Approval process report

University of Derby, Physiotherapy, 2023-24

Executive Summary

This is a report of the ongoing process to approve a physiotherapy programme at the University of Derby. This report captures the process we have undertaken to assess the institution and programmes against our standards, to ensure those who complete the proposed programmes are fit to practice.

We have:
- Reviewed the institution against our institution level standards and found our standards are met in this area
- Reviewed the programme(s) against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Recommended all standards are met, and that the [programme(s) should be approved
- Decided that all standards are met, and that the programme(s) is approved.

Through this assessment, we have noted:
- The programme(s) meet all the relevant HCPC education standards and therefore should approved.

Previous consideration	Not applicable. This approval process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide whether the programme(s) are approved
Next steps	Outline next steps / future case work with the provider: • The provider's next performance review will be in the 2026-27 academic year

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:

Fleur Kitsell	Lead visitor, physiotherapist
Yetunde Dairo	Lead visitor, physiotherapist
Temilolu Odunaike	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 21 HCPC-approved programmes across seven professions plus five independent and supplementary prescribing programmes. It is a higher education provider and has been running HCPC approved programmes since 1992. The programme will sit within the College of

Health, Psychology and Social Care. All approved programmes at the education provider sit within this college.

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	Arts therapist	☐ Undergraduate	☒Postgraduate	2002
	Occupational therapy	☒Undergraduate	☐Postgraduate	1995
	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2019
	Paramedic	☒Undergraduate	☐Postgraduate	2024
	Practitioner psychologist	☐ Undergraduate	☒Postgraduate	2022
	Prosthetist / Orthotist	☒Undergraduate	☐Postgraduate	2022
	Radiographer	☒Undergraduate	☐Postgraduate	1992
Post-registration	Independent Prescribing / Supplementary prescribing			2005

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	1008	1058	2023 / 24	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision. The education provider is recruiting 50 learners to this programme. The visitors considered this number against the resources available and are satisfied there are adequate resources for this number of learners.
Learners – Aggregation of percentage not continuing	3%	4%	2020 / 21	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has improved by 3%.

				We did not explore this data point through this assessment because there is clear indication that the education provider is making progress in improving their performance in this area.
Graduates – Aggregation of percentage in employment / further study	93%	96%	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 above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has been maintained. We did not explore this data point through this assessment because the education provider is performing above sector norms.
Learner positivity score	76.8%	88.2%	2023	This National Student Survey (NSS) positivity score data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 10.1%.

				We did not explore this data point through this assessment because the education provider is performing above sector norms. Following the assessment, we have received the NSS 2024 scores where the education provider obtained a score of 85.8% against a benchmark of 79.6%. This shows they have continued to make progress in this area.

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 will ensure information related to admissions will be on their website. This will include entry requirements and information about the process to apply to study on the programme.
  - o Information about assessing applications and the decision-making process is also available on the education provider's website.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Assessing English language, character, and health** –
  - o The education provider requires applicants to demonstrate evidence of 6.5 in all elements of the International English Language Testing System (IELTS) as part of the admissions criteria.
  - o All applicants will also be required to undergo checks with the Disclosure and Barring Service and are subject to an occupational

health assessment. This information will be in programme specification and clearly outlined in marketing information.

- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Prior learning and experience (AP(E)L)** –
  - o The education provider has a recognition of prior learning policy within their academic regulations. The education provider will require all applications for prior learning and experience for entry onto HCPC approved programmes to comply with this.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Equality, diversity and inclusion** –
  - o The education provider has an equality, diversity, and inclusion policy which is available on their website. They are committed to providing an environment which is open and diverse. The education provider will work to advance equality of opportunity and foster good relations between all stakeholders. The aims and objectives of this policy will be addressed through the equality and diversity strategy and action plan, quality processes, annual monitoring, business planning, policies, and guidelines.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

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 has several policies which ensure the programme meets the threshold level of entry. These are the Procedures for Validation and Approval; External Examiner processes; Academic Regulations; and Oversight and Governance by Academic Board and Academic Development and Quality Committee (ADQC).
  - o This aligns with our understanding of how the education provider runs programmes.

