Approval process report

Royal Holloway, University of London, Occupational therapy 2023-24

Executive Summary

This is a report on the process for approving the MSc (pre-reg) Occupational Therapy programme at Royal Holloway, University of London. It captures the process we have undertaken to assess the institution and programme(s) against our standards to ensure those who complete the proposed programme(s) are fit to practise.

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

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

Previous consideration	N/A This approval was not recommended 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: • For the education and training committee panel to review the contents of this report and decide if they agree with the visitors' findings. • If the panel agrees with the findings, the programme will then be approved, ready for the first cohort intake in September 2024.

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(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:

Patricia McClure	Lead visitor, Occupational Therapist, Educationalist
Garrett Kennedy	Lead visitor, Practitioner Psychologist - Counselling Psychologist, Educationalist
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers one HCPC-approved programme across one profession. It is a Higher Education Institution and has been running HCPC approved programmes since 1997.

The education provider has not engaged with processes that have concluded so far in the current model of quality assurance.

The education provider engaged with the annual monitoring assessment process in the legacy model of quality assurance in 2020. We undertook this assessment of the Doctorate in Clinical Psychology (DClinPsy), Full time programme to consider whether the programme continued to meet our standards over the last two academic years. We were satisfied that there was sufficient evidence that the standards continued to be met, and the Education and Training Committee agreed the programme remains approved on 20 August 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 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Practitioner Psychologist	☐Undergraduate	☒Postgraduate	1997

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
Total intended learner numbers compared to total enrolment numbers	28	43	2022	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 leaners 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. The education provider has indicated in their approval request form that the proposed programme will have 15 learners per year. This takes the total number of learners per year to 43.
Learners – Aggregation of percentage not continuing	3%	0%	2020-21	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects 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 1%. Previously 1% of learners did not continue on the programme, now it is 0% of learners not continuing.
Graduates – Aggregation of percentage in employment / further study	93%	93%	2020-21	This data was sourced from data delivery. This means it is a bespoke HESA data return filter based on HCPC-related subjects. The data point is equal to the benchmark, which suggests the provider's performance in this area aligns with sector norms. When compared to the previous year's data point, the education provider's

				performance has dropped by 3%
Learner positivity score	79.6%	78.4%	2023	This National Student Survey (NSS) positivity score data was sourced at the summary. This means the data is the provider-level public data. The data point is broadly equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 1%.
HCPC performance review cycle length	N/A	N/a	2024-25	The education provider is currently engaging with our Performance Review (PR) for the first time this academic year. The ongoing monitoring period has not yet been set for this education provider.

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** –

- o The education provider has detailed how Postgraduate Taught Regulations provides information for applicants about admission requirements which is also on their public website.
- o Their admissions policy is applied at the institution level, but the education provider has stated it will be adjusted for the proposed programme to accommodate interviews of applicants.
- o This aligns with our understanding with how the education provider operates and how they deliver their existing provision.
- **Assessing English language, character, and health** –
  - o The education provider has institution and school-wide policies in place to assess the English language proficiency, character, and health of learners / applicants. The School policy for international learners requires them to achieve an 'International English Language Testing System' (IELTS) score of seven. Learners who do not meet this requirement are offered an English pre-masters course delivered by their 'Global Partners in Study' Group. If they meet the requirements, they will be admitted in accordance with the international learner admission policy.
  - o The education provider has also described the mechanisms they have in place to record and support learners who make health declarations. This includes their 'student support and wellbeing' initiatives and 'disability and neurodiversity support' (DNS). There is also a department representative for all learners who require DNS to ensure they are supported. All learners can access well-being services for all requirements, including health and financial support.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Prior learning and experience (AP(E)L)** –
  - o The education provider has existing policies and processes in place for assessing prior learners and experiences. They have stated that no adjustments are needed for the proposed programme as practise-based learning placements are specific to the profession and will need to be completed by all learners.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Equality, diversity and inclusion** –
  - o The education provider has explained how they are a diverse institution with learners and staff from various backgrounds. The proposed programme will accept learners from various background qualifications as pre-requisite qualifications. These will be considered individually to promote widening participation and an inclusive environment.
  - o The education provider has stated that their requirements for acceptance onto the programme are a 2:2-degree classification, which is in line with their existing post-graduate (PGT) programmes. Their Department of Health Studies will consider specific cases individually, if necessary. The MSc (pre-reg) OT is a PGT course in its design and

aims to attract mature learners with different backgrounds who choose to work in the profession. The staff demographic in the Department of Health Studies is 50% from diverse backgrounds, and therefore, they have good representation and mentors for all learners.

