
Approval process report

London Metropolitan University, Physiotherapy, 2023-24

Executive Summary

This is a report on the ongoing process to approve the proposed physiotherapy programme at London Metropolitan University. It captures the process we have undertaken to assess the institution and programme against our standards to ensure that those who complete the proposed programme are fit to practice.

We have:

- Reviewed the institution against our institution-level standards and found that 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 programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	N/A – The proposed programme was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">• whether the programme is approved.
Next steps	Outline the next steps / future case work with the provider: <ul style="list-style-type: none">• Our next planned engagement with the education provider is in 2026-27 via our performance review process. Here we shall gain a sense of how the new programme is performing.

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

Our standards

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

Our regulatory approach

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

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

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

The approval process

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

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)
- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

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

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

How we make our decisions

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

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

The assessment panel for this review

We appointed the following panel members to support this review:

Jo Jackson	Lead visitor, Physiotherapist, Educationalist
Kathryn Campbell	Lead visitor, Physiotherapist, Practitioner
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 9 HCPC-approved programmes across 3 professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1994.

The education provider has been delivering education for the dietitian profession since 1994. They have provided practitioner psychologists and counselling psychologists since 01/01/2004. The practitioner psychologist joined our register in

2009. The modality of health psychologists was added in 2011, and forensic psychologists in 2016. The physiotherapist profession provision began in 2022. They previously had a post-registration programme for Supplementary Prescribing for Allied Health Professionals from 2005 that closed in 2010.

The education provider engaged with the approval process in the current model of quality assurance to introduce a physiotherapy provision in 2021. They engaged with the performance review process in 2021 to review their provision across all their programmes.

In the legacy model of quality assurance, they engaged with the major change process in 2020 the education provider informed us of changes to learning and teaching activities, to some of the modules on the programmes, and to practice-based learning. They engaged with the major change process in 2021 and reported an increase in learner numbers for each of the BSc (Hons) Dietetics and Post Graduate Diploma Dietetics programmes. Changes included changes to credit modules and assessments. Additionally, there were revisions to the content of the programmes in line with the British Dietetics Association 2020 Curriculum Framework. In 2018 they underwent a programme closure for the Professional Doctorate in Health Psychology, with closure of the programmes in 2022.

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	Dietitian	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	01/09/2011
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	26/09/2022
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	01/01/2004

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
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<p>Total intended learner numbers compared to total enrolment numbers</p>	<p>255</p>	<p>280</p>	<p>2023</p>	<p>The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments.</p> <p>Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p> <p>The value here is slightly above the benchmark figure, meaning that their learner numbers are within what we would expect. As they are proposing 25 additional learners, it means their actual learner numbers, not including these additional is 255. Therefore, their actual currently enrolled learner numbers are meeting the benchmark. We decided this was not an area of concern and decided not to explore this further.</p>
<p>Learners – Aggregation of percentage not continuing</p>	<p>3%</p>	<p>1%</p>	<p>2020-21</p>	<p>This data was sourced a data delivery. This means the data is a bespoke HESA data return, filtered based on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's</p>

				performance has improved by 1%
Graduates – Aggregation of percentage in employment / further study	94%	97%	2019-20	<p>This data was sourced from a data delivery. This means it is a bespoke HESA data return filtered based on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>The education provider’s performance has dropped by 7% compared to the previous year’s data point.</p> <p>We, therefore, considered this when reviewing their documentation. It is also worth noting that the benchmark itself dropped by 1% during this time period.</p>
Learner satisfaction	79.0%	82.7%	2023	<p>This National Student Survey (NSS) positivity score data was sourced at the subject, which means it is for HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year’s data point, the education provider’s performance has broadly been maintained.</p>
HCPC performance review cycle length			2018-21	<p>The education provider engaged with our performance review period in the academic year 2021/22. The Review period examined was from 2018 – 2021 and was their first engagement</p>

				with this process. They gained the maximum ongoing monitoring period of 5 years.
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The route through stage 1

Institutions that run HCPC-approved provisions have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review to determine whether we need to undertake a full partner-led review against our institution-level standards or whether we can assure that the proposed programme(s) aligns with existing provisions.

