the recommendation of the Head of Subject. RPL claims including relevant RPL mapping documents will be verified by a relevant subject external examiner. All successful RPL claims are verified at the relevant programme assessment board.
  - o RPL will not normally be considered for learners who have partly completed a programme of education and who have failed for academic and or practice / clinical learning.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Equality, diversity and inclusion** –
  - o The education provider's religious mission and ethos is to offer a high quality, supportive and challenging education to all sections of society.

The education provider is committed to fostering a diverse and inclusive community.

- o The Admissions Policy outlines their commitment to ensuring they welcome equality and diversity in the learner population, that they are committed to widening participation, and the admissions procedures are transparent and fair. All staff, clinicians and experts by experience must undertake equality and diversity training prior to contributing to the selection of applicants. The Admissions Policy outlines the process for applicants to request feedback in relation to their performance as well as how to appeal against a decision and make a complaint.
- o The Recruitment Strategy Group ensures compliance with relevant regulatory requirements. The Equality and Diversity Committee terms of reference outlines the education provider's responsibilities in monitoring recruitment and employment practice in relation to equality and diversity. The Equality and Diversity Policy sets out the overall approach taken by the education provider to ensure the learning environment supports diversity and inclusivity.
- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

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]** –
    - o General Academic Regulations state all modules within three- and four-year full-time programmes are core modules and must be undertaken and passed to achieve the undergraduate programme, as well as the required professional elements. It also states aegrotat awards are not acceptable for providing eligibility to apply for registration with the HCPC.
    - o The programme has been designed to comply with the requirements of the HCPC and the Royal College of Occupational Therapists (RCOT), subject to validation and accreditation. On successful completion of the proposed programme, learners are eligible to apply for entry onto the HCPC register as an occupational therapist and apply for membership of the RCOT.
    - o This aligns with our understanding of how the education provider runs programmes.

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[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

- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Sustainability of provision** –
  - o The education provider is "committed to inspiring future graduates to make a positive difference in the wider community, and recognise the importance of citizenship, leadership, and advocacy".
  - o The education provider has mechanisms in place to ensure it continues to work in partnership with key stakeholders. Forums both within the education provider and externally provide opportunities for all stakeholders to inform and advise the programme team regarding changes to provision or priorities within health and social care. Partnership working and co-production of curricula has been a central approach at the education provider in the design and delivery of the programmes with the aim they are fit for purpose.
  - o The education provider has established quality assurance and risk management systems and processes. These facilitate scrutiny, monitoring, and evaluation of programmes with the aim they reflect contemporary and up to date evidence-based practice. The education provider's Annual Enhancement Round provides scrutiny and evaluation of programme performance, including specific priorities for the coming year and innovation and new developments.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Effective programme delivery** –
  - o The senior leadership team hold higher degrees and have extensive experience in higher education. Role descriptors for senior lecturers outline the relevant experience and requirements for registration with the relevant professional body and a requirement to remain on the register as well as engage with revalidation and continual professional development (CPD) activity. All teaching staff are required to hold a recognised teaching qualification and or fellowship with the HE or commit to working towards this. Associate lecturers are subject to the same level of suitability and experience.
  - o Practice-based learning and simulation activities within the programme are effectively managed by the Head of Subject for Placements and Simulation. The education provider has invested in the ARC Placement Management Software to help in the management of practice-based learning.
  - o The education provider has established quality assurance and risk management systems and processes. These systems and processes facilitate scrutiny, monitoring, and evaluation of Professional, Statutory and Regulatory Bodies' (PSRB) programmes of education. This is with

the aim programmes reflect contemporary and up to date evidence-based health and social care practice. The Annual Enhancement Round scrutinises and evaluates programme performance including priorities and innovative practice and new developments.
- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Effective staff management and development** –
  - o The education provider has an established induction, training, and ongoing development programme for all staff. The Corporate Induction Handbook outlines the process for mandatory training at the education provider. New academic staff receive a full induction and are allocated a line manager and a mentor to support them. Staff development is identified at annual and mid-year appraisal. This includes professional development to meet the requirements of professional membership and or registration.
  - o Contracts of Employment outline the need for scholarly and research activity. Academic staff are allocated professional development study days to engage in scholarship.
  - o The Annual Training and Development Schedule provides information of the developmental opportunities available to staff. The General Contract for all Academic Staff outlines the research and scholarship opportunities for staff to ensure they remain contemporary in their practice as educators.
  - o The education provider ensures practice partners have a robust induction and staff development programme for all staff working in practice-based learning. The education provider provides practice educator training for new practice-based learning providers, as well as a study day for experienced practice educators.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Partnerships, which are managed at the institution level** –
  - o The education provider works with stakeholders throughout the lifecycle of programmes. The education provider has established relationships with practice partners. The education provider has several mechanisms in place to ensure there is effective and regular collaboration with them as part of the quality process. Practice partners contribute to the values-based recruitment and selection process at the education provider and are also part of the wider programme team.
  - o This aligns with our understanding of how the education provider runs programmes.

