Approval process report

University of Chichester, Occupational Therapy, 2024-25

Executive Summary

This is a report of the process to approve Occupational Therapy programmes at The University of Chichester. This report captures the process we have undertaken to assess the institution and programme against our standards, to ensure those who complete the proposed programme(s) are fit to practice.

We have:
- Reviewed the institution against our institution-level standards and found that our standards are met in this area.
- Reviewed the programme(s) against our programme level standards and found our standards are met in this area.
- Recommended all standards are met, and that the programme should be approved

Through this assessment, we have noted:
- How the programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	N/A this was not referred from another process
Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programme is approved.
Next steps	Outline next steps / future case work with the provider: • Subject to the Panel's decision the programme will receive approval and be added to the list of approved programmes.

Included within this report

Section 1: About this assessment

About us

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

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

Julie-Anne Lowe	Occupational therapist, Educationalist
Jennifer Caldwell	Occupational therapist, Educationalist
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers two HCPC-approved programmes across one profession. It is a Higher Education provider and has been running HCPC-approved programmes since 2020.

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Physiotherapist	☒Undergraduate	☒Postgraduate	2020

Institution performance data

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

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Learner number capacity	1168	1188	2025	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.
Learner non-continuation	7%	3%	2021-22	This data was sourced from summary data. This means the data is the provider-level public data

				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 performance has improved by 3%
Outcomes for those who complete programmes	92%	95%	2021-22	This data was sourced from summary data. This means the data is the provider-level public data The data point is above the benchmark, which suggests the provider is performing above sector norms When compared to the previous year's data point, the education provider's performance has improved by 2%
Teaching Excellence Framework (TEF) award	N/A	Gold	2023	The definition of a Gold TEF award is: "Provision is consistently outstanding and of the highest quality found in the UK Higher Education sector."
Learner satisfaction	84.3%	73.3%	2025	This data was sourced at the subject level. This means the data is for HCPC-related subjects The data point is below the benchmark, which suggests the provider is performing below sector norms When compared to the previous year's data point, the education provider's performance has dropped by 9%

				I recommend we factor this into our overall assessment of the programme and look to explore further if necessary/
HCPC performance review cycle length		2028-29	4 years	Their next review is in three years' time. But they were awarded a 5-year ongoing monitoring period which is the maximum length of time we can award through this process.

We did not consider data points / intelligence from other organisations through this approval review.

We also considered data points / intelligence from others (eg prof bodies, sector bodies that provided support) as follows:
- NHS England (NHSE). The HCPC collaborates with regional and national-level bodies and receives intelligence from these groups. This includes NHS England, who informed us that there are several other expanding education providers in the area, and Occupational Therapy placements remain sought after. They did not raise specific concerns regarding the programme's approval. But NHSE recommended that we raise the point of several other similar programmes being in the area with the visitors prior to their assessment.

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 align with existing provision.

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

Admissions

Findings on alignment with existing provision:
- **Information for applicants** –
  - The education provider has referred to their existing admissions policy that is in place and shall apply to the proposed programme. They have explained how this policy sets out the institutional-level requirements for admissions. They also stated that, where appropriate, it relates to

professional requirements, as well as needs for admission onto the relevant programme.

- o Specific applicant communications will be created from templates for similar professional programmes to ensure applicants are aware of recruitment processes and subsequent course conditions. Standardised information produced for employers will be shared as part of the recruitment process. Joint interviews take place between the education provider and Employers.
- o They have stated that information for applicants is primarily issued through the specific programme pages on their website. Additionally, at open days and applicant interview days, programme talks are led by the Programme teams. These offer a further opportunity for information gathering / sharing.
- o This policy and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Assessing English language, character, and health** –
  - o The education provider has stated that their existing admissions policy outlines the minimum English language requirements for entry onto their programmes. Furthermore, all applicants who meet these criteria will be / are interviewed to assess their command of English as part of the application process. They have also explained how programmes governed by Professional, Statutory and Regulatory Bodies (PSRB) have specific admission conditions. These ensure that applicants meet the standards required for professional practice and regulatory compliance.
  - o The education provider has also detailed how their occupational health requirements are detailed in their admissions policy. They have detailed how they collaborate with the 'OHWorks' Occupational Health company to ensure that learners with firm offers are informed about and actively working towards meeting these health standards before enrolment. For their BSc learners, they explained how practice-based learning placements (placements) begin in Semester 2 of Year 2, while MSc learners start theirs at the end of Year 1. OHWorks supports this process by offering regular clinics and updating programme teams on learners' progress, ensuring all health requirements are met in time for placements.
  - o They have detailed how their Professional Suitability and Fitness to Practise Policy defines their stance on assessing applicants' readiness for professional practice. This evaluation includes reviewing academic qualifications, personal statements, and references. Additionally, the policy states that learners must undergo Disclosure and Barring Service (DBS) checks. Furthermore, they must declare any medical, mental health, behavioural, or substance-related issues to ensure they are fit to practise within their chosen field.
  - o These policies and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Prior learning and experience (AP(E)L)** –
  - o The education provider has referred to their existing taught programme regulations. These regulations set out their Recognition of Prior Learning procedures. These state that applicants to a programme who present evidence of prior learning shall have this mapped against the programme's modules. This will be to ensure whether this prior learning can be considered against the programme's requirements.
  - o This is also set out in the education provider's admissions policy. Here, they have a dedicated section titled "Entry with Credit." This explains the process for learners to apply and utilise any prior learning, qualification or experience.
  - o This policy and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Equality, diversity and inclusion** –
  - o The education provider has referred to their admissions policy, their equality and diversity policy (2023 / 26) and their Policy for Supporting Transgender and Gender Non-conforming Individuals (2022 / 25). These policies are all in place to help ensure Equality, Diversity, and Inclusion (EDI) in their admissions process. They state that these policies ensure and support individuals and maintain professional practice. Its also contributes to ensuring that all can participate and develop without prejudice.
  - o The education provider has also stated that they work to ensure that learners, apprentices, staff and stakeholders feel that they are a member of an inclusive community. They also strive to ensure that these individuals understand that theirs is a community where they can take pride in their own identity and work in an atmosphere of mutual respect.
  - o These policies and procedures are in place, apply to their existing provision and will apply to the proposed programme.

