

Approval process report

Glyndwr University, Dietetics / Paramedics / Speech and language therapy / Operating department practitioner, 2022-23

Executive summary

This report covers our review of the following programmes at Glyndwr University:

- BSc (Hons) Nutrition and Dietetics;
- BSc (Hons) Paramedic Science;
- BSc (Hons) Speech and Language Therapy; and
- BSc (Hons) Operating Department Practice.

Through our review, we did not set any conditions on approving the programmes, as the education provider demonstrated it met our standards through documentary evidence and further review. This report will now be considered by our Education and Training Panel who will make a final decision on programme approval.

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Section 1: About this assessment

About us

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

This is a report on the approval process undertaken by the HCPC to ensure that the 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:

Julie Leaper	Lead visitor, Dietitian
Calum Delaney	Lead visitor, Speech and language therapist
John Archibald	Education Quality Officer
Joanne Thomas	Advisory visitor, Operating department practitioner
Gemma Howlett	Advisory visitor, Paramedic

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers eight HCPC-approved programmes across two professions and two areas of entitlement. It is a Higher Education Institution (HEI) and has been running HCPC approved programmes since 2009.

The education provider was asked to deliver pre-registration post graduate programmes for four new professions by their commissioners, Health Education and Improvement Wales (HEIW), as part of a strategic review of healthcare education in Wales.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2013
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2019
Post-registration	Independent prescribing / Supplementary prescribing			2015
	Supplementary prescribing			2009

Institution performance data

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

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	135	74	2021 / 22	The enrolled number of learners across all HCPC approved provision is lower than the approved intended numbers we have on our record. The visitors explored this through their review of the submission and did not have any quality themes to take further.
Learners – Aggregation of percentage not continuing	3%	0%	2021 / 22	The percentage of learners not continuing is less than the benchmark at the education provider which implies learners are very satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	93%	93%	2021 / 22	The percentage in employment or further study appears the same as the benchmark at the education provider which implies learners who successfully complete their learning at this institution make progress after their studies.

Teaching Excellence Framework (TEF) award	n/a	Silver	2016 / 17	A silver award would indicate that the institution is doing well but there is room for improvement.
National Student Survey (NSS) overall satisfaction score (Q27)	74.9%	75.3%	2021 / 22	This score indicates that the percentage of learners who are satisfied with their learning is higher than average.

The route through stage 1

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

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment to their existing provision. We reviewed the information in November 2021, and made a judgement about alignment at that point, detail of which is explore below.

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

- Occupational therapy
- Physiotherapy
- Independent and supplementary prescribing

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

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

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

For each of the following areas:

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

Admissions

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

Non-alignment requiring further assessment: None

Management and governance

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

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

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

Non-alignment requiring further assessment: None

Learners

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

Non-alignment requiring further assessment: None

Assessment

- Objectivity
- Progression and achievement
- Appeals

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

Non-alignment requiring further assessment: None

Outcomes from stage 1

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

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
BSc (Hons) Nutrition and Dietetics	FT (Full time)	Dietitian	20 once per year	September 2022
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner	25 once per year	September 2022
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic	25 once per year	September 2022
BSc (Hons) Paramedic Science	PT (Part time)	Paramedic	10 once per year	September 2022
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist	20 once per year	September 2022

Stage 2 assessment – provider submission

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

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

- all areas of the standard have been met and do not need to be further evidenced;
- no areas of the standard have been met and the whole standard needs to be directly evidenced; or

- there were areas of the standard covered by the commissioning exercise but others were not.

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

Performance data

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

Quality themes identified for further exploration

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

Quality theme 1 – capacity of practice-based learning

Area for further exploration: The visitors were informed the programmes are all commissioned by HEIW with commissioned practice placements in the local health board. The visitors were also informed all learners are placed within a placement plan, which is managed by the education provider, placement education providers, and HEIW. The education provider outlined there have been regular meetings between programme leads, placement lead and the placement education providers.

The visitors noted the education provider supplied the HEIW placement plan, and local level agreement templates. The visitors also noted the regular meetings taking place but were unsure about the perspective of the practice education managers on how well the HEIW plan would work out. Therefore, they sought meeting minutes from the planning process which demonstrated the practice education managers' perspective.