- We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - The Quality Office provides strategic and operational oversight including faculty and school adherence to academic and programme / profession specific regulations. The Senior Leadership Team and the Operations Team are responsible for ensuring continuous monitoring and enhancements of all programmes.
  - The education provider requires external examiners to provide feedback on all levels of study of programmes.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - The education provider works closely with practice learning partners to ensure ongoing assessment and audit of learning environments. This includes hosting forums to monitor quality and intelligence from regulators, and to devise action plans where these are required.
  - Practice-based learning providers ensure staff involved in teaching are aware of their responsibilities and the issues which need to be considered when undertaking their roles. Whilst undertaking practice-based learning, all learners will be supported via a named personal tutor from the education provider.
  - The Practice Environment Profile and Educational Audit Tool for Practice Environments, provide support with learning in a safe environment. The Education Placement Agreement provides guidance on issues of health and safety, including harassment of learners and how to escalate this information.
  - The Raising and Escalating Concerns Policy outlines the process for publicising findings where concerns regarding practice-based learning have been raised and investigated.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learner involvement** –
  - o The education provider seeks the views of existing and prospective learners through various mechanisms. For example, open day events, learning day activities, and a focus group.
  - o Learners have multiple modes to feedback to staff throughout their programme, including the Student Practice Evaluation Questionnaire and module evaluations.
  - o The education provider has a programme representative system which feeds into the Student Union Staff Student Consultative Committee.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Service user and carer involvement** –
  - o Service users and carers (Experts by Experience) (EBE) contribute to the selection, recruitment, assessment, and delivery of education. The EBE Context, Policy and Procedure Policy outlines the responsibilities of the education provider towards EBE.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Learners

Findings on alignment with existing provision:
- **Support** –
  - o The education provider has an established intranet and virtual learning environment (VLE) learners use to access learning material and wider aspects of information to support their learning. The Student Handbook provides support, guidance, and resources.
  - o The intranet contains signposted links to services for learners. The library intranet pages outline information on how to access and use the library and its services. The library also produces subject guides, including about accessing information, referencing guides and extra support for learners.
  - o The education provider has a Student Services Department. There are various areas of support available to learners.
  - o In addition to learner services, the education provider has an active Student Union. Each learner group has a representative who is elected by the group and trained by the Student Union. All learners are allocated to and supported by a Personal Tutor.

- o Reasonable Adjustment Plans can be shared with practice educators to ensure awareness of different needs in all settings.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Ongoing suitability** –
  - o Professional programmes have specific regulations in relation to fitness to practise. Learners must be suspended from their studies due to health and or misconduct issues.
  - o The Fitness to Practise (FTP) Procedure outlines how the education provider manages and considers FTP issues. For example, the initial process to be undertaken if there are allegations of academic misconduct.
  - o The Fitness to Study Policy and Procedure outlines the process if a learner's health is impacting on their studies. There is a four-staged approach including emerging concerns, continuing concerns, and significant concerns which significantly impact resulting in a fitness to practice panel being convened. The Raising and Escalating Concerns Policy outlines the process for managing issues of concern about a learner's practice.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learning with and from other learners and professionals (IPL/E)** –
  - o Programmes are developed, designed, and will be delivered to ensure learning is collaborative with a range of peers, experts by experience and the local community.
  - o The Practice Environment Profile and the Learning Environment Audit identifies the diversity of professional programmes to facilitate learning from and with professional groups. Opportunities for interprofessional learning will be available within practice learning environments. The Simulation Strategy and Operational Plan augments interprofessional education to provide learning opportunities with actors and experts by experience, supported with practice education staff.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Equality, diversity and inclusion (EDI)** –
  - o The University Equality and Diversity Committee:

- is responsible for development of an inclusive and non-discriminatory learning and working environment;
- monitors annual statistics with reference to equality and diversity issues, such as recruitment;
- receives and actions formal recommendations resulting from any incidents of discrimination, victimisation or harassment; and
- receives, reviews, and responds to submissions from learners and staff about matters relating to equality and diversity.
    - The education provider publishes EDI Annual Reports of Monitoring. Through the Admissions Policy the education provider supports applications for learners with additional needs or special circumstances. The Recruitment Strategy Group monitors statistics about applications.
    - Quality processes monitor learners' progression. Examination board data is scrutinised at assessment boards. The Annual Enhancement Round exercise document captures performance metrics. Data relating to module and programme evaluation is collected through module evaluation and evaluation of practice learning.
    - Learners who may require additional support can access learner services and employability teams. The Learner Support Agreement Process outlines the referral and individuals involved in supporting the learner. Learners can be supported with a reasonable adjustment plan. The education provider evaluates data surrounding support for learners in all learning environments.
    - This aligns with our understanding of how the education provider runs programmes.
    - We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Assessment

Findings on alignment with existing provision:
- **Objectivity** –
    - All marking is anonymous, except for Objective Structured Clinical Examination and practice assessment. The process for the subject assessment / module assessment board and the programme assessment board ensures assessment is fair, reliable and valid, to enable learners to demonstrate progression and achievement.
    - This aligns with our understanding of how the education provider runs programmes.
    - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Progression and achievement** –
  - o The threshold for passing assessments at levels four, five and six is 40% for undergraduate programmes. The regulations also detail the maximum number of attempts for practice based and theory modules. Learners are also required to have normally successfully completed a level / year of study before starting the next year / level. Opportunities to resit modules or retrieve practice-based learning are embedded within the academic calendar to negate the risk of delayed progression.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Appeals** –
  - o There is a two-stage process to making an academic appeal. The education provider has an Academic Appeals Procedure. The Student Union provides support for learners who are considering or have made an academic appeal.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

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.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- Staff involved in the programme are in post, such as Head of School of Nursing and Allied Health. The education provider has gone out to advert for a Programme Leader for Occupational Therapy. The Lecturer in Occupational Therapy started in March 2024. There will be lecturers for other professions for interprofessional learning, as well as clinical staff, visiting lecturers, and experts by experience.
- The education provider has physical resources such as a dedicated learning and teaching space and clinical simulation facilities, classrooms, lecture theatres, and science labs. The education provider has bought equipment for learning, such as plinths and rehabilitation steps and bars.
- The physical resources are already in place.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: 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) Occupational Therapy	FT (Full time)	Occupational Therapy	30 per cohort, one per year	02/09/2024

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.

Performance data

We also considered intelligence from others (eg prof bodies, sector bodies that provided support) as follows:
- NHS England (Midlands) – we received information considering current pressures regarding practice-based learning for physiotherapy in the Midlands. The information was reviewed but we considered it would not impact on this assessment.

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.

<u>Quality theme 1 – effective collaboration between the education provider and practice-based learning providers</u>

Area for further exploration: The visitors noted the education provider provided evidence of their partnership with practice educators in the development of the programme. For example, a schedule of monthly MS Teams meetings between practice partners and the education provider to provide information and progress on the proposed programme in relation to curriculum development. However, the visitors did not identify evidence of an agenda or minutes of these meetings. They therefore could not be sure of who attended the meeting, and what was discussed, and so to ensure the collaboration was an effective one. They therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us the Curriculum Development Steering Group (CDSG) had a membership of practice educators from seven different organisations. The visitors were able to identify discussions about various factors related to the development of the programme, such as curriculum and practice education. They were also informed a standing item on the agenda for the CDSG is curriculum developments and updates. The visitors were satisfied the evidence demonstrated the meetings between the education provider and practice-based learning providers were an effective collaboration. They had no further questions in this area and considered the standard to be met.

<u>Quality theme 2 – how visiting lecturers will be sourced, supported and used</u>

Area for further exploration: The visitors noted the education provider had appointed both a Senior Lecturer and Lecturer. They recognised they are both experienced occupational therapists with relevant academic qualifications and clinical expertise.

The visitors were also aware two visiting professors in occupational therapy had been appointed. However, they received no further information about these appointments, such as how they will be resourced, supported, and used within the programme. The visitors were therefore unsure of how the education provider will resource, support and use these visiting professors and so ensure there are an adequate number of staff in place to deliver the programme. The visitors sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The visitors received the curriculum vitae of the two visiting professors. The education provider also provided a list of the expertise, experience, and qualifications of the visiting professors appointed. They added the recruitment of visiting professors is an ongoing process. All undergo the same recruitment processes, pre-employment checks and mandatory training requirements as substantive members of staff. The visitors were informed visiting professors participate in the Teaching Observation Scheme and have access to CPD opportunities, such as the Essentials for Academic workshops.

The visitors were satisfied the evidence demonstrated the resources provided for the programme allow for an appropriate number of staff who are able and equipped to deliver the programme effectively. They had no further questions in this area and considered the standard to be met.