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

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The admissions policy and procedures outline the policies and apply to all taught programmes. The admissions policy provides guidance to applicants, staff, and parents on the admissions procedure. Information about the selection processes, interviews, academic prerequisites, and other areas is available to ensure fairness for all applicants. Information is also available on the education provider's website.
 - These policies and procedures apply at the institution level and will apply to the proposed programme.
- **Assessing English language, character, and health –**
 - The admissions policy and procedure relating to this area is institution-wide and applies to all programmes. For all HCPC-approved programmes, applicants are required to complete criminal conviction checks via the Disclosure and Barring Service (DBS) and occupational health checks. Applicants must also demonstrate their English language proficiency.
 - This institution-wide policy will apply to applicants for the proposed programme with some adaptations due to the applicants being apprentices.
- **Prior learning and experience (AP(E)L) –**
 - The Policy for managing the Accreditation Of Prior Certificated Learning (APCL) or Accreditation Of Prior Experiential Learning (APEL) is an institution-wide policy and applies to all programmes at any stage after enrolment. Applicants are considered for this based on their knowledge of the professional area and experience.
 - This policy will apply to applicants on the proposed programme and aligns with institution-wide policies.

- **Equality, diversity and inclusion –**
 - London Metropolitan has identified their Equality and Diversity Policy, Race Equality Charter, Education for Social Justice Framework and General Principles for admission to be in place and will apply to this programme. These explain how they assess an applicant’s application and demonstrate they are committed to equality, diversity and inclusion.
 - These policies will apply to the new provision and align with our understanding of how the education provider performs.

Non-alignment requiring further assessment: None

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - There are institution-wide policies covering the delivery of the provision to the expected threshold level of entry to the Register. This includes the London Metropolitan University Taught Undergraduate Awards Framework. This framework details the range of qualification awards schemes that the education provider is approved to award at the undergraduate level. It provides the structure and guidance for each award in the institution, aligning with our understanding of how the education provider performs.
- **Sustainability of provision –**
 - Building a strong, sustainable business is a key objective for the education provider and is explicitly embedded in the course development and design policy. The development of the physiotherapy programme has been a part of their strategic plans since the implementation of their 2019 institution-wide strategy. This is their 'University Strategy 2019-20 – 2024-25'.
 - The education provider explained how sustainability is ensured by their Academic Portfolio Committee (APC); this committee examines the business cases for the proposed new programme and associated collaborative partners. The rationale for this is to ensure that programmes proposed for approval are sustainable. Once a business case is approved by the APC, the course will then be validated within two academic year cycles. The approval process occurs through a course design and approval event which also takes into consideration professional statutory and regulatory body (PSRB) requirements.
 - This applies to the new provision and aligns with our understanding of how the education provider performs.
- **Effective programme delivery –**

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

- The education provider explained how all programmes are delivered by a programme team, led by an experienced programme leads with knowledge and experience in the subject area. The provision of learning and teaching is overseen by the Learning, Teaching and Quality (LTQ) committee at the institution-level and School levels under delegated authority from the Academic Board. The LTQ committee holds primary responsibility for the assurance of academic standards and for oversight of quality assurance. Its aim is the improvement of all taught provisions, including collaborative provisions.
- The education provider explained how they have termly programme meetings, comprising of academic staff, learner representatives and professional services staff support for each programme. This monitors day to day delivery of courses and provides feedback to course teams to ensure effective delivery of the course.
- Oversight of collaborative academic partnerships is included in the terms of reference of institution-level committees. This is to ensure that this is embedded institutionally and this, in turn, is reflected in the terms of reference for the school-level committees to ensure consistent practice across the education provider.
- These policies will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Effective staff management and development –**
 - The Centre for Professional development (CPED) plays a central role in supporting staff in all areas of the education provider’s provision. They offer research informed expertise, consultation, courses resources and bespoke sessions for staff across the institution. They work collaboratively with individuals and teams to develop their professional and academic practice and identity.
 - All new members of staff at induction are registered with a ‘My development’ account. This is a learning space within their wider Blackboard Web-learn systems and contains most of the essential training resources related to induction and compliance. It also contains legal content related to themes such as: data and financial security; equality and diversity; health and safety; safeguarding; and digital skills.
 - An annual review process between staff and their line manager is called the ‘My Review’ process. They reflect on the work they have achieved over the past year, celebrate successes and share feedback on their performance to ensure ongoing clarity about the expectations of their role. This meeting can be used to discuss any issues with or barriers to meeting their existing objectives. They can also discuss any health and wellbeing issues at work, to set objectives for the coming year, and to explore future career aspirations and development opportunities.
 - These processes will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Partnerships, which are managed at the institution level –**