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 Register[1]** –
  - o The education provider already runs approved programmes to BSc and MSc levels. They have existing academic regulations in place that ensure their programmes are delivered to the correct level. They have also worked closely with regulators and professional bodies to ensure the quality of their approved provision and meet the required standards.

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

- o They have also explained how their programme specifications sets out the credits required for learners on their programmes to graduate with a degree that confers eligibility to apply for registration with the HCPC. The education provider has also stated that their academic regulations outline how exit awards work. These clearly indicated that they do not confer eligibility to apply for HCPC registration. Their programmes are also be mapped against the relevant professional body curriculum guidance, and the HCPC Standards of Proficiency.
  - o They have also stated that their academic regulations detail credits, programme structure, award classification, assessment process and assessment governance to ensure the award is relevant to the MSc level of entry to the Register. An education assessor has been recruited to ensure that the management and governance of the accreditation process are adhered to.
  - o The education provider has explained how their programmes are delivered at the MSc and BSc levels. Furthermore, they are delivered in line with their Academic Regulations and Standards for the respective taught awards. All existing programmes have also been mapped against the HCPC Standards of Education and Training (SETs) with updated made for the revised Standards of Proficiency (SOPs) for the September 2023 cohort onwards.
  - o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Sustainability of provision** –
  - o The education provider has referred to several of their policies and procedures that are in place and ensure sustainability of their approved provision. These policies are.
    - ▪ their academic regulations 2023-24
    - ▪ their institutional learner handbook
    - ▪ the specific programme learners' handbooks
    - ▪ and their practice-based education placement handbooks
  - o The education provider has explained how their BSc & MSc (pre-registration) BSc (Hons) Physiotherapy and MSc Physiotherapy (pre-registration) programmes were launched in September 2020. The programmes remain open and sit within their Institute of Sport. A year after they were launched, the Institute evolved into the 'Institute of Sport, Nursing and Allied Health'. This marked the start of their BSc Adult Nursing programme and the formation of the School of Nursing and Allied Health (SNAH). They have detailed how during the transitional years of 2021–22 and 2022–23, Physiotherapy remained under the broader Institute while SNAH was being established before being transferred to the SNAH in 2023. The Faculty of Health, Sport and Engineering was then established in 2025.
  - o The education provider noted that the institution's close-knit nature enabled collaborative delivery and oversight between the Physiotherapy and Nursing teams, including coordination with the SNAH Placement Lead and the Placement Learning Unit. They stated

that this integration facilitated access to a wider NHS placement network for Allied Health Professionals (AHPs), helping build a sustainable portfolio of placement providers, including PIVO organisations and charities.

- o They have detailed how two lecturers oversee placement activities for Physiotherapy, and the team has developed internal initiatives such as uCHAMP. This is a pulmonary rehabilitation programme in partnership with St Richard's Hospital and a Dance Injuries Clinic. They reflect that these efforts have enhanced practical learning opportunities and strengthened community engagement.
- o The education provider has detailed how they have secured significant external funding and that this has supported the development of new facilities under the 'HealthOne' initiative. This includes simulation suites, teaching spaces, and an immersion room, directly benefiting several of their programmes, including their physiotherapy provision. In August 2023, the education provider established the Institute of Applied Sciences to unify science and health disciplines, formally placing Physiotherapy within SNAH.
- o They explained how they have maintained a strong financial position, consistently meeting or exceeding their operational budgets and returning annual surpluses.
- o The education provider has detailed how they are focused on enhancing their provision of local health care professional programmes. They are also building up the resources they have available that can be allocated to the development of new programmes. Additionally, they have stated that further staff recruitment is underway to allow for continued programme expansion.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Effective programme delivery** –
  - o The education provider has detailed how they utilise relevant regional, sectoral and professional body guidance and mapping documents when developing new programmes. This includes using the latest revised HCPC Standards Of Proficiency (SOPS) and SOPs mapping documents when approaching new programme development.
  - o The education provider has also referred to their policies and procedures that are in place and used in programme development and ongoing programme management. This includes their academic regulations, programme handbooks, practice education handbooks, programme boards, Human Resources (HR) recruitment guidelines and their annual monitoring processes.
  - o They have detailed how existing programmes, such as their Physiotherapy programmes, are coordinated by a qualified HCPC-registered senior lecturers. These coordinators manage the day-to-day operations of their respective programmes. This will be the format they will apply for the proposed programme. They have also explained how oversight of their programmes is maintained through staff-learner

programme boards, chaired by either the Head of School or the Institute Director. Additionally, cross-Institute groups for undergraduate and postgraduate programme coordinators facilitate discussions on quality assurance and best practice sharing.

- o The education provider has also referred to their Placement Learning Unit within SNAH, which is managed by a senior lecturer and an experienced nursing practice educator. They have also explained how internal support for staff includes mentoring from managers, programme coordinator peers, and experienced clinical physiotherapists. External support is provided through professional networks such as the London and South East Placement Group, the Physiotherapy Programme Leaders Group, the Allies in Education Forum, and the HEI UK-wide quarterly webinar.

