
Approval process report

University of South Wales, Operating department practice / Occupational therapy / Physiotherapy, 2020-21

Executive summary

This report covers our review of the BSc (Hons) Operating Department Practice, BSc (Hons) Occupational Therapy and BSc (Hons) Physiotherapy programmes at the University of South Wales. Through our review, we did not set any conditions on approving the programmes, as the education provider demonstrated it met our standards through documentary evidence and further review. This report will now be considered by our Education and Training Panel who will make a final decision on programme approval.

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Section 1: About this assessment

About us

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

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

Our standards

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

Our regulatory approach

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

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

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

The approval process

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

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed 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 approval assessment was triggered from a strategic review of healthcare education in Wales undertaken by the body responsible for commissioning Allied Health Professional (AHP) training, Health Education Improvement Wales (HEIW).

In preparation for this approvals work, we worked with HEIW to understand their approach within the commissioning exercise, and how we could support each other to achieve proportionate approval assessments for newly commissioned and re-commissioned education providers.

From information provided by HEIW, areas of assessment from the tender process had considerable overlap with our standards of education and training (SETs). We decided to use this information to apply a 'right touch' approach to assessment, gaining assurance that education providers and programmes have already been assessed (or at least demonstrated some progress) in certain areas of our SETs.

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:

Julie Weir	Lead visitor, operating department practice
Dawn Blenkin	Lead visitor, occupational therapy
John Archibald	Education Quality Officer
Jo Jackson	Advisory visitor, physiotherapy

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers six HCPC-approved programmes across four professions. It is a higher education institution and has been running HCPC approved programmes since 2013.

The education provider was asked to deliver pre-registration undergraduate programmes for operating department practice, occupational therapy and physiotherapy by their commissioners, Health Education and Improvement Wales (HEIW), as part of a strategic review of healthcare education in Wales.

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	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2013
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018
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	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	242	144	2022	The enrolled numbers of learners across all HCPC approved provision is lower than the approved intended numbers we have on our record. The visitors explored this through their review of the submission but did not have any themes to take further.
Learners – Aggregation	7.6%	8.6%	2019/20	The percentage of learners not continuing is slightly more than

of percentage not continuing				the benchmark for the institution which implies learners are generally satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	93%	88%	2019/20	The percentage in employment or further study appears lower than the benchmark for the institution. The visitors explored this through their review of the submission but did not have any quality themes to take further.
Teaching Excellence Framework (TEF) award	n/a	n/a	n/a	The education provider does not hold a current TEF award. The TEF scheme is voluntary in Wales and not all providers have chosen to participate. The visitors considered the quality of teaching as part of the submission and did not have any quality themes to take further.
National Student Survey (NSS) overall satisfaction score (Q27)	74.23	73.08	2021	This score indicates that the percentage of learners who are satisfied with their learning is slightly lower than average. The visitors explored this through their review of the submission but did not have any quality themes to take further.

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 to their existing provision. We reviewed the information in September 2021, and made a judgement about alignment at that point, detail of which is explored below.

This institution is well established with HCPC and currently delivers approved programmes in:

- Arts therapy
- Practitioner psychology
- Independent and supplementary prescribing

In previous assessments of these programmes, visitors have established the institution level standards are met. The provider has also demonstrated this through ongoing monitoring carried out by the HCPC.

As part of the provider's definition of their institution, they defined the policies, procedures and processes that apply to the programmes delivered within it. These relate to the institution level standards we set which ensure the following areas are managed effectively.

We also considered how the proposed programmes fit into the institution by considering any notable changes to the policies, procedures and processes related to the areas above. We considered how the proposed programmes are assimilated with the management of existing approved programmes in the institution. We determined the proposed programmes would be managed in way that was consistent with the definition of their institution

For each of the following areas:

- The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
- What we have been informed about aligns with our understanding of how the institution runs.
- We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

Admissions

- Information for applicants
- Assessing English language, character, and health
- Prior learning and experience (AP(E)L)
- Equality, diversity and inclusion

Non-alignment requiring further assessment: None

Management and governance

- Ability to deliver provision to expected threshold level of entry to the Register¹
- Sustainability of provision
- Effective programme delivery
- Effective staff management and development
- Partnerships, which are managed at the institution level

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

- Academic quality
- Practice quality, including the establishment of safe and supporting practice learning environments
- Learner involvement
- Service user and carer involvement

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

Non-alignment requiring further assessment: None.

Learners

- Support
- Ongoing suitability
- Learning with and from other learners and professionals (IPL/E)
- Equality, diversity and inclusion

Non-alignment requiring further assessment: None.