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

- o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Sustainability of provision** –
  - o The education provider has several policies which ensure the programme is sustainable and fit for purpose. These are the procedures for validation and approval; continual monitoring procedures and processes; and oversight and governance by Academic Board and Academic Development and Quality Committee (ADQC).
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Effective programme delivery** –
  - o The education provider has procedures for the validation, approval and continual monitoring of programmes. These processes are overseen by the Academic Development and Quality Committee (ADQC).
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Effective staff management and development** –
  - o The education provider informed us they will have responsibility for the day-to-day delivery of the programmes and associated staff and physical resources.
  - o Individual discipline areas will be the focus for professional specific management of the curriculum and learner experience. Staff training and continuous professional development will be centred around either School, discipline, or individual development needs. These will be further centred to curriculum and pedagogy, learner experience and outcomes, scholarship and research, and business development. Staff development and support is provided to ensure high quality teaching and learning. For example, peer observed teaching and a Programme Leader development programme.
  - o The education provider stated that due to the nature of the environment in which they work, staff will be required to understand regulations and policies which apply to day-to-day job responsibilities. The education provider therefore will ensure training is in place in accordance with those roles and responsibilities. As part of the appraisal and interim review process, all staff will ensure their mandatory training is complete.
  - o Module reviews and programme evaluations are undertaken annually to highlight areas of good practice and areas for improvement.
  - o This aligns with our understanding of how the education provider runs programmes.

- o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Partnerships, which are managed at the institution level** –
  - o The education provider explained that oversight and governance by the collaborative partnerships sub-committee, reporting to Academic Development and Quality Committee (ADQC) and Academic Board, underpins partnership working.
  - o The education provider works closely with employers and NHS England to manage effective partnerships.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - o There are several processes which ensure academic quality of programmes is maintained and improved. These include the:
    - validation and approval process - a rigorous process undertaken with academic staff, learners, independent subject experts and employers will ensure the programme is current, of high quality, and able to prepare learners well for their future employment or further study.
    - continual monitoring - the primary means by which the education provider assures itself on an on-going basis academic standards and quality will be maintained.
    - external examining - a key element of the education provider's system of quality assurance and enhancement; and
    - quality standards assessment - monitoring and review of the programme and partner collaborative arrangements will follow the education provider's quality and standards assessment review procedures.
  - o The education provider meets regulatory compliance via the Office for Students.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The education provider informed us the programme will operate a system of practice education audit prior to learners being allocated to

those areas. These will be reviewed on a two-year cycle as a minimum. There are also educator forums in all disciplines. All placement providers will be expected to complete or provide a satisfactory audit detailing the support available to learners and confirming the suitability of the learning environment.

- o The placement provider will be expected to complete an audit. This will detail the support available to learners and confirm the suitability of the learning environment. New and existing practice educators will receive an induction.
- o Learners can use the Raising Concerns process to identify concerns in relation to factors such as practice-based learning, members of staff, and other learners.
- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learner involvement** –
  - o Learners will have multiple ways of giving feedback and feeding into the development of programmes. There will be learner surveys such as the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), and the education provider survey and module evaluations.
  - o There are four officer trustees who lead the Students Union and represent learners. The Students Union is responsible for the academic representation structure at the education provider. Learners elect over 800 representatives and Student Officers each year to represent them. Their job is to work closely with the union's Vice-President (Education) to identify any issues or needs and represent the learner voice at the highest meetings at the education provider.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Service user and carer involvement** –
  - o Service user and carer involvement is key to many aspects of programme development, delivery, and evaluation and is an intrinsic element of programme development and review / re-approval.
  - o Service user and carer representatives are full members of the college Programme Planning Group and their involvement takes place in forms such as programme committees and learner interviews.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