Quality theme 3 – specialist resources and facilities for the programme

Area for further exploration: The visitors noted the education provider had provided evidence of generic resources, such as IT equipment, which they considered should be effective and appropriate for the delivery of the programme. The visitors were unsure what profession-specific resources and facilities the education provider had. They were therefore unsure whether the programme resources are appropriate to the delivery of the programme. The visitors therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email / documentary response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The visitors received a virtual tour of the education provider and videos of specialist facilities. The education provider added occupational therapy learners have access to profession-specific teaching and learning facilities. For example, teaching will take place in rooms such as an arts and crafts classroom. This will be used for experiential learning around therapeutic media used in occupational therapy interventions, such as an art club. The visitors were also able to identify the specialist equipment learners will have access to. For example, rehabilitation steps and bars. The visitors were satisfied the evidence demonstrated the resources provided for the programme are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme. They had no further questions in this area and considered the standard to be met.

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

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

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** –
    - Learners will not be able to enrol onto the programme without a validation of their academic qualifications, a satisfactory DBS check and occupational health clearance. The admissions policy details the approach to the selection and admissions processes for learners entering programmes, including suitability for PSRB programmes.
    - Application forms are assessed in relation to an applicant's academic profile, personal statement and a values-based face-to-face group and individual interview. All applicants are assessed through the application process in relation to their digital and technological literacy.
    - The visitors considered the relevant standards within this SET area met.

- **SET 3: Programme governance, management and leadership** –
    - The education provider has worked with stakeholders during the co-production of the programme and will continue working with practice learning partners to ensure there is effective collaboration. As discussed in quality theme 1, for example, the Curriculum Development Steering Group (CDSG) discusses items such as programme

- development. It has a membership of practice educators from seven different organisations.
  - Each learner is allocated a Link Tutor for every practice-based learning opportunity. This is a member of the academic team. The Link Tutor is available for support at any point throughout practice-based learning. They will arrange a visit or meeting with the learner and practice educator mid-way through practice-based learning. The Practice Placement Handbook provides information to both learners and practice educators regarding the organisation of practice-based learning.
  - The education provider has partnerships with other education providers in the region. Partners have signed a formal education partnership agreement agreeing to offer Occupational Therapy practice-based learning. Requests for practice-based learning are coordinated through the Birmingham and Solihull (BSOL) group of education providers in the Midlands. The education provider has invested in the ARC practice-based learning management system. This will be used in the allocation of practice-based learning and to record activity such as evaluations. ARC is the platform used across BSOL.
  - The programme has appointed a Senior Lecturer with a permanent full-time contract. A Lecturer has also been appointed. All staff are appropriately qualified and experienced. Any replacements to the programme team will be registered with the HCPC as an Occupational Therapist. The wider team all hold teaching qualifications and higher degrees and undergo staff appraisal and development processes.
  - The programme team are experienced occupational therapists with academic and clinical expertise and experience. They demonstrate engagement with CPD and research within their fields of practice.
  - As discussed in quality theme 2, visiting professors will be recruited to deliver aspects of the programme based on their expertise. The education provider has employed two visiting professors who have extensive experience in managing occupational therapy programmes and developing curricula.
  - Through interprofessional education, learners will be taught by other qualified and experienced staff.
  - The education provider has resources in place which are effective and appropriate to the delivery of the programme. As discussed in quality theme 3, several specialised resources have been bought to enhance the programme delivery. For example, teaching will take place in rooms such as an arts and crafts classroom. The education provider has invested in clinical skills and simulated facilities and practice equipment, for example, patient simulators. The education provider uses a virtual learning environment, 'Moodle'. All learners use this to access learning material and information to support their learning.
  - The visitors considered the relevant standards within this SET area met.