- The education provider explained where partnerships are managed at the institutional level, the collaborative academic partnership policy and the Partnership framework guides the processes involved in this. The education provider takes ultimate responsibility for the academic standards and quality of awards, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with collaborative academic partners are implemented securely and managed effectively.
- They explained how institution-level committees oversee collaborative academic partnerships, ensuring institutional embedding. School-level committees follow suit to maintain consistent practices across the education provider.
- The practice placement partnerships involved on this programme will be managed at a local level through agreements and Service level agreements to ensure provisions adhere to the high standards and strategic visions and goals of the education provider.
- These policies will apply to the new provision and aligns with our understanding of how the education provider performs.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider detailed the multi-stage validation process all programmes must go to prior to approval. This process is overseen and governed by the Academic Quality and Development Department. It is a peer-reviewed process involving a panel of internal staff, external advisors, learners, academics and industry experts.
 - After approval, programmes are continually monitored to ensure they meet the required levels of quality. This is conducted via their annual programme enhancement process. This process provides an opportunity for course organisers to review the vision, strategic planning and performance of the course over an academic year against the wider education providers educational framework.
 - Ongoing programme quality is also monitored through ‘student evaluation surveys’ within module and during course meetings to ensure that student experience is optimised. These policies will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider discussed how arrangements for delivering learning opportunities with collaborative academic partners are implemented securely and managed effectively.
 - They discussed how practice education is provided through collaborative partnerships established with practitioners based in

different settings. These are in place across a wide variety of settings in a modern health and social sectors. Their existing policies set out the necessary management arrangements for ensuring that placements can be completed safely.

- Each placement is risk assessed. This involves gathering information prior to placement starting and ensuring that the individual needs of each learner have been assessed in relation to the placement activities, the environment and any protected characteristics. Arrangements are also in place to monitor, evaluate and review the progress during placements from both provider and the learners, and after the placement.
 - A collaborative audit of placements will be conducted through Placement Management Partnership (PMP)/ London and South East Placement Partnership audit processes (LSEAP). The education provider will also monitor the quality of practice-based education provided through their own local evaluation survey. They will also utilise clinical visits by academic tutors and by using the National Education & Training survey (NETS) to monitor placement quality.
 - This applies to the new provision and aligns with our understanding of how the education provider performs.
- **Learner involvement –**
 - The education provider has existing policies and procedures in place for learner involvement which is included in their Students as Partners (SaP) Framework. This framework details their principles for working with learners as partners including, authenticity, community, empowerment, inclusivity and trust.
 - The education provider discussed how working with learners as partners occurs at all levels of their provision including on curriculum development. Each programme is obligated to facilitate learner involvement and to demonstrate how they are achieving this. The extent of engagement with SaP is reviewed annually as a part of the continuous enhancement process for programmes.
 - Once on the programme, learners have several mechanisms and opportunities too feedback on the programme. This includes as panel members for the annual quality assurance and enhancement processes at both modular and programme levels. There are also programme level meetings, end of module surveys and termly surveys where learners can feedback.
 - **Service user and carer involvement –**
 - The education provider involves service users and carers across their provisions and at many levels within the institution. Within their dietetic provision, they have service users who support teaching and learning. This model will be used in the physiotherapy programme to support education and training as well as other aspects of the programme such as recruitment, admissions, inter-professional education, teaching of skills and assessment processes.
 - This will apply to the new provision and aligns with our understanding of the education provider's performance.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider detailed the importance of creating a diverse, socially inclusive, and transformative learning environment with social justice at its centre. This is facilitated by their 'Education for Social Justice' framework. Their curricula embed inclusive assessment practices, inclusive leadership, validates and honours learners' identities and their own lived experiences. The framework employs critical theory and critical pedagogy, decolonisation of the curriculum and building relationships and psycho-social environment and accessibility.
 - The education provider discussed how learners are assigned a Personal Student Coach (PSC). This academic member of staff supports the learner throughout their studies, playing a key and proactive role in both their transition to university life and through every stage of their journey to graduation. This provides opportunities to meet the needs of diverse students, including mature learners and those with disabilities, with mitigating circumstances, caring responsibilities and / or financial difficulties.
 - The education provider discussed their academic mentors and how their role is intended to support and improve the retention, progression, achievement, satisfaction and engagement of learners from an academic perspective. The education provider uses a transition framework to support new learners, establish institutional standards and expectations, and ensure staff access accurate information from a single source during busy periods.
 - The education provider support learners with learning difficulties or disabilities via their Disabilities and Dyslexia Service (DDS). They provide information and support for a range of learners with conditions including a Specific Learning Difficulty (SpLD) such as Dyslexia or Dyspraxia. Additionally for learners who are Deaf, hard of hearing, blind, partially sighted, have chronic long-term health conditions and learners with mental health difficulties.
 - These policies and mechanisms will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Ongoing suitability –**
 - The education provider discussed the importance of a learner's health and well-being in relation to their academic progression. Their Fitness to Study Regulations is intended as a framework to be used when a learner's ability to progress academically appears to be detrimentally affected by their health or other circumstances.
 - Ongoing fitness to study is evaluated through different contact points learners have with the institution, formally or informally. This includes;