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

Outcomes of exploration: The visitors noted the minutes of meetings with practice education managers, as well as clinical engagement meetings to support placements, and the implementation project board meeting minutes. They noted the statement from the Acting Executive Director of Therapies and Health Science at Betsi Cadwaladr University Health Board, confirming their commitment as an organisation to support the placement plan for the new programmes starting at the education provider. The visitors considered the engagement with senior stakeholders about placements was thorough and satisfactory. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 2 – number, and relevant specialist knowledge, of educators

Area for further exploration: The visitors noted the various positions within the programme team, and the accompanying evidence, including job descriptions and curriculum vitae. The visitors were informed the programmes are supported by adequate levels of suitably qualified and experienced staff, subject matter experts from other disciplines, and technical and administrative support staff. The education provider outlined how the staffing plan for the HEIW bid has been approved for the first four years of the programmes.

The visitors noted however that not all key posts have been recruited to. Visitors considered key posts as those which would allow the programmes to be delivered from the start of the first cohort. They sought further information from the education provider about recruitment activity to demonstrate how the current vacancies would be filled with individuals holding relevant specialist knowledge and experience.

The education provider confirmed there were programme specific staffing plans in place.

- Operating department practice and paramedic science: the visitors noted that recruitment activity shows a senior lecturer in both operating department practice and paramedic science have not yet been recruited. The visitors sought more information about how recruitment is progressing and whether the education provider's plans have changed as a consequence. The visitors sought more information about whether the education provider considers there is now an adequate number of staff, and if so information about their rationale for this. The visitors could not see details of how the education provider planned staffing levels for years one, two and three of the programmes. They therefore needed more details about future staffing plans.

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

Outcomes of exploration: The education provider informed the visitors how staffing numbers for level 4 (the first year of the programmes) is commensurate with supporting the number of learners for the four programmes. They said projected staffing plans have been based on the requirement for the already approved BSc (Hons) Physiotherapy programme. They stated that physiotherapy had been chosen as the benchmark as it is a practical course with a higher than usual number of face-to-face teaching sessions and was therefore similar to the design of the proposed programmes. The workload allocation models for the physiotherapy programme team were reviewed to ensure all elements of the learning, teaching, assessment, personal tutorial, preparation and research and scholarly activity would be sufficient for the proposed programmes.

The visitors noted the four new programmes at the education provider will be joining the already approved physiotherapy and occupational therapy programmes, with delivery of inter-professional (IPE) modules across the six professions. The

education provider stated this was pivotal to their staffing strategy. The visitors noted a wide range of lectures delivering learning, teaching and assessment in the IPE modules and how sufficient capacity was demonstrated to deliver the modules and support the learners.

The visitors also noted the staffing plan for future years. Each recruitment cycle will start in January of the previous academic year that staff are required. As part of this, there will be a review of the skills and knowledge mix required. This will ensure an appropriate number of staff while ensuring the balance of skills and experience allows the delivery of the modules for the number of learners on the programmes. Staff will start in the August in preparation for the cohort starting in September. Workload allocation ensures that staffing capacity pressures are highlighted in sufficient time so the education provider can respond and potentially increase the number of staffing planned for.

The visitors considered the education provider had sound plans for recruitment to ensure sufficient and appropriately qualified staff for the programmes now and in the future. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Outcomes of exploration:

Quality theme 3 – resources

Area for further exploration: The visitors noted the education provider has numerous platforms which support learning. The education provider said their Active Learning Framework (ALF) enables module content to be packaged in various formats, allowing for accessibility and supportive materials, to engage learners. MS Teams provides a virtual platform for synchronous teaching and learning.

The visitors noted the programme handbooks, programme validation documents, placement handbooks and policies provided. However, they could not determine information about library provision. For example, the resources the education provider has in place and what it was proposing to be available for learners.

Specifically for programmes, the visitors noted:

- Dietetics - the visitors were unclear what digital equipment was going to be used for the programme. Specifically, what digital equipment would be used for assessing nutritional intake.
- Operating department practice - the visitors considered the equipment list to be insufficient for the number of learners on the programme. They consequently wanted a rationale for the equipment for the proposed programme.