- o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.

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 explained how their 'Department of Health Studies' was launched with three PGT programmes in September 2022. It launched the first undergraduate (UG) BSc in Health Studies in 2023. It is a department within the 'School of Life Sciences and The Environment'. The school has four other departments, and the infrastructure is supportive and ambitious. Therefore, they have the experience and infrastructure to support the MSc (pre-reg) OT and to deliver to the expected threshold level of entry to the Register.
  - o The education provider states how the programme will adhere to the academic quality and policies and follow the guidance for its evaluation and enhancement. This will ensure that effective evaluation is in place to monitor the suitability of the learners in the programme and that learners are well supported to achieve competencies needed for the level of entry to the Register.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Sustainability of provision** –
  - o The education provider explained how the Department of Health Studies will add a placement coordinator/ tutor to their academic team for the proposed programme, plus an administrator to support placements for this programme.
  - o The education provider has partnerships in place that are working to develop a placement footprint that will support the sustainability of this programme. Their staff plans for this programme and the department / school infrastructure will also support its sustainability.
  - o A PGT lead represents postgraduate programmes within the department, reporting to the Education Vice Dean, who in turn reports to the Pro Vice Chancellor for Education..
  - o The programme is supported by central administrative teams like admissions, timetabling, wellbeing, IT, Learning Technologists, Library,

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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

marketing and communication, etc. The programme is supported by both a central and school-level administration team, and Moodle is their Learning Platform. The educational provider has discussed how they have a centralised placement team and volunteering hub. This provides learners with both national and international opportunities.
- o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Effective programme delivery** –
  - o The education provider stated how effective delivery is ensured by close engagement and collaboration with all University teams and the school governance structure.
  - o They have recruited an HCPC registered occupational therapist and an experienced educator to develop the programme further and work through this approval process. Further staff plans are in place to ensure an appropriate staff-learner ratio. Their academic team has a diverse range of expertise and will contribute to the delivery of specialist subjects like human anatomy, psychological theories and global health.
  - o They have held stakeholder events as part of the development of this programme and plan to continue holding regular meetings with the Surrey Heartlands Integrated Care Board (ICB). These meetings have been held to ensure alignment and a robust set-up of practice-based learning placements.
  - o The education provider has further planned meetings with partners and external bodies involved in developing the programme. These meetings will assist in programme development and practice-based learning placement development. They will engage with the following groups:
    - local trusts;
    - Charities;
    - service users;
    - learner representatives;
    - local authorities;
    - GPs;
  - o They will also collaborate with an external Surrey facility for clinical setting simulation. This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Effective staff management and development** –
  - o The education provider has discussed how staff development opportunities are available via different internal programmes organised by their educational development team.
  - o They explained how staff are line managed by the Head of Department of Health Studies. All staff undergo a comprehensive induction process from the institution and their respective departments. There are internal programmes in place for teaching staff who do not have the required

teaching qualifications to develop their teaching skills. There are also additional opportunities available for continuous staff development.
- o All staff in the Department of Health have set meetings every 2-3 weeks with the Head of Department to ensure they have all they need and if there are any issues or support required.
- o This aligns with our understanding of how the education provider operates and how they run their existing provision.
- **Partnerships, which are managed at the institution level** –
  - o The education provider states that they have various strategic partnerships at the institution level across various sectors managed by the Associate Pro Vice Chancellor for Partnerships.
  - o They stated that their most effective partnerships are with Runnymede Borough Council, Surrey County Council, Royal Botanical Gardens, Ashford and St Peters NHS Foundation Trust, Frimley ICB and Hampshire Health NHS Foundation Trust. They are developing further partnerships with the NHS Trusts within the Surrey Heartlands ICB, Frimley and Hampshire and charities to provide practice-based learning placements.
  - o This aligns with our understanding of how the education provider operates and how they run their existing provision.