Assessment

- Objectivity
- Progression and achievement
- Appeals

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.

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	PT (Part time)	Occupational therapist	17 learners per cohort, one cohort per year	26/09/2022
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner	32 learners per cohort, one cohort per year	26/09/2022
BSc (Hons) Physiotherapy	PT (Part time)	Physiotherapist	18 learners per cohort, one cohort per year	26/09/2022

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme.

Linked to the approach to the assessment of Health Education Improvement Wales (HEIW) commissioned programmes discussed earlier in this report, we took assurance from the commissioning exercise that some areas from the standards are met. For each standard we made one of the following judgements which impacted on the information and evidence the education provider needed to provide through the process:

- all areas of the standard have been met and do not need to be further evidenced;
- no areas of the standard have been met and the whole standard needs to be directly evidenced; or
- there were areas of the standard covered by the commissioning exercise but others were not.

In line with the above, the education provider supplied information about how each relevant standard was met, including a rationale and links to supporting information through a mapping document.

Performance data

The education provider was asked to demonstrate how they meet programme level standards for each programme.

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 – capacity of practice-based learning

Area for further exploration: The education provider stated the Academic Manager Head of Practice-based Learning chairs the Practice Placement Group across the proposed programmes. The remit of this group is to engage with practice partners to scope the nature and capacity of practice learning opportunities and identify new and emerging opportunities. The visitors noted HEIW works in partnership with practice partners within Wales to determine the total number of commissioned places per programme and the number of learners to be placed within each University Health Board. The Partnership Local Level Agreement and Statements of Compliance, with HEIW, evidences the commitment to the provision of practice-based learning.

At programme level the visitors noted, the design of the nature and scope of each learner's placement will be managed by the programme lead in collaboration with the school's practice learning placement allocation team. They determine the most appropriate types of experiences consistent with the plans outlined in the validation documents and practice placement handbooks.

The visitors recognised the various parties and systems involved in planning practice-based learning. The visitors also noted the practice placement workstream

set out briefly what the education provider will do within this process but they could not identify how, or when, practice education providers were involved. They were therefore unable to determine the actual process which the education provider uses to bring the various stakeholders and systems together to determine appropriate capacity of practice-based learning.

The visitors recognised there may, in addition to the institution level process, be additional activities undertaken at a programme level. If this was the case, the visitors sought further information at a profession specific level.

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 the visitors there are three key groups overseeing the engagement and collaboration between themselves and the practice education providers to ensure the availability and capacity of practice-based learning for all learners. They are:

- the Practice Placement Workstream Group;
- the Pre-registration Partnership Board; and
- the Operating Department Practice, Physiotherapy, and Occupational Therapy - USW Implementation Groups.

The remit of these groups is to engage with key practice partners to research the nature and capacity of practice learning opportunities and identify new and emerging opportunities. There is also an All-Wales Placement Reference Group which is key in facilitating collegiate management of practice learning experiences where the same placement areas are shared by two or more education providers in Wales.

The education provider stated the Partnership Local Level Agreement and Statements of Compliance detail the requirements and commitment to ensure the availability of practice learning experiences for all learners.

The education provider confirmed there were programme specific operational plans for agreeing placements and capacity with practice partners.

- For operating department practice, the education provider met with lead practice educators and undertook site visits with the local health board. The education provider and practice educators have discussed the management of capacity across the Health boards. Alongside practice-based learning opportunities through the local Health board, the programme team has also audited and sourced agreements from non-NHS providers which allows the potential for increased capacity.
- For physiotherapy, the visitors noted the HEIW placement plan has been shared and discussed with practice education providers during the curriculum development and implementation meetings. This plan outlines their commissioned placements from University Health Boards across Southeast Wales. The education provider outlined how curriculum development and implementation meetings have ensured practice educators actively participated in the planning and design of the learner's practice-based

learning. Discussion with practice educators and third-party sector representatives have offered key insights to learner's development and placement preparation needs.

- For occupational therapy, the visitors noted HEIW provide a placement plan which outlines their commissioned placements from University Health Boards across Southeast Wales. The education provider outlined how they continue to work to increase the range of placements for learners. Collaboration with practice partners from across health boards, local authorities, the private and third sector were established during the development of the programme. This collaboration will continue and is facilitated by communication forums and meetings which are held regularly between the education provider and practice partners. The visitors were informed the Occupational Therapy Health Implementation Board discusses placement provision. This board includes leads for occupational therapy services in Southeast Wales. The education provider also informed the visitors about the quarterly practice education coordinators meetings, which will be held jointly with Cardiff University, as they will place learners in the same geographical area.

