

Approval process report

Buckinghamshire New University, Physiotherapy, 2022-23

Executive summary

This report covers our review of the BSc (Hons) Physiotherapy programme at Buckinghamshire New University. Through our review, we did not set any conditions on approving the programme, as the education provider demonstrated it met our standards through documentary evidence. 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 detailed in this report meets our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) 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:

Carol Rowe	Lead visitor, Physiotherapist
Jo Jackson	Lead visitor, Physiotherapist
Saranjit Binning	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers ten HCPC-approved programmes across four professions. It is a higher education institution and has been running HCPC approved programmes since 2017

The provider is made up of seven Schools and the HCPC approved programmes sit within the School of Health Care and Social Work and the School of Nursing, Midwifery and Allied Health. The provider offers simulation facilities across the three campuses. The specific professional areas work closely with the NHS, private and independent sector to secure clinical placements for the HCPC approved programmes.

Alongside this approval process, the provider is currently going through the HCPC performance review process for all their existing approved programmes. Recently the provider has also interacted with the HCPC to seek approval for the MSc Physiotherapy and BSc Paramedic Science programmes in 2021.

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	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2018
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2022
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
Post-registration	Independent Prescribing / Supplementary prescribing			2017

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	405	335	2022	The number of learners enrolled is slightly lower than the benchmark. Visitors identified no quality themes within the submission which needed to be considered further.
Learners – Aggregation of percentage not continuing	3%	7%	2022	The value is higher than the benchmark, however visitors identified no quality themes within the submission which

				needed to be considered further.
Graduates – Aggregation of percentage in employment / further study	93%	96%	2022	The value score in this area is higher than the benchmark, which indicates graduates make good progress with securing employment opportunities and progressing to further study.
Teaching Excellence Framework (TEF) award	N/A	Silver	2018	A silver award indicates the institution delivers high quality teaching, learning and outcomes for its learners.
National Student Survey (NSS) overall satisfaction score (Q27)	75.7%	69.6%	2021	This score indicates the percentage of learners who are satisfied with their learning at this institution is lower than the benchmark. Visitors identified no quality themes within the submission which needed to be considered further.

The route through stage 1

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

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

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The Admissions policy and procedure outlines the institution wide policies covering information for applicants. In addition, there is programme specific and applies to individual disciplines. The information includes programme specific applicant guides, programme information and programme specifications. This information will apply to the proposed programmes.
- **Assessing English language, character, and health –**
 - The Admissions policy and procedure relating to this area is institution wide and applies to all programmes. For some programmes it is

adjusted to accommodate the profession specific requirements such as health and Disclosure and Barring Service (DBS) check requirements. These policies will apply to the proposed programme.

- **Prior learning and experience (AP(E)L) –**
 - The Accreditation of Prior Learning Policy and Procedure is an institution wide policy and applies to all programmes. Learners on the proposed programme would be eligible to be considered for this and would be required to complete a Physiotherapy Enhanced Application Form for Experiential Learning.
- **Equality, diversity and inclusion –**
 - The Equality, diversity and inclusion policy is included in the Admissions Policy and is an institution wide policy. This 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 Register¹ –**
 - There are institution wide policies covering the delivery of the provision to the expected threshold level of entry to the Register. The Academic Qualifications Framework sets out the framework for qualifications, academic level credit and structural requirements and the Academic Assessment Regulations cover requirements for achievement of credit and awards by individual learners. In addition to this External Examiners are appointed to confirm standards of achievement. These policies will apply to the proposed programme.
- **Sustainability of provision –**
 - The Annual Monitoring Policy is an institution wide policy and ensures the sustainability of the provision. This policy assesses the risks to programmes and where necessary action plans are created. This policy will apply to the proposed programme.
- **Effective programme delivery –**
 - To ensure effective delivery of the programme, there are institution level policies in place. The Academic Qualifications Framework, Annual Monitoring Policy and External Examiner Policy ensure programmes are effectively supported and managed, as the policies clearly outline the requirements of programme delivery and will apply to the proposed programme.
- **Effective staff management and development –**
 - The Performance Development Review Policy and the Learning and Development Policy outline the education provider's commitment to providing training and development opportunities to their staff. The Learning and Development Policy is specifically designed to ensure all staff are provided with the relevant support to undertake their duties.

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

These policies and procedures are institution wide and will apply to the proposed programme.