- o Operational planning for the programmes is conducted annually under the leadership of the Institute Director. They started that this structured approach ensures that strategic decisions and resource allocations are aligned with institutional goals and programme needs.

- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Effective staff management and development** –
  - o The education provider has referred to their Performance Review Development Plan and their Staff Development Programme. Both of these processes are in place and apply to their staff and their ongoing management and development. These stipulate that all staff undertake an annual review of their performance and learning needs. They have explained how a professional staff development programme is also available to staff to engage with during their employment.

  - o The education provider has explained how they have detailed plans and procedures in place for their overall staff management and laid out their required hours and working weeks. These outline how academic staff at the institutional level follow a structured workload model based on a full-time equivalent of 1,924 hours annually, calculated from 37 hours per week over 52 weeks.

  - o The education provider has also explained how all academic staff are encouraged to engage in professional development through internal Continuing Professional Development (CPD) funding, research support schemes, and the education provider's Professional Development Programme (PDP).

  - o The education provider has explained how workload allocation is guided by the HR document 'Guidance on the allocation of academic workload' and is managed by Heads of Department and Directors of Institutes in consultation with staff. The Institute's staffing model typically includes up to 460 hours of face-to-face teaching and supervision for full-time staff. Allocation decisions consider a balanced distribution across teaching, administration, leadership, internal and external responsibilities, and research activities, tailored to individual and departmental needs.

- o The education provider has detailed how flexibility is a key principle in managing academic workloads. This calls for allowing adjustments throughout the year to accommodate strategic developments, new programmes, research contracts, and fluctuations in learner numbers. They state that their model also acknowledges the importance of programme development, personal development, and student support, especially during the initial year of programme implementation. This approach ensures that academic responsibilities are met while supporting staff growth and institutional goals.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Partnerships, which are managed at the institution level** –
  - o The education provider has referred to their partnerships office, who is responsible for managing all institutional partnerships and ensuring contractual compliance. They have also referred ot their Educational Partnership Strategic Group with the School of Nursing and Allied Health who manage strategy and raise developments that occur locally. A strategic meeting is facilitated by SNAH three times a year with all their partners looking at these local developments as well as quality assurance issues and general compliance with policies and contracts.
  - o The education provider has also referred to their Practice Placement Learning Unit (PLU). They explained that their different departments have designated teams of academic and professional staff who manage the partnership with practice placements and placement development. This process is already in place for their existing programmes and is supported by a senior PLU academic lead. Furthermore, Heads of Departments work with local Integrated Care Boards (ICBs) and practice-education education providers (primary, secondary, tertiary) to co-ordinate and initiate partnerships on a regular basis.
  - o The education providers School of Nursing and Allied Health also has available their School-wide Educational Audit Policy which includes their audit tool. SNAH also has SNAH Supporting Learners in Practice Policy and the education provider has in place their 2023 Effective management of placement capacity procedures and plans.
  - o The education provider gave an example of how their existing approved physiotherapy programme works and how it has been closely aligned with the self-evaluation and sustainability framework. They have explained how it benefits from a robust network of 45 NHS environments and 30 practice-based learning placement providers. All of these providers hold Practice Learning Agreements, undergo regular audits, and are supported to deliver mentored practice learning. This structured approach is anchored within the school's dedicated Placement Learning Unit, ensuring consistent quality and oversight in clinical education.

- These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - The education provider has referred to their academic regulations that are in place and help ensure that academic quality remains in place. These regulations state that all programmes undergo internal reviews. These reviews will include an External Examiner, the Academic Quality team member, Standards Service (AQSS) Team members, Head of Department, Teaching Team, and Apprenticeship Team. These reviews ensure that their programmes adhere to the Academic Regulations and are suitable for submission to RCOT and HCPC for accreditation.
  - The education provider has also explained how all programmes, once they have secured internal and external accreditation / approval, join their system of annual monitoring. This requires all programmes to complete a system of internal monitoring against their institutional processes and academic regulations. Alongside a process of annual monitoring and periodic reaccreditation with their relevant professional body.
  - The education provider has also stated that academic quality is assured by the use of their external examiners. These individuals are experienced and qualified. They are assigned to each approved programme and conduct monitoring of these programmes. They provide feedback to the education provider, which is then used in the programme's future development.
  - The education provider also stated that learners are encouraged to provide informal feedback to tutors at any time during individual modules, which often serves as the most effective way to address personal concerns. Tutors also conduct formal module evaluations and communicate their responses to students. For minor module changes, learners are consulted through Programme Boards. At the broader programme level, learners participate in annual monitoring processes by attending programme or Institute board meetings, where external examiner reports and programme responses are reviewed and shared.
  - These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - The education provider has detailed how their practice placement team coordinates all placements, ensuring learners experience a wide range

of practice areas. Placements are audited to ensure a suitable learning environment in line with current NHS quality assurance standards. Practice Educators undertake the training via e-learning for health. This is followed by an onsite or remote training opportunity to familiarise them with the programme details, the Electronic Practice Assessment Document and the competencies required by learners. This will also be an opportunity for any questions. It is planned to provide a pre-record of this on-site training via the Futures digital platform. These processes are already in place for BSc / MSc Physiotherapy, and Nursing.