The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 2 – number of staff

Area for further exploration: The education provider stated each programme has a programme lead who is on the appropriate part of the HCPC Register. They also stated there are additional staff registered with HCPC and other regulators who will support the delivery of the programmes. These staff include lecturers and senior lecturers, and hourly paid lecturers with profession specific expertise. The visitors noted the education provider has subject experts who will contribute to the delivery of core content. The programme team will then support learners to relate this core content to their own professional group.

The visitors noted the education provider referred to a plan to increase the number of staff employed to deliver the programmes if learner numbers increase. However, they did not see explicit evidence of this in the documentation. The visitors were therefore unclear how the current number of staff would be sufficient to support, teach and assess the growing number of learners once future cohorts started the programmes. As part of this, the visitors were unclear of the processes to allow the continued delivery of the programmes if any of the current staff members were unavailable (i.e. due to sickness). In addition, the visitors were unclear how staff will be supported to manage their workload, as the programmes become established.

Specifically for each programme, the visitors noted:

- Operating department practice - there are references to different levels of staffing. For example, the validation document, stated there will be a programme lead plus two members of staff. Elsewhere within the document, it stated there would be a total of two members of staff. The visitors sought clarification.

- Occupational therapy – the visitors noted the delivery of the programme relies on input from elsewhere in the faculty. For example, of the two staff members, one has other teaching responsibilities, while the other is also the admissions lead and course lead. There are three occupational therapy staff CVs provided, and all individuals have responsibilities other than teaching. The visitors sought further information about how the delivery of the programme will be managed by the members of staff.
- Physiotherapy - the visitors noted there are two staff members for the programme. We sought further rationale about the education provider's reasoning considering the number of proposed learners.

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 noted the education provider had supplied staff:student ratios. The visitors also noted there is a firm commitment of the school to support continued growth in staff to support these programmes. This is outlined in each of the staffing plans.

The education provider explained how core members of each programme are supported by module contributors and subject experts who will be involved in the programme delivery. A number of hourly paid lecturers will be employed to support the programme and also, if required, to cover sickness.

The visitors noted the education providers workload model which outlines the responsibilities and teaching commitment of each member of staff. The education provider outlined how the core staff supporting the proposed programmes will have their teaching, and duties related to teaching, dedicated to their specific programme.

The visitors considered the education provider provided sufficient clarification about their strategy. They were confident workload planning and additional budgets for hourly-paid lecturers will ensure adequate cover for teaching. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 3 – knowledge and expertise of staff

Area for further exploration: The education provider stated the programmes have a blend of inter-professional modules, modules with some shared core content which is then applied to each profession, and a number of profession-specific modules. Subject areas are delivered by educators with the relevant specialist knowledge and expertise who are registered with HCPC as appropriate. Other experienced educators are involved in the delivery of some core subject areas. For example, public health, medicines management, bio-psycho-social sciences, genomics, law, dementia friendly care, and mental health first aid.

The visitors noted there are a limited number of staff on each programme. In addition, it appeared the range of specialist knowledge required for each of the

programmes could not be delivery by the current staff. The visitors sought more information about how the provider will manage this as the programmes progress. The visitors also sought information about how much of the programmes relies on external professionals, and how the education provider has mitigated the risks associated with this. For example, the visitors considered an over-reliance on external facilitators could result in gaps in the module timetable. The visitors sought reasoning around how the education provider will guarantee consistent coverage of subject content.

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 outlined how the current staff, across the programmes, have a wealth of experience across a wide variety of specialist areas. They also said any growth in staff will be based on areas where specialist knowledge could be strengthened further.

A number of guest lecturers, practitioners, hourly-paid lecturers and experts by experience will also support the programme delivery and the focus of particular specialist areas. The visitors noted the consistent coverage of subject content by guest lecturers, practitioners and hourly-paid lecturers will be ensured by a member of the programme team discussing the nature of the session, the learning outcomes and providing any supporting resources. They also noted a member of staff may also be present during the session and may be supported through a lesson plan. This is dependent on the experience and needs of the individual delivering the session.

The education provider outlined how, to maintain the quality of the learning experience for learners, all guest lecturers and hourly-paid lecturers are evaluated. The module lead will collate anonymised module evaluations from learners and provide a short feedback report to the guest lecturer and programme lead. This is considered as part of the ongoing monitoring and evaluation of the course delivery.

Specifically for each programme, the visitors noted:

- Operating department practice - the programme is designed so the existing staff can facilitate all sessions for the learners. External lecturers and visitors will be used as an enhancement to learning activities. The programme team will gain feedback on session subjects, styles, and lecturers from learners to ensure their needs are being met.