- **Partnerships, which are managed at the institution level –**
 - The Placement Learning Policy is an institution wide policy and covers core principles, academic quality, responsibilities and insurance. This policy supports partnerships 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 Academic Qualifications Framework, Annual Monitoring Policy, Programme Approval and Amendment Policy and Personal Tutoring Policy are institution wide policies. These policies and procedures ensure academic quality on all programmes and will apply to the proposed programme.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - There are several policies and procedures set at institution level to ensure practice quality and a safe and supportive practice learning environment. Some of these include Safeguarding-Under-18s-and-Adults-at-Risk-Policy, Physiotherapy Inter-professional strategy, Student-Bullying-and-Harassment, Student Complaints procedure and Placement Learning Policy. These policies and procedures are institution wide and will apply to the proposed programme.
- **Learner involvement –**
 - Student Representation Policy supports and requires learner involvement in the provider programmes and is an institution wide policy. In addition, the Physiotherapy Learning Contract ensures learners are involved with the proposed programme. These policies will apply to the proposed programme.
- **Service user and carer involvement –**
 - Physiotherapy Placement Educators and Expert By Experience Involvement Strategy is a profession specific policy and will apply to the proposed programme. This strategy has been previously approved for the MSc Physiotherapy programme. The education provider is also working on introducing an institutional expert by experience strategy and this will be an institution wide policy.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider offers a range of services to support the wellbeing and learning needs of their learners. Some of these services

include the Student Health and Wellbeing Service, Academic Registry Helpdesk and Academic Advice and Student Learning and Achievement Unit. In addition to this there is also a Personal Tutor Policy, and this is available to all learners. These policies are institution wide and will apply to the proposed programme.

- **Ongoing suitability –**
 - Suitability is considered through the Fitness to Practise Procedure and Personal Tutor Policy. All these policies are institution wide and will apply to the proposed programme.
- **Learning with and from other learners and professionals (IPL/E) –**
 - The Physiotherapy Inter-professional Education Strategy applies to the Physiotherapy programmes and will apply to the proposed programme. This strategy has been previously approved for the MSc Physiotherapy programme. Inter-professional policies are currently programme specific, however the education provider is working on establishing a school-wide policy as part of the curriculum 2023 project.
 - **Equality, diversity and inclusion** – The Equality, diversity and inclusion policy, Mitigating Circumstances policy and Interruption Withdrawal and Transfer procedure are all institution wide policies and procedures and cover equality, diversity and inclusion. These policies and procedures will apply to the proposed programme.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - To ensure assessments are objective, all programmes follow the guidance set out in the Assessment and Feedback policy, Academic Assessment regulations and External Examiner policy. These policies and procedures ensure objectivity and clear quality processes for assessment and marking and will apply to the proposed programme.
- **Progression and achievement –**
 - All assessment processes comply with the Assessment and Feedback policy and Academic Assessment regulations. These policies are institution wide and will apply to the proposed programme.
- **Appeals –**
 - The appeals procedure is an institution wide policy and allows learners to appeal their marks. This policy will apply to the proposed programme.

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) Physiotherapy	Full time	Physiotherapy	30 per year	19/09/22

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.

Quality theme 1 – Partnerships with practice education providers

Area for further exploration: Visitors noted there was a Practice Educators and Experts by Experience Involvement Strategy, however they were not clear on how collaboration with the practice education providers took place. To understand how the education provider worked in partnership with the practice education providers the visitors requested additional evidence of meetings. Visitors also requested to see the minutes for the two annual stakeholder meetings (October 2021 and April 2022), which were mentioned in the strategy to demonstrate the level and range of practice education providers.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting documentary evidence from the education provider. The visitors thought documentary evidence would provide clear understanding of the stakeholders the education provider collaborates with and the type of discussions taking place with the practice placement providers.

Outcomes of exploration: In their response, the education provider sent BNU Physio Programme Board minutes and BNU Physio Stakeholders Event minutes. They also confirmed the first Board meeting took place in November and not October

2021. The Board meeting which was due to take place in April 2022 was cancelled due to extenuating circumstances and the education provider attempted to reschedule it to take place in June 2022. However after consultation with partners a decision was made to hold a stakeholder meeting to discuss the proposed programme instead of a Board meeting. The visitors were satisfied with the evidence provided, as it demonstrated the education provider was consulting with stakeholders and working closely with them on the development of the proposed programme and increasing the practice-based learning opportunities.