- The receipt of relevant information through verbal reporting, or documentation submitted for mitigating circumstances.
 - An exhibition of behaviour which would otherwise be dealt with as misconduct but may be the result of an underlying physical or mental health condition.
 - or being raised by third parties such as friends, colleagues, placement providers, members of the public medical professionals.
- This is applied on a case-by-case basis at the programme level. Once investigate suitable actions or support can be put in place. This will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Learning with and from other learners and professionals (IPL/E) –**
 - The education provider discussed their interprofessional education and learning policy which is applied at a programme level. They will engage other health and social care professional learners such as dietetics, Sports therapy, Public Health, Bioscience, Counselling and Psychology. Their objective is for learning together to develop essential teamworking, and interprofessional working skills, required for delivering collaborative services.
 - This applies to the new provision and aligns with our understanding of how the education provider performs.
- **Equality, diversity and inclusion –**
 - The education provider explained how equality, diversity, and inclusion (EDI) is one of their core values. They have an existing centre for equity and inclusion which enables and oversees inspirational and inclusive teaching practice. The policies developed at their centre guide the development and continuing enhancement of programmes.
 - Programme leaders are required to embed these principles in their programmes and evaluate the success of their approaches as a part of the continuing enhancement processes. This demonstrates they are committed to equality, diversity, and inclusion and this will apply to the proposed programme.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - The education provider's Education for Social Justice Framework they stated describes the principle of inclusive assessments as one of their core approaches through which they engage with their learners.
 - This is embedded into all programmes and will apply to the proposed programme.
- **Progression and achievement –**

- The education provider has existing progression and achievement policies that are encapsulated in their Professional, Statutory and Regulatory Body (PSRB) Policy.
- Specific requirements are in place for progression on the proposed programme, including the passing of all theoretical and practice education of 1000. Non-attendance of mandatory elements will prevent learners from progressing to practice education aspect of the programme and could lead to non-progression. Full details of mandatory components are described in the programme handbook.
- This will apply to the new provision and aligns with our understanding of how the education provider performs.
- **Appeals –**
 - The education provider has existing appeals policies and procedures that are in place and will apply to the proposed programme. These are detailed in their academic regulations section on appeals regulation and procedures. This sets out the processes for the grounds of appeals, the stages and the basis for decision-making.
 - These will apply to the new provision and align with our understanding of how the education provider performs.

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:

- The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years.
- Specialist teaching space is also in place.
- Staffing resources follow the education provider's employment pattern and will be in place at the start of the programme. All other resources are in place or planned for purchase.