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

Outcomes of exploration: The education provider stated the library had ordered books for level 4, and they are due for delivery in August 2022. They had also extended their access to e-books for learners. The visitors noted that resources for levels 5 and 6 will be bought in the following two academic years. The reading lists for each module specification had been reviewed by the library staff and programme team as part of the internal validation process. This was so library staff could provide advice and guidance on editions, costs and numbers required.

Specifically for programmes, the visitors noted:

- Dietetics – the programme will be using software called Nutritics to assess nutritional intake. The education provider stated they already have one licence and are in the process of purchasing additional individual user licenses for the proposed programme.
- For the operating department practice programme, the education provider submitted the inventory of equipment, including manikins and simulation equipment. The visitors noted the programme will share some of the equipment with the paramedic science and nursing programmes. The programme team will also be using resources at a local hospital when delivering sessions in the clinical environment.

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

Quality theme 4 –meeting the standards of proficiency (SOPs)

Area for further exploration: For the Operating department practice programme, the visitors sought further information about a range of SOPs to gain reassurance that graduates from the programme met the learning outcomes of the programme, and therefore the relevant SOPs.

Specifically, the visitors sought further information about:

Standard of proficiency (SOP)	Further exploration
1.1 know the limits of their practice and when to seek advice or refer to another professional	Information on the assessment of learners’ understanding of individual limitations and when it is appropriate to seek advice. The visitors sought clarification within the taught element.
2.1 understand the need to act in the best interests of service users at all times	How practice is patient-centred, rather than task and practice-focused. They also sought information about how this is covered and equitably delivered within the programme.
2.3 understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing	The visitors noted the evidence received shows how these SOPs are delivered in a theoretical sense but not demonstrated through assessment.

2.4 recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility	
<p>2.5 know about current legislation applicable to the work of their profession</p> <p>3.2 understand the importance of maintaining their own health</p> <p>4.6 understand the importance of participation in training, supervision and mentoring</p> <p>8 be able to communicate effectively</p> <p>9.5 understand and be able to apply psychological and sociological principles to maintain effective relationships</p>	<p>Where and how the following will be taught and assessed:</p> <p>2.5: legal requirements. The visitors considered it was not entirely clear from the module specifications and learning outcomes</p> <p>3.2: personal wellbeing so learners are made aware of their requirements for fitness to practice</p> <p>4.6: learning and mentoring skills so learners are ready for registration</p> <p>8: communication skills. The visitors were unsure how the SOPs within this heading were developed over the course of the programme.</p> <p>9.5: psychological and sociological principles to maintain effective relationships</p>
15.6 be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control	The visitors considered that health and safety and infection control is inferred in the programme. However, they considered as it is an important part of health care, it needed to be explicit in how this is taught and assessed in theory, rather than left to practice alone.

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

Outcomes of exploration: The visitors noted the further information provided by the education provider:

SOP	Outcomes
1.1	<p>The education provider referred the visitors to module AHP403 Foundations in Professional Practice where scope of practice is covered. The scheme of work for this module includes profession-specific elements. The visitors identified this includes scope of practice, expansions of scope of practice and discussion around prescribing opportunities.</p>

2.1	Person-centred care and acting in the best interests of service users and carers is covered in multiple modules in the programme.
2.3 & 2.4	The evidence in the practice education handbook showing how learners are assessed on the rights of service users, and how they are treated.
2.5	The addition of legal requirements to the learning outcomes of module AHP403 Foundations in Professional Practice.
3.2	Wellbeing is a part of the education provider's IPE strategy and covered in module AHP403 Foundations in Professional Practice.
4.6	Learning and mentoring skills are covered and are reflected in four learning outcomes throughout the programme.
8	Communication is taught and developed in three modules, and is assessed as part of every period of practice-based learning.
9.5	The addition of a new learning outcome to module ODP504 Contemporary Studies in Operating Department Practice. This related to understanding and being able to apply psychological and sociological principles to maintain effective relationships.
15.6	A fourth learning outcome was added to ODP401 Introduction to Operating Department Practitioner. This related to identifying how safe environments for practice are established. This is to minimise risks to service users, those treating them and others, including the use of hazard control and infection control.