o The education provider has detailed the policies and procedures in place to support learners whilst on practice-based learning placement. They have detailed how their School of Nursing and Allied Health's Supporting Learners in Practice Policy outlines procedures for reporting concerns and accidents. This policy is interconnected with several key university frameworks, including the Bullying and Harassment Policy, the Complaints Resolution Procedure under Academic Regulations, the Safeguarding and Prevent Policy, and the Professional Suitability and Fitness to Practice Policy. The education provider has detailed how these links ensure a comprehensive and consistent approach to learner welfare and professional standards across all learning environments.

o To uphold quality and compliance with PSRB standards, their placement team collaborates closely with placement providers. Their partnership ensures adherence to equality, diversity, and health and safety legislation. The School's Placement Learning Unit enforces an Educational Audit Policy, which governs the approval and ongoing review of placement sites. These audits are systematically tracked and evaluated to maintain high standards of practice learning.

o They have explained how their Physiotherapy Team plays a pivotal role in supporting practice educators through tailored training. This includes guidance on course expectations, use of the placement handbook, completion of the practice education approval audit tool, and signing of placement agreement contracts. This will be replicated for their Occupational therapy provision.

o The education provider has detailed how for learners, the placement team organises a comprehensive induction week to prepare them for practice-based learning. A recent example they referred to includes the first-year credited BSc module Health and Society, which is also a compulsory (non-credited) component for MSc learners. This module will play a central role in equipping learners with the foundational knowledge and context needed for successful placement experiences.

o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Learner involvement** –
  o The education provider has detailed how Learners are able to provide feedback on the module level upon completion of the module. This is

then reviewed annually by the teaching team, with any necessary changes implemented through their program amendment procedures.

- o They explained that each programme also appoints a learner representative, supported by the Students' Union. They gather learner feedback and present it to the Programme Board at the end of each semester. The representative then communicates the Board's responses back to the learner cohort, ensuring a structured and ongoing feedback process is in place.
- o They have also explained how their Quality Handbook and Academic Regulations outline expectations for learner involvement, including participation in Programme Boards. These are held each semester, and an additional summer board for MSc learners is also in place. They detailed that learner representatives play a key role in these boards, where they engage with module evaluations, annual monitoring reports, and National Student Survey (NSS) responses. Furthermore, all of these are shared via their Institute Moodle page. Learners also actively contribute as ambassadors during interviews and open days, reinforcing their integral role in shaping and supporting the programme experience.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Service user and carer involvement** –
  - o The education provider has stated that stakeholders have played an active role in shaping the programme, with initial ideas shared and formal meetings scheduled from 6th June 2025. They have explained how service users are integral to this process, contributing to both programme design and the upcoming accreditation event in July through the Chichester Education Advisory Group (ChEAG). Their involvement ensures that the programme reflects real-world perspectives and remains responsive to community needs.
  - o They stated that the department maintains a well-established group of service users and carers who meet quarterly and engage across all curriculum areas. This group has a coordinator is supported by sustainable processes and continues to influence programme delivery.
  - o The education provider has explained how the ChEAG is a voluntary working partnership between the School of Nursing and Allied Health at the University of Chichester and members of the West Sussex community. It brings together individuals with shared experiences to ensure the public voice is represented in healthcare education.
  - o Further engagement with service users is facilitated through the University of Chichester Health Awareness and Maintenance Programme (uCHAMP), a learner-led initiative aimed at promoting lasting behavioural change in individuals with long-term health conditions such as pulmonary disease.
  - o Service users also contribute directly to teaching by participating in modules such as 'Physiotherapy in Health and Society', 'Health and Care for Distinct Client Groups', and 'Neurological Physiotherapy',

where they share lived experiences and collaborate with specialist staff.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

Non-alignment requiring further assessment: None

<u>Learners</u>

Findings on alignment with existing provision:
- **Support** –
  - o The education provider has stated that they offer a comprehensive Student Support and Well-being Service accessible to all learners.
  - o They have explained how this service also encompasses Disability and Dyslexia support, well-being advisors and counsellors, mental health assistance, learner health services, financial guidance, and initiatives to enhance engagement and retention. They also oversee learner support and progression through annual monitoring to ensure continuous improvement.
  - o They have also explained how their Student Services department provide accessible support for learners facing mental health challenges, disabilities, financial concerns, or housing difficulties. Staff from this department are described as approachable and available during clearly publicised times, ensuring students can easily seek help. The service regularly reviews and updates policies on safeguarding and health and safety to maintain high standards of care.
  - o Support is also actively promoted by both the service and academic teams, with consistent signposting to ensure learners are aware of available resources. Additionally, learner support staff are invited to attend departmental meetings to share insights and guidance on key topics such as mental health and supporting deaf learners, fostering a collaborative and inclusive learning environment
  - o The education provider has detailed how best practice is embedded across all taught modules involving demonstrations. Additionally, both learners and staff are adhering to the standards outlined in the handbooks and guidelines issued by the education provider. These are developed to match and align with the standards issued by their professional bodies.
  - o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Ongoing suitability** –
  - o The education provider has referred to their Professional Fitness to Practise policy and also their Student Tutor Policy. These state that every learner will be allocated an academic advisor. This is a member of staff from the education provider who will meet with the learner once a semester to support and offer guidance. Ongoing suitability will be

monitored by the personal tutor. Tripartite meetings between the learner, the on-site advisor and member of university staff (skills trainer) will occur twice a year. During these meetings ongoing suitability and progression will be monitored. Any learner who is struggling, as determined by the tripartite meetings, personal tutor meetings or during practice placement, will be supported using the Professional Fitness to Practice policy.