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) Physiotherapy	Full time	Physiotherapy	1 cohort per year of 25 learners	23/09/2024
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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.

Data / intelligence considered

We also considered intelligence from NHS England London (NHSE) when making our assessment. NHSE have informed us of practise-based learning shortages for Physiotherapy in London in recent years. We have, therefore, factored this into our thinking and assessment. Visitors were made aware of this ahead of their review.

Quality themes identified for further exploration

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

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

Quality theme 1 – Ensuring sufficient practice-based learning capacity is available for the proposed programme.

Area for further exploration: We noted that the education provider has policies in place for practise-based learning and that they place a clear importance on this. We also noted their engagement with the London and South-East Placement Partnership (LSEAPP). We found their evidence seemed to suggest that the practise education providers will be responsible for managing placement capacity. We were concerned because we were made aware of practise-based learning placement shortages within London particularly in the field of physiotherapy. We needed to ensure there are sufficient placements available for the proposed learners on this programme. It is important we ensure that sufficient placement capacity is available for all learners and that practise-based learning is integral to the programme. We required further information on placement capacity and determined this best explored via a quality activity.

Quality activities agreed to explore the theme further: We explored this further by requesting further information and documentation from the education provider. We determined the best way to do so was via a documentary submission, with the option of a virtual meeting if required. This would allow the education provider to fully address our concerns.

Outcomes of exploration: The education provider has responded with a further documentary submission and also a narrative response addressing our concerns directly. Here, the education provider discussed how they are developing placements within NHS settings and are also working to extend placement capacity in third sectors. They were successful in securing a one-year funding for a practice-based lecturer to develop placements in nursing homes supported through long-arm supervision. This is a method that has already been successful in their current dietetics programme. Placements have already been identified for the 2024-2025 academic year for the proposed programme.

The education provider also informed us that they are working with the Whittington Health NHS Trust to host a 'strength and balance' class. This will include exercise based primarily focused on strength and balance, and some education on frailty issues, such as backward chaining. They informed us this would be staffed with qualified physiotherapists from Whittington who would select frail patients who could most benefit. This proposed clinic would provide placement opportunities for learners to develop their clinical knowledge and skills. They are also planning to extend their injury and rehabilitation clinic service to include a learner-led physiotherapy service to support future placement capacity.

The education provider informed us that they will work with practice educator sites in the London area that operate the fair share model, which seeks to optimise placement capacity within their workforce. In light of this, many of these sites are not able to confirm the exact number of placements that they are able to provide to the proposed programme. The education provider also stated that they do not have a contract or memorandum of understanding with these sites.

They detailed how placements will be sought from sites that currently provide opportunities to their current MSc-level learners. They have designed their BSc placements to allow for senior learner cohorts (in both MSc and BSc) to potentially support more junior learners when they are in practice together.

The visitors found this addressed some of their concerns, but some questions remained, particularly around the relationship between learners using the same sites / same placements. They were concerned this could lead to capacity issues, but they acknowledged that a system to monitor placements is clearly in place. Additionally, this does confirm that practice-based learning is built into and integral to the programme.

To address the visitor's ongoing concerns, we decided to meet via Microsoft Teams and explore this as a further point of clarification. Through clarification, the education provider provided further information on how placements will work. Additionally, how

their processes monitor ongoing capacity and how BSc and MSc learners will learn on placement on the same sites. Following this meeting the visitors were assured all standards relating to practise-based learning were 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** –
 - The education provider details the selection, entry criteria, and tuition fees required for the proposed programme on their website. Entry requirements include an upper second-class honours degree in a science-based discipline such as Physiology, Psychology, Sports and Exercise Science, Sports Therapy, etc.
 - Other requirements include academic references, with two references being from an academic background. A personal reference will be accepted if an applicant is in full-time employment.
 - The education provider also requires applicants to complete an enhanced Disclosure and Barring Service (DBS) check or a police check for international learners, followed by a full DBS on entry to the UK. Applicants will be required to declare any conviction that may likely be recorded on their enhanced DBS disclosure during the application process. Occupational health clearance by an approved occupational health service will also be required before enrolment in the programme.