The visitors noted the clarification and additional learning outcomes added to the programme. These demonstrated how the learning outcomes would be taught and assessed to ensure a learner was able to meet the SOPs. They were therefore satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 5 – philosophy of the programme

Area for further exploration: The education provider provided information which showed the programmes had been mapped against the current relevant curriculum documents. The visitors sought an outline of the philosophical approach to the programmes to demonstrate, for example, any ethics or attitudes which may sit outside of curriculum guidance.

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

Outcomes of exploration: The education provider submitted statements relating to each of the proposed programmes and their philosophies.

Specifically for each programme, the visitors noted:

- Speech and language therapy – the programme contained five core capabilities, with each being built on the knowledge, skills and capabilities of a new learner.

- Operating department practice - the programme design is based around the key domains of professional autonomy, accountability, and governance; professional relationships; and operating department practice.
- Dietetics – the programme is based around four pillars of practice (dietetic practice; evidence-based practice; dietitians as a nutrition and dietetic resource (Facilitation of Learning); and leadership and management) and three domains (dietetic knowledge; dietetic skills; and dietetic values and behaviours).
- Paramedic – the programme has been developed with the modern paramedic professional in mind. Throughout the programme, there is a strong integrated interprofessional approach to teaching and learning both on-campus and during clinical placements.

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

Quality theme 6 – practice-based learning, the achievement of the learning outcomes and the standards of proficiency

Area for further exploration: For the dietetics programme, the education provider stated the programme, including the requirements for practice placements, had been mapped against the QAA subject benchmark statements for dietetics, the HCPC standards of proficiency, and the British Dietetics Association curriculum for pre-registration education and training (2020). The visitors noted placements are incorporated at each level of the programme, and are supported by academic clinical modules. The education provider outlined how module descriptors include assessment methods and show links to the learning outcomes being assessed. The visitors noted the module handbooks inform learners of the assessment methods and provide guidance on coursework.

The visitors however could not find the practice competency framework to see whether, or how, practice-based learning supported the learning outcomes of the programme. They were unclear what document learners would complete in relation to their placements and therefore they were also unclear how the learning outcomes will be assessed in practice. They were unable to find information about how the portfolio evidence will be put together, and so wanted to see evidence for what learners will submit for the practice educator to assess.

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

Outcomes of exploration: The education provider informed the visitors they will be using a national, 'All-Wales' approach to the running and the development of the programme. This means they will be using competency frameworks and associated placement assessment tools which are currently used by Cardiff Metropolitan University in the running of the dietetics programme. The visitors noted the education provider supplied these documents and outlined they would be updated to reflect the profession specific requirements for each of the proposed programmes. The

education provider said they will collaborate with Cardiff Metropolitan University to further develop these documents, for example in response to learner feedback.

The visitors considered the way practice-based learning is designed means learners will achieve the learning outcomes of the programme and the appropriate SOPs. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Quality theme 7 – what the training of practice educators involves

Area for further exploration: The education provider said the programme teams work closely with practice educators to ensure they have the relevant knowledge, skills, and experience to support learners. A practice educator course is delivered by allied health professional education staff, to increase the number of fully trained practice educators and to support those already providing practice-based learning.

The visitors recognise that all programmes outlined that training will be provided prior to taking learners, or that practice educators have previously received appropriate training. The visitors sought more information about the specifics of the training for practice educators, for example the training practice educators are expected to have completed for the relevant programme. They also wanted to know when training is planned for, and for how many practice educators. They would also like to know whether all practice educators will need to complete the PE Accreditation course.

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

Outcomes of exploration: The education provider informed the visitors they were unable to share some data about training which had been undertaken as it was completed through other education providers. All practice educators will need to have, as a minimum, attended a half day induction training. Practice educators who have already completed a recognised practice education course will receive a local induction to the appropriate programme. This will be provided prior to the placement start date. They stated the first training and induction event will take place in September 2022. The visitors noted any practice educators who have not yet undertaken a training course, either with the education provider or another, will be required to undertake the education provider's training module prior to supporting a learner on placement. The visitors were clear what the arrangements are for training practice educators. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