Quality theme 2 – Effective process to ensure availability and capacity of practice-based learning

Area for further exploration: In the London and South East Area Partnership for Placements (LSEAPP) minutes dated February 2021, the visitors noted there was a shortage of Physiotherapy placements across the region. They therefore wanted to know about the providers process for sourcing and securing new placements. Visitors therefore requested to see how effective the process they have in place is and the education providers commitment to deliver the required capacity. In addition to this, visitors also noted the proposed BSc and already approved MSc Physiotherapy programmes both have September start dates and wanted to know if this would have an impact on the capacity of placements. They also asked to see the current projection for placement availability for 2022-23.

In this area the visitors also requested further information about the proposed simulation placements and requested to, view the outcome of the planned scoping exercise. Evidence of discussions with placement providers regarding the proposed programme and agreement to support it were also requested by the visitors to ensure there was an effective process to develop and support practice-based learning.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting both email clarification and documentary evidence from the education provider. The visitors thought this was the most effective method, as there were several quality activities we had asked the education provider to respond to. This theme and some others would receive a better response through documentary evidence rather than email clarification.

Outcomes of exploration: In their response, the education provider explained how they would meet with the Clinical Educators twice a year in addition to the two stakeholder meetings. The purpose of these meetings would be a formal platform to allow stakeholders and the programme team to discuss engagement, partnerships and to feedback to each other. The education provider noted how crucial these meetings were to sustain their placement capacity. Other processes they have in place to support sourcing and securing new placements is the Tribal software, which helps with placement administration and allocation. The appointment of a Placement Registrar (starting in September 2022) will also help with sourcing new placement opportunities.

Placements due to start in September will be staggered. The MSc learners will complete their simulation placement in July and the BSc learners will complete their

simulation placement in November. The simulation placements will take place at the University for 20 hours a week and learners will apply their theoretical knowledge in practice via the simulation clinics. The education provider included the Physiotherapy Programme Overview, which outlines how September to December placements will be managed. Outside of this period both MSc and BSc learners complete their placements at the same time, and this is in agreement with the stakeholders. The BSc programme placements are also not due to start until 2023-24 and the first placement they complete will be the simulation placement.

In response to the other areas, the visitors were able to view the simulation facilities via the website and the BNU Physio Stakeholders event minutes were provided in response to the planned scoping exercise. Other documentary evidence submitted to support this area were the Placement Spreadsheet information for BSc and MSc, BNU Practice Placement Agreement, BNU Placement offer, Placement Learning Unit JD, Tribal Licence and Support Agreement and the minutes from the Board and Stakeholder meetings. The visitors were satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 3 – Programme staffing

Area for further exploration: Visitors requested confirmation of the outstanding senior lecturer appointment and if this position had been filled. In addition to this they also requested to see the CVs for existing and new staff. The visitors wanted to explore this area further, as they wanted to gain a better understanding of how the staff group has been expanded beyond the existing approved MSc programme to ensure appropriate delivery and management of the proposed programme.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting both email clarification and documentary evidence from the education provider. The visitors thought this was the most effective method, to gain a better understanding of staffing levels and the expertise within the team.

Outcomes of exploration: The education provider has confirmed the vacant senior lecturer position has been filled and has provided CVs for the three members of staff involved with delivering the approved MSc programme. In addition to this, details were also provided for two additional senior lecturers who were recruited to deliver on the proposed BSc programme. The visitors were satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 4 – Resources

Area for further exploration: Visitors noted there was a lack of evidence provided with regards to resources. Evidence was therefore requested in relation to the library provision and how this had been expanded, given the significant increase in the number of learners. Information relating to the simulation resources was also limited and visitors sought to gain a better understanding of the resources available, given this will form a significant proportion of the placement experience.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. The visitors

thought this was the most effective method, to understand what resources are available.

Outcomes of exploration: In their response, the education provider confirmed they had increased the number of books and resources in line with the projected learner numbers and also provided a reading list. Visitors were able to view the full range of simulation facilities on the education providers website. The visitors were satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 5 – Adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Area for further exploration: Visitors requested more information about the placements and the staff associated with them. As outlined earlier in the report, the visitors sought further information about the providers process to ensure sufficient placement opportunities. Given these questions, the visitors wanted to ensure there would be an adequate number of staff to support the proposed programme. They wanted to know if staffing levels would be audited to demonstrate there were sufficient appropriately trained staff to support the number of placements offered.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. The visitors noted this area overlapped with the evidence we requested in Quality theme 2 and therefore thought a brief explanation was the most effective way for this area to be addressed.