Non-alignment requiring further assessment: None

<u>Quality, monitoring, and evaluation</u>

Findings on alignment with existing provision:
- **Academic quality** –
  - o The education provider has discussed their existing quality assurance framework, which is administered by the Academic Quality and Policy Office. Their Educational Development team provides guidance to the teaching staff on curriculum development and learning technology and offers professional development activities for academic staff.
  - o The education provider has referred to their methods for guaranteeing the standards of its awards stemming from three principles. These being:
    - external comparability within the wider 'University of London and as measured against standards in similar UK universities and external benchmarks.
    - internal consistency in the implementation of best practices and processes.
    - departmental and individual ownership with accountability to the institution and overall responsibility at an institutional level.
  - o Their Academic Board (The Board) is responsible for academic standards and the quality of educational provision. The Board delegates the operation of some quality assurance mechanisms to the School Education Committees and the Assessment and Quality

Assurance and Standards Committee. Each of the education provider's Schools is assisted by a Senior Academic Quality Manager with expertise and experience in relation to the regulatory framework.
  - o This aligns with our understanding of how the education provider operates and how they run their existing provision.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The education provider has a central practice-based learning placement team (placement team). The placement team has a wide network and typically supports all programmes that offer Year-in-Practice placements. They provide all the contractual arrangements / considerations (the wording of the staff contracts) and the health & safety requirements.
  - o Practice-based learning placements (placements) are locally managed using central resources modified for specific needs within the Department of Health. They have a technician in post who will be responsible for all Health and Safety related requirements.
  - o The education provider has processes in place to enable it to work closely with all potential placement providers holding events. These include their 'Continuing Professional Development (CPD) Practice Educator days' three times yearly. This aims to address any potential themes or identified areas for staff development and to ensure excellent quality and safe learner experiences.
  - o Learners will have link academics (link lecturers) for traditional placements where occupational therapists are already present. Learners will have 'long-arm' supervision from an occupational therapist/link academic for role emerging placements where occupational therapy students are mentored by another qualified professional.
  - o The education provider will conduct occupational health clearance and criminal records checks at the beginning of the degree before learners begin their placement. All placements will be audited to ensure the placement provider can support the learners.
  - o This aligns with our understanding of how the education provider operates and how they run their existing provision.
- **Learner involvement** –
  - o The education provider explained how learners will be involved in their own learning processes as part of the proposed programme. They have detailed how learners are considered part of the learning community in the Department of Health.
  - o The education provider uses a range of mechanisms in their teaching, which will allow for learner involvement. This includes 'flipped classrooms', case-based learning exercises, reflective practice, and discussions that engage learner contributions, will all be facilitated in the teaching and learning activities.

- o The education provider has also discussed the RH100 or Royal Holloway 100, which is a large focus group of 100 learner panellists. The panel helps to ensure that a range of views are considered concerning developments at the education provider and on campus while allowing learners to leave a legacy behind. The panel has provided input on a range of issues, including recommendations for improvements in the services provided in their buildings, in sports centre facilities and investments, as well as access to the campus 'and 'Digital Futures'.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Service user and carer involvement** –
  - o The education provider discussed how they have two main service user groups. One in the Social Work department and one in the Psychology Department. They access these groups for service user engagement across the School of Life Sciences and the Environment.
  - o The education provider plans to develop a service user group for the proposed programme's specific department but also engage with the user groups through the Surrey Heartlands ICB. They have service users who have already engaged with the curriculum development for the proposed programme and are happy to continue collaborating going forward.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:
- **Support** –
  - o The education provider stated that learners receive support throughout their whole journey as learners through mechanisms at institutional, school and departmental levels. Central services exist through the admissions process, international office, wellbeing, library, the 'student's union' and IT. The 'student administration team' is at the school level, which provides support and the Vice Dean in Equality and Diversity.
  - o They have also discussed their 'PeMENTOS' system. This is an initiative to pair first-year learners with mentors and is available to learners from diverse backgrounds. They have 'dignity listeners' available at the school level and a lead school learner representative. PeMENTOS is a peer mentoring project that aims to ease the transition of undergraduate learners onto the programme and to increase their sense of belonging. This will be done by alleviating the sense of

isolation experienced by learners. Here, learners in their second year will be supported by first-year learners.
- o At the department level, they have learner personal tutors, course leads, module conveners, an Equality and Diversity representative and two members of staff with mental health first aid (MHFA) training. They also have a teaching fellow who supports all learners with study skills.
- o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.