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

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment.
- **SET 2: Programme admissions** –
 - The entry and selection criteria across the programmes demonstrate appropriate levels for entry onto degree level programmes.
 - These include clear requirements for Disclosure and Barring (DBS), Occupational Health, Accreditation of prior learning (APEL) policies and professional requirements.
 - The visitors therefore considered the relevant standards with this SET area to be met.
- **SET 3: Programme governance, management and leadership** –
 - Through a quality activity, clear evidence demonstrated an effective process of providing practice-based learning to all learners.
 - Through a quality activity, clear evidence demonstrated an adequate number of lecturers, and subject matter experts. In addition, there was clear evidence the staff would have the right knowledge and expertise to deliver the programmes effectively.
 - There was clear evidence, across the programmes, of appropriate and effective resources available to learners and educators. For example, the digital equipment used in the dietetics programme in terms of assessing nutritional intake.
 - The visitors therefore considered the relevant standards with this SET area were met.
- **SET 4: Programme design and delivery** –
 - Through a quality activity, the operating department practice programme demonstrated how graduates can meet the relevant SOPs and demonstrate their understanding of the expectations and responsibilities associated with being a regulated professional.

- The other programmes also ensured that graduates can meet the relevant SOPs and demonstrate their understanding of the expectations and responsibilities associated with being a regulated professional.
 - The documents for each programme clearly outline the structure, design and delivery. These demonstrate how the programmes reflect the core philosophy and associated core values, skills and knowledge base of the relevant profession.
 - To ensure programmes keep up to date with current practice, the programmes have been mapped against the appropriate curriculum guidance.
 - Through a quality activity, there was clear evidence the programmes remain current regarding the philosophy of the relevant profession.
 - Integration of theory and practice is central to each programme. Learners engage with theoretical content and research while having the opportunity to develop clinical skills.
 - Learning and teaching methods are clearly outlined in each programmes' module descriptors and are appropriate to the learning outcomes. The philosophy for teaching follows a spiral curriculum design. Key topics are presented frequently throughout the programme with deepening layers at each level to achieve the learning outcomes.
 - The module descriptors for each programme, clearly outline the development of evidence-based enquiry skills.
 - The visitors noted sufficient and appropriate evidence to demonstrate the design and delivery of the programmes. This allows the learners who complete the programmes to meet the relevant SOPs.
 - The visitors therefore considered the relevant standards with this SET area were met.
- **SET 5: Practice-based learning –**
 - Through a quality activity, there was clear evidence the way practice-based learning is designed ensures learners will achieve the learning outcomes of the programme and the appropriate SOPs.
 - Through a quality activity, clear evidence demonstrated an effective process of providing practice-based learning to all learners.
 - Across the programmes, the structure and duration of practice-based learning, as well as the types of placements, demonstrate that learners can meet the learning outcomes and relevant SOPs.
 - The programmes demonstrated practice-based learning is integral to the programmes, with placements in each level.
 - Through a quality activity, there was clear evidence of the training practice educators need to have completed before they are able engage with learners in the practice setting.
 - The programme teams work closely with practice education facilitators at each site to ensure practice educators have the relevant knowledge, skills, and experience to support students.
 - The visitors therefore considered the relevant standards with this SET area were met.
 - **SET 6: Assessment –**

- The assessment strategy has been developed in line with the education provider's Active Learning Framework, Strategy for Supporting Student Learning and Achievement, and relevant QAA benchmark statements.
- The programmes are mapped against the standards of proficiency (SOPs) for the appropriate profession to ensure that successful completion of all modules, including all assessments in each module, means learners meet the SOPs.
- There are a variety of diverse assessment methods which have been designed to cover all learning outcomes.
- The roles, expectations and responsibilities of learners in relation to placements make sure they meet the standards of conduct, performance and ethics through the competencies.
- The visitors are satisfied this means the standards in SET 6 are met.

Risks identified which may impact on performance: None

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

Section 5: Referrals

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

There were no outstanding issues to be referred to another process

Recommendations

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

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

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

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

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2004
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2013
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2007
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/01/2020
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2019
Prof Cert (Practice Certificate In Independent and Supplementary Prescribing for AHP's at level 7)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2015
Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6)	PT (Part time)			Supplementary prescribing	01/06/2009
Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 7)	PT (Part time)			Supplementary prescribing	01/06/2009