Outcomes of exploration: In their response, the education provider has confirmed they use the Tribal system with other education providers and 20% of the practice education providers who are part of the Tribal system are audited annually. Alongside this the education provider has an internal process in place for new providers or those not part of Tribal, which ensures all the placement providers are audited once in five years. The visitors were satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 6 – Raising concerns about the wellbeing in practice

Area for further exploration: In the Programme Specification, the visitors noted references to raising concerns. This information outlined there were systems in place but did not provide further information about them. In addition, the visitors considered the systems referred to, to be about learner performance and progression rather than how raise concerns about the safety and wellbeing of service users. Visitors were therefore unclear of the process for learners to raise professional practice concerns. The visitors therefore asked the education provider what the process was for Professionals and learners to raise concerns in practice and where this process could be accessed.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider, as this information is normally available as a web link.

Outcomes of exploration: In the education providers response, the visitors were referred to the Practice Placement Handbook where the Procedure for dealing with possible abuse outside of the university was outlined in an appendix. In addition to this the visitors noted the support in place for learners should they witness a situation which they believe may cause risk to a service user. The visitors were satisfied with the evidence provided at a threshold level and therefore considered the quality activity adequately addressed the issues raised.

Quality theme 7 – Structure, duration and range of practice-based learning

Area for further exploration: Visitors noted in years 2 and 3 of the programme, learners complete five placements, which provides them with a total of 1000 hours of practice. From their review, the visitors were unable to determine how this requirement would be effectively managed should a learner be unable to attend all the placement hours, for example, due to long term sickness. The visitors were therefore unclear about how all learners would receive the appropriate practical experience to be able to meet the SOPs. The visitors therefore requested further clarification on how this will be managed should a learner not attain the 1000 hours.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. Visitors thought this was the most effective way to explore this theme, as the education provider would be able to provide an explanation, which will help the visitors gain a better understanding.

Outcomes of exploration: The education provider has confirmed the overall placement hours are 1,040. This includes 40 hours in year 1 on an active learning observational placement that learners must complete in addition to the placements in years 2 and 3. This understanding, together with the wider policies and processes around progression and achievement, demonstrated learners would be able to achieve the necessary learning outcomes to meet the SOPs in practice-based learning. The visitors were therefore satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 8 – Fitness to practise concerns

Area for further exploration: Visitors noted there was a clear Fitness to Practise process which was included in the Practice Placement Handbook. However, this information was not included in the Programme Handbook or earlier in the programme so learners were aware before attending placement. Visitors therefore requested further clarification on how learners are made aware of behaviours, including plagiarism, that may raise fitness to practise concerns and the policies and procedures for this.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. Visitors thought

this was the most effective way to explore this theme, as the information is normally available via a link.

Outcomes of exploration: The education providers response directed visitors to the Practice Placement Handbook for the fitness to practise policies and procedures and the virtual learning environment for the plagiarism procedure. Visitors noted the education providers approach to covering this area and also how they made learners aware of the policies and procedures regarding behaviour during the induction period. The visitors noted that references to the fitness to practise procedures were available through a range of sources. The visitors were therefore satisfied with the evidence provided and considered the quality activity adequately addressed the issues raised.

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 selection and entry criteria are clearly outlined in the applicant guide and on the website.
 - The entry criteria is set at an appropriate level for a degree level programme and include information relating to occupational health, Disclosure and Barring checks (DBS).
 - There is a requirement to achieve an International English Language Testing System (IELTS) tariff of 7 with no individual component below 6.5 for learners whose first language is not English.