- **Ongoing suitability** –
  - o The education provider discussed how ongoing feedback cycles occur at the class level to understand approaches that learners like in real time. Staff-Student Forum meetings occur each term for every programme, this will be extended to practice-based learning placements (placements).
  - o The education provider has stated that most of the School's departments were awarded the Silver level for the Athena Swann charter. The Department of Health Studies is planning and preparing for this with initial evaluation initiatives for the department.
  - o The education provider stated how their academic board is responsible for ensuring the ongoing suitability of their learners. Their Fitness to Practise Policy ensures an effective process is in place to ensure the ongoing suitability of learners' conduct, character, and health. All applicants to their programmes are required to complete an enhanced Disclosure and Barring. The learner handbook, placement handbook and course information form have included clear links to the HCPC's standards of proficiency (SOPs), standards of education and training (SETs) and Royal College of Occupational Therapists' (RCOT's) Learning and Development Standards for pre-reg education and RCOT's professional conduct and ethics. Service (DBS) check and occupational health screening.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Learning with and from other learners and professionals (IPL/E)** –
  - o The education provider has discussed how they provide joint honours programmes across various schools. Learners from different disciplines come together in a learning environment, such as psychology and criminology, business and languages, geography, and earth sciences.
  - o They discussed how, at the School level, they have a very strong interdisciplinary focus on sustainability, and this crosscuts across all the departments and the wider institution. The Department of Health Studies has launched several Global Health degrees, which offer the opportunity for learners in the proposed programme to share learning with others. These include different disciplinary backgrounds, including medical, housing, ecology, and arts.

- o Clinical interdisciplinary learning will be proactive within the placement opportunities, and learning outcomes will be designed to ensure that this happens and is demonstrated.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.
- **Equality, diversity and inclusion** –
  - o The education provider stated how the school has a Vice Dean of equality and Diversity who has launched various initiatives:
    - Closing the Award Gap
    - PeMENTOS peer mentoring system
    - Dignity Listeners.
  - o The Department of Health Studies has a Diversity and Equality Lead to champion this within the department. The Department of Health Studies' values are being proactively embedded in their teaching, learning and research. These are inclusive and facilitate development where a colonised curriculum is not an issue.
  - o This aligns with our understanding of how the education provider operates and how they deliver their existing provision.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:
- **Objectivity** –
  - o The education provider has discussed the system they have in place for the marking of assessments at all levels. This includes holding annual Department Assessment Boards and School Assessment Boards with external examiners to ensure quality and rigour.
  - o They have overall institution-wide initiatives to ensure that all assessments are streamlined, authentic and relevant. This ensures that a percentage of assessments focuses on employability and skills and are rigorously mapped to the module and course outlines.
  - o They have discussed how Moodle and Turnitin are used to submit and mark assessments with rubrics to ensure calibration, fairness and consistency.
  - o This is in line with the education provider's existing system. This applied to their existing programmes and will apply to the proposed programme.
- **Progression and achievement** –
  - o The education provider discussed how learners must complete a module that addresses correct academic conduct by the end of the first term.
  - o The education provider has recruited a teaching fellow to support study skills for all learners, but in particular, international learners. This is to decrease misconduct and better scaffold the learning of critical writing,

IT, and search skills during the first term. This will help ensure learners are clear on expectations and are supported in developing these for success.
- o Assessments are explained clearly at the beginning of a module, so learners have clear expectations. Formative assessments are used, and clear feedback is provided. Support is also provided through a Teaching Fellow to understand feedback and how to develop from there.
- o The processes in place, as well as the additional mechanisms discussed, are appropriate for the introduction of the new programme.
- **Appeals** –
  - o The education provider has stated they will use their existing appeals procedure for the proposed programme.
  - o They also have their existing academic appeals process in place. This applies to their existing approved programmes and will apply to the new proposed programme. The information on how to make an academic appeal is set our for learners on the education provider's intranet.
  - o This is in line with the existing system the education provider has in place. This applied to their existing programmes and 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.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years.
- Specialist teaching space is also in place and a dedicated technical instructor or coordinator will be in place by the start date.
- Staffing resources follow the education provider's employment pattern and will be in place at the programme's start. All other resources are in place or planned for purchase.