- o The education provider has also stated that guidance is given in their handbooks. There is also pre-placement training and policies available for staff, practice educators and learners on reporting concerns, including reporting fitness to study concerns.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

- **Learning with and from other learners and professionals (IPL/E)** –
    - o The education provider has stated that their Institute of Applied Sciences is a multidisciplinary collective. It encompasses science, education, coaching, management, exercise, and health-related programmes. They state that there is a strong tradition of delivering interprofessional modules, which have notably benefited their existing approved provision since their onset.
    - o The education provider has also referred to specific initiatives with their nursing provision and AHP provision that has been sponsored and funded by NHS England. This initiative involved individuals called 'SIMPlayers', delivering simulated learning sessions over six weeks in July 2022, focusing on core placement skills for both physiotherapy and nursing learners. They have also stated that key modules such as Physiotherapy in Health & Society and Healthcare for Distinct Client Groups expose learners to the roles and responsibilities of various health and care professionals. These modules they reflect enhance learners' understanding of multidisciplinary teams (MDTs) and foster interprofessional learning experiences. The education provider has stated that by engaging with specialist populations, learners gain broader perspectives on collaborative healthcare delivery and the importance of integrated practice.
    - o They have detailed how, in addition to classroom learning, learners participate in practice education placements, where they are required to spend at least half a day shadowing or working alongside non-physiotherapist professionals. This hands-on experience strengthens their appreciation for diverse roles within healthcare. Furthermore, they have explained how the co-location of health learners in the 'HealthOne' facility encourages social interaction and informal learning, supporting a cohesive and collaborative educational environment.
    - o The education provider has also referred to individual projects that have helped facilitate IPE. This includes their 'Time for Dementia' programme, simulated practice-based learning including case discussions, and practice-based learning placement, where learners will work with other members of the MDT.

- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Equality, diversity and inclusion (EDI)** –
  - o The education provider has referred to their equality and diversity policy and their inclusivity plan. They have also referred to their Quality Handbook as their internal policies and mechanisms that are in place relating to EDI functions.
  - o The education provider have stated that their Inclusivity Plan affirms their dedication to promoting social justice and fairness for all learners. They have also stated that this aligns with their statutory equality duty. They detailed how this commitment is embedded across all institutional and programme-level policies and procedures and ensures that equal opportunities are upheld throughout the institution. The inclusivity plan also reflects a proactive stance on inclusivity, aiming to foster an environment where diversity is respected and supported.
  - o The education provider has stated that to maintain accountability and track progress, they monitor outcomes related to the Office for Students' (OfS') metrics. These metrics, which focus on learner outcomes such as continuation, completion, and progression, are reviewed by key governance bodies, including the Vice-Chancellor's Group and the Education Committee. They reflect that annual monitoring processes, led by the Director of Quality and Standards, ensure that these outcomes are systematically evaluated and addressed.
  - o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.

Non-alignment requiring further assessment: None

<u>Assessment</u>

Findings on alignment with existing provision:
- **Objectivity** –
  - o The education provider has referred to their Assessment regulations that are in place and help ensure objectivity in their assessment. These regulations, along with their marking rubrics in the Academic Regulations, guide the assessment design and marking protocols.
  - o The education provider has also referred to their External Examiner (EE) that are appointed to each programme and work to ensure objectivity. They have explained how these examiners will review work completed by learners to ensure due process has been adhered to, the comments reflect the grade / mark awarded. Furthermore, they ensure that benchmarking exercises have been undertaken by the marking team. The results are then compared to other institutions with the same approved programmes.

- o They have detailed how external examiners are provided with samples of learners' work for moderation, which is also subject to internal review in line with their internal regulations. Assessors also evaluate selected practice-based portfolios within practice-based learning placement modules. They have explained how each module undergoes formal evaluation, and grade profiles are reviewed during examination boards. Programme Boards, are attended by learner representatives and staff, serve as forums for discussing external examiner reports and programme responses.
  - o They have also explained how they promote a robust feedback culture. This requires programme staff to respond to module evaluations and National Student Survey (NSS) feedback through the 'you said, we did…' initiative. These responses are then shared and discussed at Programme Boards to ensure transparency and continuous improvement. Programme Coordinators and tutors also engage directly with learners through meetings with tutees, representatives, and cohort groups. This the education provider states, reinforces a comprehensive feedback loop system that supports learner voice and academic development.
  - o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme.
- **Progression and achievement** –
  - o The education provider has explained that once assessment material has been marked and reviewed by their external examiners, the team and their examiner will meet to discuss any issues that arise. Once the marks are agreed, the work will be forwarded to the Progression Board or Exam Board. These Boards take place regularly throughout the year. Final grades for award are determined using the scheme detailed in the Academic Regulations.
  - o They have also explained how they clearly state in their student handbook and website that successful completion of the pertinent programmes qualifies graduates to apply for registration with the HCPC. This professional recognition underscores their approved programmes' alignment with regulatory standards and its commitment to preparing learners for clinical practice. To support this, they have explained how they enforce a compulsory attendance policy. They noted how this emphasises the importance of active engagement with peers, lecturers, and external professionals as a vital part of the educational experience.
  - o They have detailed how attendance is monitored through the Learner Attendance Engagement and Absence Policy, which is supported by an electronic tracking system. Professional services staff oversee this system, flagging poor attendance to academic advisors and escalating concerns to programme coordinators and department heads when necessary. They state that this ensures that learners meet professional and academic expectations. Additionally, assessment and progression criteria are clearly outlined in their Academic Regulations, specifically

in sections that focus on providing a transparent framework for learner achievement and advancement.
- o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme
- **Appeals** –
  - o The education provider has stated that learners have the right to appeal once their work has progressed through the Progression / Exam Board. Details of the process are articulated in the Academic Regulations, and learners can gain further support from the Students' Union with this process. The education provider also has a mitigating circumstances policy that learners may refer to explain any absences and request adjustments / alterations to deadlines and expectations.
  - o They have also explained how learners may self-certificate absence from an examination(s) for a maximum of seven consecutive calendar days in an assessment period, and for a maximum of once per semester. This includes online exams and other scheduled activities such as performances; it does not include coursework/assignment submissions or practical placements.
  - o These regulations and procedures are in place, apply to their existing provision and will apply to the proposed programme