The education provider said the programme team is committed to developing and expanding the current number of educators. This will increase the number of external lecturers. Hourly-paid lecturers from practice-based learning, including lead practice educators, will be involved in the programme delivery of specialist areas, such as critical care and surgical first assistance, and in more routine areas of operating department practice.

- Occupational therapy - future recruitment and staff development opportunities will focus on the areas which could be enhanced through additional specialist knowledge and skills. In addition to drawing on the wealth of staff expertise

from across the School, the programme will employ hourly-paid lecturers to support specific modules and facilitate learning in specialist areas. The education provider said specialist guest lecturers will be invited to deliver pre-determined sessions. They may be occupational therapy practitioners, other professionals, or service users.

- **Physiotherapy** - registrants with extensive clinical experience across a range of specialist areas will be recruited. Future recruitment will focus on acquiring key staff members who extend the range of specialist area knowledge and skills available to learners to support their progression. The visitors noted hourly-paid lecturers will be used where there are identified subjects requiring specialist knowledge that cannot be covered in detail by the core staff. Many of these identified educators work within the partnership health boards, many of whom are also practice placement educators that will be directly supervising learners during practice-based learning.

The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 4 – structure, duration and range of practice-based learning

Area for further exploration: For the operating department practice programme, the visitors noted in the validation document, that if a learner could not achieve the required placement hours in a year (787.5), they could carry this forward to the next year. This would not prevent progression as the overall hours needed to be met by the end of the programme. The visitors appreciate that we do not stipulate a minimum number of hours for particular professions / programmes. However, the visitors considered this could lead to differences about when the learners met the standards of proficiency. The visitors were therefore unclear how the programme could ensure learning outcomes were met in a timely and appropriate manner.

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 confirmed that the opportunity to carry forward practice-based learning hours was only in exceptional circumstances, such as bereavement or sickness. They also confirmed that it would not be the full module hours that could be carried forward. Rather it was restricted to the equivalent of two weeks. The provider also outlined how any learner this applied to would be considered at a Progression Board, where external examiners would be part of the decision-making process. This board would determine whether the learner could progress or would have to interrupt their studies and re-join the programme at an earlier stage. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 5 – assessment methods measuring achievement of learning outcomes

Area for further exploration: For the following programmes, the visitors noted:

- Operating department practice – the practice-based learning module descriptors state they are 20 credit modules assessed via a pass or fail. From these and the Assessment grid, the visitors were unable to determine the assessment criteria to know what constituted a pass / fail or what happens if a learner did not pass the module(s).

In addition, the visitors noted the assessment methods for the role of scrub practitioner and surgical first assistant in the care of the surgical patient. These were a mixture of multiple-choice questions (MCQs), short answer and essay questions, and an online open book exam. The visitors were unsure how the provider could ensure the open book exam reflects actual practice for a registrant. The visitors also noted in the programme validation document a time-constrained exam with a duration of 24 hours. The visitors were unclear about this type of assessment would work and effectively assess the associated learning outcomes.

- Occupational therapy – in module seven, a group presentation is one of the assessment methods. In the module description, information is missing regarding the weighting and pass mark. The visitors were therefore unclear how the group presentation would be equitably assessed. For example, did the whole group receive the same pass mark or was it attributed to individuals.

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 supplied further documentation.

Specifically for the programmes, the visitors noted:

- Operating department practice – the education provider supplied further information regarding the assessment methods and process specifically associated with the ODP practice modules. The visitors were now clear how the weighting is applied and managed for the various elements of assessment, within the practice modules across each year of the programme. The visitors were now assured how an open book exam will be managed. The education provider provided further information that the exam paper will be released on the Virtual Learning Environment (VLE) at a set time and learners will have a day to submit, again via the VLE system. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.
- Occupational therapy - a module entitled 'Module 7- Group Presentation Overview'. It explained the weighting, pass mark and how the process for the mark was awarded, together with rationale behind this. The visitors noted issues of learners not being able to present on the day has been considered by the education provider and there is a clear plan in place for this circumstance. The education provider supplied a draft learner briefing which has been written following consultation with an assessment consultant. The visitors were now clear how the marks will be awarded equitably. The visitors

were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

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** –
 - The entry and selection criteria across the programmes, laid out appropriate levels for entry onto degree level programmes.
 - These included clear requirements for Disclosure and Barring (DBS), Occupational Health, Accreditation of prior learning (APEL) policies and professional requirements.
 - The visitors noted sufficient and appropriate evidence to determine that the selection and entry criteria would allow learners to be able to meet the relevant standards of proficiency (SOPs) upon successful completion of the programmes.
 - The visitors therefore considered the relevant standards with this SET area were met.