Risks identified which may impact on performance: None

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 (pre-reg) Occupational Therapy	FT (Full time)	Occupational therapist	15 learners, 1 cohort	23/09/2024

Stage 2 assessment – provider submission

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

Data / intelligence considered

We also considered intelligence from NHS England (NHSE), which updated us on practice-based learning placement capacity issues across England. Their London team advised that there are some issues securing placements in London for this profession.

Quality themes identified for further exploration

We reviewed the information provided and worked with the education provider to understand their submission. We requested further information and clarification on several sections based on our understanding. These are detailed in section 4 of this report.

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 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 detailed their admissions requirements in detail in the mapping exercise, referring to the more detailed information in the documentation.
  - Their academic entry requirements are set out in their course specification forms. They have also stated that this information is available on their planned open and welcome day. It is detailed in the PowerPoint presentations for these events, in the induction plan, and on the education provider's website.
  - These specify that an undergraduate degree at level 2.2 is the entry grade on to the programme. They also require some understanding of research methodology, taken within the dissertation, final year project or module will be required.
  - The education provider also sets out their requirements in terms of English language proficiency. Here, they state a range of options, including an International English Language Testing System (IELTS) score of 7.0 and no sub-score below 6.5 and the Pearson Test of English score of 69 overall with no other sub-score lower than 61.
  - The visitors found these academic and professional entry requirements to be appropriate. They found these to be clearly set out on the webpage. The visitors found the SETs related to this area to be met.
- **SET 3: Programme governance, management and leadership** –
  - The education provider discussed the mechanisms to encourage effective collaboration with their practice partners. This includes continuous support for practice placement educators and their programme and placement leads, who attend the networking meetings with the NHS Surrey Heartlands Integrated Care Board (ICB) and Surrey & Borders NHS Trust.

- They explained how the head of department and placement lead are responsible for arranging practice-based learning. They secure placement contracts and conduct risk assessments and audits.
- They have two HCPC-registered and experienced Occupational Therapists on the programme team. They have a group of lecturers in place from various disciplines within the department who form part of the programme team' including specialists teaching anatomy, physiology, sociology, psychology, sustainability and global health.
- They detailed the resources they have in place. Including an online learning platform, Moodle, Personal Tutoring Support, The Centre for the Development of Academic Skills (CeDAS), learning resources and dedicated learning spaces. In addition to learning resources on campus, they have hired a simulation suite at the Wexham Park Hospital for practice-based learning and preparation for placement.
- Through clarification, the education provider explained their visiting lecturers' roles and submitted the curriculum vitae (CVs) for the existing programme team. They explained how they have three experienced HCPC registered occupational therapists on the teaching team and aim to recruit 10 learners to ensure a manageable staff-learner ratio.
- The education provider also submitted further information on using the Wexham Park Hospital. This included the Wexham simulation suite details and timetabled slots for the proposed programme. They also submitted information regarding the suites they can use at the hospital and photographs of the facilities. They also detailed that aside from the hospital rooms, they are creating new learning spaces for the proposed programme. Located opposite the main campus in Egham. This building, known as the Chestnut Building, includes a lecture theatre, classrooms, a well-being garden, a creative room, and innovative spaces such as vertical key gardens. They state that the creative room is available for group work, practical skills, role-plays, and splinting workshops.
- The visitors welcomed this expansion and information on the physical resources, including those in the hospital, can be booked and allocated for the programme. They recognised the addition of the Chestnut Building and welcomed the details on the staff and proposed learner numbers. The visitors found the SETs related to this area to be met.

- **SET 4: Programme design and delivery** –
  - The education provider has discussed how they have considered the updated standards of proficiency throughout the development of the programme. They have explicitly mapped them through the module specification forms, the placement handbook and the placement competency information. The education provider has also included the revised standards of conduct, performance and ethics (SCPEs) from 2023 in their programme design. They have stated that these are encapsulated in the programme's philosophy and embedded into the module summaries. Learners will also attend workshops on professionalism during induction, covering HCPC and the Royal

College of Occupational Therapists' (RCOT) professional standards of conduct, performance, and ethics.