Non-alignment requiring further assessment: None

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- The education provider has referred to the following physical resources:
  - o Their 'Health One' purpose-built space for health-related programmes. Learners will be learning alongside Nursing and Physiotherapy students. There are six simulation rooms, including a VR suite, at the Health One site. These physical resources are already in place in Health One.
  - o The school has several simulation manikins and simulation medical equipment, such as ventilators.
  - o Additional resources, such as specialist Occupational Therapy equipment, will be purchased and will be in place for a February 2026 start.
- The education provider has also referred to the current staffing arrangements as being made in place to support the introduction of the proposed programme:
  - o Currently, they have one 0.4 full-time equivalent (FTE) staff member who is employed and supporting the programme.
  - o Additionally, they have occupational therapy stakeholders involved who are supporting the curriculum design.
  - o An additional 1.0FTE Occupational Health Senior Lecturer started with the education provider in November 2025.

  o Further recruitment of relevant staff will be undertaken over the coming year to adhere to the staffing guidelines as established by the RCOT

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

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

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- Staff involved with delivery and management of the programme: Initially, one 0.4 staff member is employed, but occupational therapy stakeholders are supporting the curriculum design. An additional 0.4 occupational therapist joined the team in the summer of 2025. Further recruitment of relevant staff will be undertaken over the coming year to adhere to the staffing guidelines as established by the RCOT
- Physical resources, including any specialist teaching space: Health One at the education provider's campus is a purpose-built space for health-related programmes. Learners will be learning alongside Nursing and Physiotherapy students. There are six simulation rooms, including a VR suite. The school has several simulation manikins and simulation medical equipment such as ventilators.
- Education provider has confirmed that the physical resources are already in place in Health One. Additional resources, such as specialist Occupational Therapy equipment, will be purchased and will be in place for a February 2026 start.

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
MSc Occupational Therapy (pre-registration)	FT (Full time)	Occupational Therapy	20 learners, 1 cohort per year	02/02/2026

Stage 2 assessment – provider submission

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

Quality themes identified for further exploration

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

We have reported on how the provider meets standards, including the areas below, through the Findings section.

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 has explained how the programme's entry criteria, including academic standards, are included on the relevant programme's pages on their institution's website. These entry criteria are also included on their programme's marketing leaflets.
  - They have also informed us that the Royal College of Occupational Therapy (RCOT), which is the professional body for this proposed programme, have granted approval of the programme. Their approval report contains useful information regarding the programme and its entry criteria and admissions processes.
  - These are also set out in their programme and placement handbooks, their learning, teaching and assessment frameworks and also their programme submission documents.
  - The visitors found the information presented both in the submission, and through the supporting documents to be clear. They found this to clearly set out the process for admissions, the entry criteria and what is required of applicants.
  - The visitors therefore found all the SETs related to this area to be met.
- **SET 3: Programme governance, management and leadership** –
  - The education provider has submitted their programme submission document, learning, teaching and assessment framework, documentation from their RCOT approval event and also their handbooks in support of meeting the SET3 standards. They have explained how these documentation outlines strategic and operational stakeholder engagement and relationships with practice-based learning placement providers.
  - The education provider has explained how their School of Nursing and Allied Health (SNAH) Learning, Teaching and Assessment framework has been provided as part of the submission. They submitted this to illustrate their aspirations for the programme and their existing and ongoing collaboration. Furthermore, details of the practice educator training programme are contained within their Programme Submission Document. Visitors review a PowerPoint presentation which explained the training provided to practice education providers / educators. Their Practice Placement Handbook and Practice Educator Newsletters have also been submitted and have been circulated to Practice Educators. This shows there will be regular collaboration between the education provider and their practice education providers.
  - The education provider has explained how, through consultation with regional NHSE groups and other local education providers, they have been able to identify practice-based learning placement capacity. This, included the local Allied Health Profession (AHP) lead and placement lead, who both worked to identify sufficient capacity. They explained how this was followed by a consultation with their current practice-based learning placement providers. They stated that local needs for the proposed programme was identified and supported, and that this was a prerequisite for the education provider to consider during the development of the programme.