- **SET 3: Programme governance, management and leadership** –
 - Through a quality activity, clear evidence demonstrated an adequate number of lecturers, module contributors and subject experts. In

addition, there was clear evidence the staff would have the right knowledge and expertise to deliver the programmes effectively.

- Through a quality activity, there was clear evidence of the processes used by the programmes to ensure there is appropriate capacity of practice-based learning.
 - There was clear evidence of the support available to learners across the programmes. For example, via online support and references on the virtual learning environment.
 - There was clear evidence, across the programmes, of appropriate and effective resources available to learners and educators. For example, the simulation resources available which learners utilise before going into practice-based learning.
 - The visitors therefore considered the relevant standards with this SET area were met.
- **SET 4: Programme design and delivery –**
 - The programmes ensure that graduates can meet the relevant SOPs and demonstrate their understanding of the expectations and responsibilities associated with being a regulated professional.
 - The validation documents for each programme clearly outline the structure, design and delivery. These demonstrate how the programmes reflect the core philosophy and associated core values, skills and knowledge base of the relevant profession.
 - To ensure programmes keep up to date with current practice, expert practitioners are involved in the delivery of theoretical learning. Within the practice-based learning environment, the programmes utilise Link Lecturers.
 - Integration of theory and practice is clearly outlined in each set of programme documentation. This includes the use of immersive simulation and problem-based learning in practice simulation suites. This helps ensure learners can apply their theoretical knowledge in a safe environment before going into the clinical environment.
 - Learning and teaching methods are clearly outlined in each programmes module descriptor and are appropriate to the learning outcomes.
 - Across each year, of each programme, a specific module requires learners to reflect on how they are developing their knowledge, skills and values. For example, the year 3 module requires learners to appraise and reflect on their development of knowledge and skills to become an autonomous practitioner.
 - The module descriptors for each programme, clearly outline the development of evidence-based enquiry skills.
 - The visitors noted sufficient and appropriate evidence to demonstrate the design and delivery of the programmes. This allows the learners who complete the programmes to meet the relevant SOPs.
 - The visitors therefore considered the relevant standards with this SET area were met.

- **SET 5: Practice-based learning –**
 - Through a quality activity for the operating department practice programme, there was clear evidence how learners would be able to obtain the required hours in placement, while meeting the necessary learning outcomes.
 - Across the programmes, the structure and duration of practice-based learning, as well as the types of placements, demonstrate that learners can meet the learning outcomes and relevant SOPs.
 - Practice-based learning is clearly integral to the programmes, showing a good balance across the levels so learners can apply theoretical and practice knowledge. For example, assessment in academic modules is underpinned by knowledge gained in practice-based learning.
 - Through the Educational Audit of the Practice Learning Environment Tool, the provider ensures that practice educators have the relevant knowledge, skills and experience to support safe and effective learning.
 - Practice Educators have an opportunity to undertake a 40-credit module about facilitation of learning, teaching and assessment in the context of the practice setting.
 - The visitors were satisfied practice-based learning is a central part of the programmes and there are appropriate and effective systems in place to support its delivery.
 - The visitors therefore considered the relevant standards with this SET area were met.

- **SET 6: Assessment –**
 - The assessment strategy is designed to show how learners can demonstrate they have met the learning outcomes throughout the programmes and become eligible to apply to the HCPC Register.
 - In each programme, there is a specific module which focusses on the professional, legal and ethical aspects related to practice-based learning. In addition, each programmes Practice Assessment Document outlines how learners understanding of the standards of conduct, performance and ethics is demonstrated and assessed.
 - Through a quality activity, the visitors noted how a range of assessment methods are utilised across the programmes. This activity demonstrated how the assessment methods were appropriate for the learning outcomes and could demonstrate equality across the learners.
 - The visitors therefore considered the relevant standards with this SET area were met.

Risks identified which may impact on performance: None

Section 5: Decision on approval process outcomes

Assessment panel recommendation

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

- All standards are met, and therefore the programmes should be approved.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Independent/ Supplementary Prescribing for HCPC and GPhC registrants	PT (Part time)			Supplementary prescribing; Independent prescribing	01/10/2020
MA Art Psychotherapy	PT (Part time)	Arts therapist	Art therapy		01/09/2013
MA Music Therapy	PT (Part time)	Arts therapist	Music therapy		01/09/2013
Professional Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/09/2018
Professional Doctorate in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/09/2018
Supplementary Prescribing	PT (Part time)			Supplementary prescribing	01/09/2014