- The visitors considered the relevant standards within this SET area met.
- **SET 3: Programme governance, management and leadership –**
 - Initially, the process for ensuring the availability and capacity of practice-based learning for learners was not clear. Through quality activity the education provider submitted evidence, which demonstrated they had adequate processes in place.
 - Through the quality activity, which included minutes from Board meetings and Stakeholder meetings, visitors noted the level of collaboration between the education provider and practice providers was sufficient to support the development of the new programme.
 - Visitors noted there was an adequate number of staff to deliver the proposed programme.
 - The delivery of subject areas by educators with relevant specialist knowledge and expertise was evidenced through a quality activity and deemed appropriate by the visitors.
 - Through a quality activity, the education provider demonstrated the resources available to learners, which included reading lists and links to their simulation resources. The visitors considered the relevant standards within this SET area met.
- **SET 4: Programme design and delivery –**
 - The programme ensures it meets the HCPC standards of proficiency (SOPs) for physiotherapy and is evidenced in the SOPs mapping document.
 - The learning outcomes of the professional practice modules align with the expectations of professional behaviour, including the standards of conduct, performance and ethics.
 - The programme reflects the philosophy, core values, skills and knowledge base as articulated in the curriculum guidance.
 - The curriculum remains relevant to current practice and there are processes in place to ensure programme quality, such as programme review, external examiners and stakeholders.
 - Integration of theory and practice is reflected in the programme structure and articulated in the programme specification and module descriptors enables learners to apply knowledge to practice.
 - There is a blended approach to learning with learners combining the use of online materials and resources with face-to-face teaching onsite. There is an appropriate range of different teaching and learning methods across the course which includes lectures, seminars, practical classes, workshops, and practice placements.
 - Autonomous learning occurs throughout the programme and self-directed learning is indicated across the modules. The development of autonomy in learning is evident throughout the programme design. Reflective thinking is required and assessed with the use of portfolio approaches to assessment. Evidence-based practice is demonstrated throughout the course and is specifically addressed in the research modules. The visitors considered the relevant standards within this

SET area met.

- **SET 5: Practice-based learning –**
 - The structure and duration of practice-based learning demonstrates learners can achieve the learning outcomes and are supported with a variety of practice-based learning opportunities across the professional area.
 - Practice based learning is clearly integrated into the design of the programme across the three years.
 - Through quality activity, the education provider demonstrated there are an adequate number of appropriately qualified and experienced staff involved in practice-based learning.
 - There are clear plans to confirm that practice educators will have the required skills and experience and will have opportunities for learning to support them in their roles.
 - The visitors considered the relevant standards within this SET area met.

- **SET 6: Assessment –**
 - The module descriptors clearly articulate the assessments which are mapped onto the module learning outcomes. The overall programme assessment design will ensure that learners will meet the required standards of proficiency for physiotherapy.
 - Professional behaviour and upholding standards of conduct, performance and ethics are assessed directly during placements. There is an escalating process for monitoring and managing unacceptable performance, and if required the university has a clear process for managing Fitness to Practise.
 - A range of assessment methods are used and match the requirement to ensure that module learning outcomes are all assessed. These include vivas, objective structured clinical examinations (OSCEs), seminars, oral presentation, essays, poster presentations, case-studies, practice reflective accounts, reflective portfolios, research proposal and a dissertation.
 - The visitors considered the relevant standards within this SET area 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 programme should be approved

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programme is approved.

Reason for this decision: The Panel accepted the visitor's recommendation that the provider and its proposed programme have demonstrated they meet our standards and should receive approval.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2018
BSc (Hons) Operating Department Practice – Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/08/2019
BSc (Hons) Operating Department Practice with Foundation Year	FT (Full time)	Operating department practitioner			01/09/2018
Dip (HE) Operating Department Practitioner	FT (Full time)	Operating department practitioner			01/09/2011
BSc (Hons) Paramedic Science (Uxbridge)	FT (Full time)	Paramedic			01/02/2022
BSc (Hons) Paramedic Science (High Wycombe)	FT (Full time)	Paramedic			01/09/2021
MSc Physiotherapy	FT (Full time)	Physiotherapist			01/09/2021
Graduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017
Postgraduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2018
BSc (Hons) Operating Department Practice – Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/08/2019
BSc (Hons) Operating Department Practice with Foundation Year	FT (Full time)	Operating department practitioner			01/09/2018
Dip (HE) Operating Department Practitioner	FT (Full time)	Operating department practitioner			01/09/2011
BSc (Hons) Paramedic Science (Uxbridge)	FT (Full time)	Paramedic			01/02/2022
BSc (Hons) Paramedic Science (High Wycombe)	FT (Full time)	Paramedic			01/09/2021
MSc Physiotherapy	FT (Full time)	Physiotherapist			01/09/2021
Graduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017
Postgraduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017