- o The education provider has submitted several documents supporting their programme design and delivery. These include the programme development documents, the module specifications, and the standards of proficiency (SOPs) mapping exercise that will be integrated and assessed into the programme. These documents support the standard requiring alignment between learning outcomes and SOPs.
- o The education provider has also discussed how reflective practice and skills are embedded in curriculum themes. This is designed to develop autonomous practitioners. These are also integrated into the assessment designs and in practice-based learning.
- o The visitors confirmed that all standards were met. They found the learning outcomes align with occupational therapy proficiency standards and are suitable for higher education. The curriculum reflects the philosophy, core values, skills and knowledge base of occupational therapy, adhering to the World Federation of Occupational Therapists' (WFOT) principles and professional standards.

- **SET 5: Practice-based learning** –
  - o The education provider has stated that various traditional and non-traditional placements have been identified to support the programme. These are within the NHS, Social Services, GP, independent, and voluntary organisations. Learners will be assessed in placement competencies which are designed in alignment with the SOPs.
  - o The education provider has discussed how practice-based learning is integrated throughout the programme. Practice-based modules are linked with academic modules to ensure that academic components are assessed at the right level. Practice-based modules will be marked by the practice educator and assessed based on competencies. These competencies were developed in alignment with the SOPs, the SCPEs, and the RCOT's Learning and Development standards for the pre-registration programme.
  - o The education provider will run practice educator preparation and training days (two per year) in terms one and two. These will cover workshops and a range of online resources and will be designed collaboratively with practice educators to incorporate the specific training needs of the practice educators.
  - o Through clarification, the education provider detailed how they have signed contracts with three practice placement providers. These are the Royal Surrey County Hospital Foundation Trust, Central Surrey Health Limited and the Ashford and St. Peter's NHS Trust. They are also in the process of agreeing contracts with nine other placement providers. This, in total, means that 24 practice placement offers have been made and confirmed from nine organisations. Additionally, their full-time placement lead has been appointed and started their role on 17th July 2024.

- o Following these clarifications, the visitors found all SETs relating to this area to be met.
- **SET 6: Assessment** –
  - o The education provider detailed how their programme assessment strategy utilises authentic and inclusive assessment tasks which are aligned with the learning outcomes of the programme. The assessment design is audited using the curriculum audit tool to ensure that assessments are fit for purpose. The assessments are mapped to the SOPs and RCOT's learning and development standards of pre-registration education.
  - o The education provider has discussed how the programme has included the revised version of the SCPEs, published in 2023. These are encapsulated in the programme's philosophy and embedded into the module summaries. They have also stated that there is a clear statement in the placement handbook, practice placement assessment document and learner handbook about expectations for professional behaviour.
  - o The education provider has discussed how the assessments were designed in collaboration with stakeholders and in alignment with the learning outcomes. Formative assessment is embedded throughout the modules and offers an opportunity to maximise performance in their summative assessments.
  - o The visitors considered that the evidence provided showed that all the standards in this area were met. This was because the education provider had a defined and clear approach to ensuring that learning outcomes were linked to the SOPs and the SCPEs and that assessment methods were appropriate to measure the learning outcomes.

Risks identified which may impact on performance: None

Section 5: Referrals

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

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

Recommendations

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

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

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

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

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Royal Holloway, University of London	CAS-01486-Q1P6T4	Garrett Kennedy Patricia McClure	Through this assessment, we have noted: • The programme meets all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: • The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years. • Specialist teaching space is also in place and a dedicated technical instructor or coordinator will be in place by start date. • Staffing resources follow the education provider's employment pattern and will be in place at the programme's start. All other resources are in place or planned for purchase.
Programmes				

Programme name	Mode of study	Nature of provision
MSc (pre-reg) Occupational Therapy	FT (Full time)	• Taught (HEI)

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Doctorate in Clinical Psychology (DClinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1997
MSc (pre-reg) Occupational Therapy	FT (Full time)	Occupational therapist			23/09/2024