- The visitors were satisfied that the relevant standards in this SET area were met.
- **SET 3: Programme governance, management and leadership –**
 - The education provider has discussed how their physiotherapy provision has two stakeholder groups of clinical partners in practice. These groups guide the development and delivery of the provision and make decisions on the programme's overarching framework to ensure its alignment with contemporary practice.
 - The education provider has discussed how they have robust plans in place to ensure they have an adequate number of staff to deliver the programme. They plan to have staff available to deliver both the core physiotherapy knowledge and skills, as well as underlying scientific, psychological, and clinical science aspects of the programme. The institutional governance has approved the business case for the programme. This is built around employing additional members of staff to bring this to a total of seven full-time equivalent members of staff (7.0 FTE). This is being scaled up to be in place by the time the programme reaches its final year in the academic year 2026-27.
 - The education provider has stated that all staff employed to deliver theoretical and practical teaching have the knowledge, training, and expertise gained through prior experience to deliver their specialist areas of the programme. This is ensured as a core requirement for those who will be employed in the future and those being brought in to fill planned posts.
 - They have also stated how they have a bank of clinical staff in practice available to support content delivery as guest/supporting staff. They have staff in place to deliver content on musculoskeletal physiotherapy, cardio-respiratory, and neurological physiotherapy. They also have a practice education lead with practice education experience to support and contribute to the continuing development of their areas of expertise on the programme. Each module also has affiliated clinical contacts to help review and provide up-to-date insights to keep the knowledge and skills taught to learners updated.
 - Through clarification, the education provider detailed how they have partnerships in place with regional bodies. They explained how they signed a memorandum of understanding with the LSEAPP during earlier programme development and have attended meetings ever since. This is a useful contact, and here, they share practices to optimize practice-based learning placement capacity.
 - They also explained how their strategic stakeholders' group was set up with the aim of creating a forum for senior healthcare managers in the London North Central region. These managers can provide strategic contexts into how best to develop the physiotherapy provision. Their involvement relates to specific guidance on aspects such as unique selling points, curriculum design, contemporary issues affecting healthcare policy, resourcing, and the wider political context.
 - Following this expansion, the visitors were assured that all standards in this SET area were met.

- **SET 4: Programme design and delivery –**

- The education provider has discussed how programme and module learning outcomes have been mapped to the new standards of proficiency published in 2023. This, they say, is to ensure that learners who complete the programme are able to meet these standards and enter the workforce as fully qualified practitioners.
- The education provider has discussed how their overall ambition for this programme is to produce fully qualified physiotherapists. They aim for them to embody the full range of knowledge, skills, behaviours, and values required to work ethically, professionally, and effectively in modern and diverse health and social care settings.
- The education provider has stated that its learners are prepared to practice professionally within the legal and ethical boundaries of the profession. Additionally, all aspects of the programme are designed to support learners in embedding values expressed within the new HCPC standards of conduct, performance, and ethics (SCPE) published in 2023.
- The education provider has detailed how in the second year of the programme, learners will further develop their professionalism in the associated professional practice module. The module provides learners with the opportunity to consider the conduct and performance related to working in teams and interprofessional collaborations.
- The teaching approaches they detailed will include lectures, seminars, and group discussions with case studies that explore professionalism issues in interprofessional practice. Learners will develop competencies required to respond to considerations that need to be given when delegating, minimizing risks, managing conflicts, whistleblowing, and dealing with complex communications.
- There was sufficient evidence to demonstrate that the programme has been designed in a way that would ensure that learners who complete it meet our standards for their professional knowledge and skills and are fit to practise.
- The visitors were therefore satisfied that all standards within this SET area have been met.

SET 5: Practice-based learning –

- The education provider has described practice-based learning as being integral to the programme. They state that it provides opportunities for learners to practice their developing clinical skills under the supervision of practice educators and acquire 1080 placement hours through six practice placements. This has been designed to support the integration of theory-based and clinical learning. Additionally, the practice-based learning has been designed to meet the programme's learning outcomes and HCPC SOPs.
- They detail how all six planned placements are 15-credit modules and are strategically located so that learners are introduced to clinical practice in their first year (one placement), develop their skills in the second year (two placements), and consolidate them in the final year

(three placements). They also have a clinical simulation suite that is used to support real setting placements.