- **SET 4: Programme design and delivery** –
  - The programme is designed to ensure learners meet the SOPs and are eligible to apply for registration with the HCPC as an occupational therapist.
  - Learners are required to demonstrate knowledge of professional regulation of the laws, ethics, values, and behaviours that underpin professional practice to meet programme learning outcome A6, Demonstrate systematic knowledge of professional regulation and the laws, ethics, values and behaviours that underpin professional practice.
  - The programme has been designed to comply with the Royal College of Occupational Therapists' Learning and Development Standards for Pre-registration Education, and the Professional Standards for Occupational Therapy Practice, Conduct and Ethics.
  - The programme has mechanisms in place so it works in partnership with key stakeholders to ensure graduates are prepared for the workforce. For example, the curriculum development steering group shapes the programme to ensure it is, and remains, relevant to current practice.
  - The curriculum structure has been designed to ensure a balance between theory and practice learning, and the integration of theory and practice. The assessment strategy in each module specifies the rationale for the assessment and its relevance to practice.
  - The programme provides learning teaching and assessment through lectures, seminars, skills simulation, virtual learning, and input from practice partners and service users and carers. A range of learning and teaching methods are used to support learners to achieve the overall programme learning outcomes.
  - The delivery of the programme has been designed to support and develop autonomous and reflective thinking throughout. The curriculum is designed to provide learning experiences centred around the experience and examination of a range of issues.
  - The programme has been designed to support and develop evidence-based practice throughout. Programme aims emphasise evidence-based practice and learning outcomes require learners to:
    - articulate underpinning knowledge and rationale;
    - apply criticality based on evidence based practice;
    - utilise clinical reasoning based on best available evidence;
    - critically analyse care; and
    - analyse and integrate evidence to underpin practice.
  - The visitors considered the relevant standards within this SET area met.

- **SET 5: Practice-based learning** –
  - The curriculum has been designed to ensure that practice-based learning is integral to the programme. The aims and learning outcomes

of the programme demonstrate that practice-based learning is integral to the programme.

- o The Practice Partnerships department will plan, monitor, and allocate practice-based learning to ensure learners have a range of learning opportunities to enable them to achieve the required proficiencies. Learners spend 1200 hours engaging in practice-based learning. Learners will undergo practice-based learning in all years of the programme: six weeks in year one, 12 weeks in year two, and 14 weeks in year three.
- o The Practice Environment Profile and Educational Audit Tool for practice environments, evidence learning in a safe environment. These are completed before learners attend practice-based learning as part of quality assurances processes. They ensure the allocation of learners is appropriate to the number of staff in practice.
- o The education provider has signed education partnership agreements from Trusts and practice-based learning providers. They have committed to ensuring a safe and effective learning environment. As part of this, practice educators are required to have a robust induction and staff development programme. Practice educators attend a rolling series of training sessions. These training sessions include ensuring practice educators understand their own and others' roles, details of the programme and personal development sessions.
- o The practice-based learning provider also ensures staff involved in practice-based learning are aware of their responsibilities and the issues that need to be considered when undertaking their roles.
- o The Placement Handbook outlines the responsibilities and role of practice educators. Practice educators have access to a practice webpage which reflects current programme information.
- o The visitors considered the relevant standards within this SET area met.

- **SET 6: Assessment** –
    - o Assessments within the programme are mapped so, on successful completion of the programme, the learners will have met the standards of proficiency for occupational therapists and the standards of conduct, performance and ethics.
    - o Learners are required to demonstrate knowledge of professional regulation of the laws, ethics, values, and behaviours that underpin professional practice to meet programme learning outcome A6, Demonstrate systematic knowledge of professional regulation and the laws, ethics, values and behaviours that underpin professional practice.
    - o The Assessment Principles and Good Practice Guide outline 12 principles of assessment. The assessment scheme is considered fair, reliable, valid, varied, and inclusive, underpinned by the Learning and Teaching strategy. There are a wide range of assessment methods. For example, a small group discussion and skills assessment.

o The visitors considered the relevant standards within this SET area met.

Risks identified which may impact on performance: The visitors noted the education provider will use practice-based learning in PIVOs. They recognised practice educators in this setting may not be occupational therapists. The visitors were unsure how the education provider will ensure occupational therapists will be available and supported to complete the practice assessment form. The visitors would like the education provider to reflect within their next performance review on how their processes to ensure the availability and support of occupational therapists in PIVOs, have performed.

Areas of good and best practice identified through this review: 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).

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.

Referrals to next scheduled performance review

Practice educators in private, independent, voluntary organisations (PIVOs)

Summary of issue: The visitors noted the education provider uses practice-based learning in private, independent, voluntary organisations (PIVOs). They recognised practice educators in this setting may not be occupational therapists. The visitors were unsure how the education provider ensures occupational therapists will be available and supported to complete the practice assessment form. The visitors considered this may be done using long arm supervision. The visitors would like the education provider to reflect within their next performance review on how their processes to ensure the availability of occupational therapists in PIVOs, and that they are supported, have performed.

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
- 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 observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that the programme is approved.

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

			review on how their processes to ensure the availability of occupational therapists in PIVOs, and that they are supported, have performed. The programme(s) meet all the relevant HCPC education standards and therefore should be approved.	theatres, and science labs. The education provider has bought equipment for learning, such as plinths and rehabilitation steps and bars. The physical resources are already in place.

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

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			04/09/2023