- The education provider has outlined their overall programme-relevant staffing strategy by referring to their staffing plan and the Executive Dean's commitment, as detailed in the staffing plans letter.
- This helped to demonstrate I how the workload will be allocated and their commitment to a 15:1 to 20:1 staff-to-learner ratio. Visitors noted their explanation of the staffing resources required for the programme and how they will achieve this in their programme submission document. The visitors agreed the education provider has a well-defined staffing strategy that includes associate and specialist clinicians to support the programme, alongside both permanent and visiting lecturers and service users.
- Through their staffing plan, their programme submission document and in the accompanying staff Curriculum Vitae (CVs), they have detailed the levels of experience of currently employed staff available for the programme. These documents also state their commitment to extend the staffing team in line with the staff-to-learner ratio. It also includes details of how practice educators will be supported in line with the RCOT Career Development Framework.
- Visitors agreed that the CVs demonstrated strong qualifications, and the Dean's letter, which was submitted as evidence, shows a commitment to ongoing staff development and a forward-looking staffing plan. They also agreed that staff have a range of knowledge and skills from both academic and clinical support teaching. Staff CVs indicated a range of skills and knowledge to deliver and develop the programme. The education provider has demonstrated their commitment to the use of experts from practice contributing to specialist sessions.
- The education provider explained the physical resources that are available and how these will be managed to support the programme. This has included providing an equipment list and information on the library and learner resources. They also provided information and a demonstration of the 'Moodle' online learning / resource platform. Showing how it will be used for the blended learning approach. They have provided a list of the purchases of physical equipment, technology and the plans for educational physical spaces. They have also referenced the NHS Future link, an online resource that supports the learning and development of learners. The visitors agree the education has a very range of resources to support teaching. This includes both physical equipment and virtual online resources.
- The visitors confirmed strong engagement between the programme team and practice education providers, with consultation feedback clearly reflected in the curriculum and practice placement design. They found placement capacity to be well defined and meets programme requirements, and practice provider feedback is actively integrated into teaching and placement delivery.
- They also noted a clear staffing strategy, including the involvement of associate and specialist clinicians, as well as an appropriate range of

occupational therapy equipment to support learning. Overall, the programme is supported by a well-planned mix of physical, equipment-based, and online resources.
- o The visitors therefore found all the SETs related to this area to be met.
- **SET 4: Programme design and delivery** –
  - o The education provider has provided mapping documents for both the HCPC SETS and the relevant Standards of Proficiency (SOPs) for Occupational Therapists. They have also explained how they have mapped their approach to the RCOT standards and provided a mapping document as supplementary evidence. The visitors agreed the education provider had clearly demonstrated how modules specifications had been mapped to the current SOPs.
  - o The education provider has explained how their mapping documents demonstrate how each learning outcome connects directly to the ethical and professional expectations of the profession. This is to ensure that learners understand not only what they must learn but why it matters in practice. These highlight the required standards of conduct, performance and ethics, and the module descriptors expand on these by outlining the expected professional behaviours and the potential consequences of failing to meet them. Within each module descriptor, the curriculum content, professional competencies and resource list are clearly defined, creating a structured framework that supports learners in developing the knowledge, skills and ethical awareness essential for professional practice. The education provider has also submitted several module descriptors. This includes their Professional Skills and Identity PP1 module and their Placement 2 module descriptor.
  - o The education provider stated that their programme submission document illustrates the alignment of the programme learning outcomes to the modules, programme philosophy and the occupational focus. Furthermore, their module descriptors illustrate the core values, skills, and knowledge base, as well as the professional competencies required for occupational therapists. They also explained how their mapping documents illustrate how each of the modules aligns to both HCPC and RCOT requirements.
  - o The education provider explained how stakeholder feedback was collected and used during the programme design process. This, they stated, illustrates how practitioners were involved in creating curriculum content and will be used to keep the curriculum relevant and up to date. An Associate Lecturer list was also created during the design process. This is a list of those practitioners who were keen to support delivery of the programme and ensure it remains fit for contemporary practice.
  - o The education provider has also set out in their programme documentation as well as in their supporting documentation, how theory, evidence and practice are integrated through the curriculum.

These, they stated, detail how learners will operationalise these module descriptors, articulate how theory and practice are core to the curriculum. Learners will develop all the necessary skills in these modules, which will be both taught and assessed. The module descriptors make it clear which skills and competencies learners will acquire from them and what is expected of learners. The visitors agreed that the module descriptors focused on autonomous and reflective thinking, both in delivery and assessment strategy.

- o The visitors noted the use of the SETs and SOPS mapping documents and also how RCOT standards and guidance have been used in the programme's development. They found the programme to appropriately detail and explain the expectations for learners to understand and meet the professional behaviour, including the standards of conduct, performance and ethics both now and in their future careers. They also found the programme to meet and reflect the philosophy, core values, skills and knowledge base of occupational therapy. They found this to be evidenced in the Practice Handbook and Academic Regulations, fitness for Practice procedures. They also found this documented in the programme specifications, the module descriptors and module specifications.
- o The visitors noted how clear consideration has been given to the dynamic nature of the development of the programme. They found this to be clearly reflected in the programme planning document, including the range of external consultations with key stakeholders that has taken place. They also found there to be a good range of teaching methods used, from face-to-face to online, and practice and simulation.
- o The visitors therefore found all the SETs related to this area to be met.
- **SET 5: Practice-based learning** –
  - o The education provider has detailed how, as part of the programme, learners are required to complete 1,000 hours of assessed placement learning. This is to ensure that each placement makes a meaningful contribution to the achievement of relevant learning outcomes. Flexibility is built into the programme philosophy, allowing for variation in attendance during the PP1 module. They also state how the process for allocating practice-based learning placements through placement lines is clearly explained. The visitors agreed that Practice placement is fully integrated with clear evidence throughout the documentation including module specs, the programme overview, and delivery timetable. There is clear evidence of this through programme submissions, stakeholder engagement, and placement module descriptors.
  - o The education provider has explained how Learning outcomes for placements 1 to 4 are articulated within the module descriptors, while the Placement Handbook provides essential learner guidance and explains the assessment approach. These placement modules are mapped against HCPCSOPs, which they have demonstrated within their accompanying supporting documentation. The visitors noted that

the Programme delivery plan and placement module specifications demonstrated clear progression in terms of length and performance which are clearly integrated into the programme. There is also clear evidence in the Placement Handbook about learner responsibilities, the assessment process and support offered to meet the learning outcomes and SOPs.