- The education provider stated that many processes are already in place to ensure the availability of practice-based learning for learners on the programme. They describe their strategies as 'multi-pronged' and include securing placements from local stakeholders within the primary, secondary, and tertiary NHS centers. They are also exploring new opportunities within NHS and third-sector sites such as nursing homes.
 - The education provider also has in place a memorandum of understanding with the London and South-East Placement Partnership (LSEAPP). This will enable them to collaborate with other Higher Education Institutions (HEIs) in the London area for the optimization of available placements in the London area. This understanding enables the group to facilitate an even distribution of practice education requests in the London and Southeast regions.
 - The education provider has detailed how the programme team includes a practice education lead, supported by an administrator for the day-to-day management of practice-related issues. On placement, learners will have a dedicated clinical tutor from the university visit them to ensure that they receive appropriate and adequate support to achieve the learning outcomes set for each practice placement.
 - The visitors remained concerned that placement capacity issues are affecting physiotherapy in London. We, therefore, chose to explore this via [quality theme one](#).
 - Through clarification, the education provider detailed how they shall be utilizing existing placement providers used on their existing MSc programme. This will serve as an opportunity for shared learning and learner-learner support. The learners will be using the same site but not in the same role, but can travel together, meet during breaks, etc. This will also provide an opportunity for the MSc learners to impart the knowledge they have gained to the BSc learners.
 - Additionally, the education provider confirmed that they have a placement capacity surplus and mechanisms in place to monitor this. They remain in regular communication with their placement providers who keep them updated on capacity and potential risks.
 - Following the submission of this additional information and considering all the previously submitted information, the visitors found the SETs for this SET area to be met at the threshold level.
- **SET 6: Assessment –**
 - The programme and module learning outcomes are designed to ensure that successful learners completing the course will meet the new standards of proficiency for the Physiotherapy part of the Register. All learners are expected to complete and pass all assessment elements for modules to successfully pass the programme, and there are no optional modules for the programme.
 - The education provider has also stated that planned assessment elements for all modules have been mapped to the SOPs to

demonstrate their meeting this standard. Additionally, the SOPs are assessed at multiple points across the programme. This gives learners the opportunity to embed knowledge, skills, attitudes, conduct, performance, and ethics.

- The education provider has discussed how the content of the programme has been created to meet all HCPC standards. This includes the standards of conduct, performance, and ethics. This is to ensure that learners completing the programme can demonstrate the required professional behaviours. The assessment methods used for the programme have been mapped to ensure that they can assess the range of knowledge, skills, and attitudes required to meet the learning outcomes that they are intended to assess.
- The visitors noted the mapping and integration of the standards across the assessment methods. The visitors found sufficient evidence to determine that all standards within this SET area are met.

Risks identified which may impact on performance: None

Section 5: Referrals

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

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

Recommendations

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

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the programme should be approved.

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.

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
London Metropolitan University	CAS-01425-W8D1L5	Jo Jackson Kathryn Campbell	Through this assessment, we have noted: <ul style="list-style-type: none"> The programme meets all the relevant HCPC education standards and, therefore, should be approved. 	Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none"> The programme already has a person with overall responsibility in place, and additional staff will be recruited in subsequent years as necessary. Specialist teaching space is also in place. Staffing resources follow the education provider's employment pattern and are in place. All other resources are in place or planned for purchase.
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Physiotherapy			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) Dietetics	FT (Full time)	Dietitian			01/09/2018
BSc (Hons) Dietetics and Nutrition	FT (Full time)	Dietitian			01/09/2012
MSc Dietetics and Nutrition	FT (Full time)	Dietitian			01/09/2011
Post Graduate Diploma Dietetics and Nutrition (Pre-registration)	FT (Full time)	Dietitian			01/09/2011
MSc Physiotherapy	FT (Full time)	Physiotherapist			26/09/2022
Professional Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2004
Professional Doctorate in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/01/2004
Professional Doctorate in Health Psychology	FT (Full time)	Practitioner psychologist	Health psychologist		01/01/2011
Professional Doctorate in Health Psychology	PT (Part time)	Practitioner psychologist	Health psychologist		01/01/2011