- o The education provider has explained how their programme approval documentations, outlines the line management structure for practice-based learning placement staff and identify the individuals responsible for the delivery of placement. Visitors agreed that evidence show how training is provided for practice educators together with academic staff. This is clear in all documentation relating to placement, including the failed placement protocol, and protocol for failed placement and the audit tool. The education provider stated that practice-based learning providers have demonstrated a strong commitment to supporting the programme, with secured placements confirmed. They also provided evidence of Placement Learning Agreements that outline governance arrangements. These ensure the presence of appropriately qualified and experienced staff.
- o The education provider has explained how all placement areas undergo audits through their Multi-Professional Quality Assurance Toolkit. This system is in place for both new and existing practice-based learning providers, providing the education provider with assurance of placement suitability and quality. They explained how this is further evidence in their supporting documents, which present an overview of placement capacity, the structure of placement learning, three sample Placement Learning Agreements, and an example of the Quality Assurance Toolkit applied to a practice-based learning provider.
- o They have also stated how their submission and supporting documents detail the support and training mechanisms in place. Furthermore, the inclusion of the Postgraduate certificate extends learning further in line with the RCOT and HCPC Career Frameworks. This will sit alongside the assessment of Practice Educators' CPD within the Multiprofessional Audit processes undertaken for new and continuing placements.
- o Furthermore, the practice-based learning placement capacity overview demonstrates a clear commitment to providing placements with established traditional and PIVO providers. Additionally, the example of the audit tool highlights adequate practice placement for educators..
- o The visitors therefore found all the SETs related to this area to be met.
- **SET 6: Assessment** –
  - o The education provider has stated how their SNAH Learning, Teaching and Assessment Framework highlights the aspirations for a creative and robust assessment strategy across all the courses in the School.
  - o They explained how their programme's submission document details their assessment periods, grid mapping of the modules to the

programme learning outcomes, and an overview of the assessment strategy. This also includes the assessment principles and sets how, when, and why assessments are conducted. The education provider has also stated how they have aligned the programme's modules and their assessments to the HCPC SOPS and RCOT standards. The visitors noted how there was a clear assessment strategy in place and module specifications, a range of assessment methods which are clearly linked to the learning outcomes for each module. They also stated that there is a "very good" range of innovative testing assessments which reflect professional practice and help in career development and CPD.

o The education provider has outlined how the standards of practice, conduct, and ethics are assessed within the programme, detailing the specific points in the curriculum and the methods used for evaluation in the supporting documentation. how practice-based learning placements are used to observe and enhance these behaviours. Details of the implications of failing to adhere to those standards are documented in their Fitness to Practice document. The module descriptors illustrate the curriculum content, the learning outcomes that map to the standards and the mapping of the assessment to the learning outcomes of the modules.

o The education provider explained how the assessment methods used on the programme are focused and aimed to meet learner needs. Additionally, each module descriptor details how learning outcomes are evaluated. They have also referred ot the example assessment rubric and practical guidelines supplied as supporting documentation. This is aimed to show alignment with Level 7 standards and the Standards of Proficiency (SOPs). Additionally, a mapping document connects practical assessments in the 'OT Knowledge and Skills (Adult) and OT Knowledge and Skills (CYP)' modules to the relevant learning outcomes and SOPs. This is aimed at ensuring consistency and clarity across the program. The visitors noted that assessments consistently reflect professional practice, including behaviour and standards of conduct, as clearly outlined in the module specifications and the practice placement module assessment

o The visitors found the assessment strategy to be clear, and module specs also highlight a range of assessment methods clearly linked to the learning outcomes for each module. They found there to be a range of innovative and testing assessments which reflect professional practice and help in career development, CPD and found the assessment methods appropriate at measuring learning outcomes. Furthermore, assessments reflect practice, including professional behaviour and standards of conduct. They found this to be clearly reflected throughout the module specifications and the practice placement module assessment

o Visitors found the assessments and marking grids to be effective in measuring knowledge and skills, both academic and practice, whilst

measuring the learning outcomes effectively. Assessments are clearly linked to the module learning outcomes, with rubrics reflecting this
  - o The visitors therefore found all the SETs related to this area to be 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 programmes should be approved subject to the conditions being met.

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
  - All standards are met, and therefore 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:

  - That the programme is approved.

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

Appendix 1 – summary report

Education provider	University of Chichester		
Case reference	CAS-01794-Z4W7T3	**Lead visitors**	• Julie-Anne Lowe = Occupational Therapist, Educationalist • Jennifer Caldwell = Occupational Therapist, Educationalist

Quality of provision
Through this assessment, we have noted: • How the programme meets all the relevant HCPC education standards and therefore should be approved.

Facilities provided
Education and training delivered by this institution is underpinned by the provision of the following key facilities: • Staff involved with delivery and management of the programme: Initially, one 0.4 staff member is employed, but occupational therapy stakeholders are supporting the curriculum design. An additional 1.0 occupational therapist has joined the team in the summer of 2025. Further recruitment of relevant staff will be undertaken over the coming year to adhere to the staffing guidelines as established by the RCOT • Physical resources, including any specialist teaching space: Health One at the education provider's campus is a purpose-built space for health-related programmes. Learners will be learning alongside Nursing and Physiotherapy students. There are six simulation rooms, including a VR suite. The school has several simulation manikins and simulation medical equipment such as ventilators. • Education provider has confirmed that the physical resources are already in place in Health One. Additional resources, such as specialist Occupational Therapy equipment, will be purchased and will be in place for a February 2026 start.

Programmes			
Programme name	**Mode of study**	**First intake date**	**Nature of provision**
MSc Occupational Therapy (pre-registration)	FT (Full time)	02/02/2026	• Taught (HEI)

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2020
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2020