<u>Learners</u>

Findings on alignment with existing provision:
- **Support** –
  - ○ The education provider will support learners through different avenues, such as college learner centres, health and wellbeing support, support with English language skills, and careers and employability support.
  - ○ There will also be support from resources such as virtual learning environment, programme and module handbooks, and personal academic tutors.
  - ○ The academic regulations will provide support for learners. For instance, the Student Charter, which is a clear statement of the responsibilities of the education provider and Student Union to provide a quality academic experience for every learner. It sets out the expectations and responsibilities for learners to get the most from their experience at the education provider.
  - ○ This aligns with our understanding of how the education provider runs programmes.
  - ○ We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Ongoing suitability** –
  - ○ The education provider explained the professional conduct and professional suitability procedure will ensure learners are fit to practice and comply with the education provider's learner code of conduct.
  - ○ This aligns with our understanding of how the education provider runs programmes.
  - ○ We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Learning with and from other learners and professionals (IPL/E)** –
  - ○ The College of Health, Psychology and Social Care has an interprofessional learning strategy which applies to all learners in health and social care related programmes. The education provider informed us they encourage it in the on the job learning through suggestions in the high-level plan.
  - ○ This aligns with our understanding of how the education provider runs programmes.
  - ○ We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Equality, diversity and inclusion** –
  - ○ The education provider has overarching equality, diversity, and inclusion (EDI) monitoring and compliance.
  - ○ EDI will be monitored within programme level performance and is supported by overarching institutional monitoring. Annual reporting will be used to drive actions and interventions.

- o The education provider is compliant with the required accessibility statement related to their website and Virtual Learning Environment (VLE). They will support learners to develop digital wellbeing skills, ensuring learning spaces are safe and secure for all users.
- o The education provider considers learning design which serves the needs of all learners and incorporates equality, diversity, and access. They will create learning activities which engage learners and enable them to consider real-world application of their learning in an appropriate structure and flexible format. The education provider considers an inclusive curriculum to be central to the design of the programme.
- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Assessment

Findings on alignment with existing provision:
- **Objectivity** –
  - o The education provider applies anonymous marking. This is applied to ensure objectivity, except for practical assessments and dissertation. This will be contained within the internal moderation policy as part of academic regulations.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Progression and achievement** –
  - o The education provider uses internal and external moderation of learners' work, and this will be overseen by the internal moderation process.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Appeals** –
  - o The education provider has an academic appeals policy. This underpins what constitutes a valid ground for appeal and how to make an appeal.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

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 education provider has developed a business plan which will detail staffing resource requirements. They have a number of physiotherapists already employed and are advertising a post to provide curriculum development support. The education provider will be drawing on the current occupational therapy workforce to deliver and manage the new programme.
- Office for Student (OfS) funding will support staffing resourcing for the programmes.
- The education provider has occupational therapy and physiotherapy facilities which will be used to deliver specialist teaching. They will also utilise existing facilities from the health and sports provision. The business plan will also include provision for consumables and further specialist equipment for the physiotherapy programme.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: 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
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist	30 learners, 1 cohort per year	09/09/2024

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.

Quality themes identified for further exploration

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

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

Quality theme 1 – managing shortfalls in the capacity of practice-based learning

Area for further exploration: We noted the education provider submitted the same evidence for SET 3.6 – ensuring availability and capacity of practice-based learning, as they did for SET 3.5 - ensuring effective collaboration. Although there was evidence of ongoing collaboration with practice education providers, there was no evidence to demonstrate that there was a process in place to ensure the capacity of practice-based learning for all learners. The visitors were unclear what would happen if there were still insufficient practice-based learning capacity at the end of the collaboration, as there was no provision for this in the information provided. Although it was mentioned in the collaboration flowchart (Placement provider flowchart document), there was no explanation of what will happen if there was still a shortfall.

Quality activities agreed to explore theme further: We decided to explore this through an email response and / or additional evidence. We considered this the most appropriate approach for the education provider to address the issue. As part of our request, we asked the education provider to state if they had any agreements with their practice education providers that would support availability and capacity of practice-based learning.

Outcomes of exploration: In their response the education provider explained how the flowchart demonstrated active collaboration with practice education providers to ensure adequate capacity and the measures in place to address any identified shortfalls. We understood that the education provider is working with practice education providers over the next 18 months to develop practice-based learning provision across all sectors, including the NHS, Private Independent Volunteer Organisations (PIVO), and the third sector.

The education provider noted that a placement lead will be appointed to attend bi-monthly capacity review meetings, identify new practice providers, audit practice-based learning, and allocate learners. They will work with the experienced placement team in the College of Health, Psychology, and Social Care. The education provider also noted they are implementing a Fair Share model to increase the capacity of

practice-based learning. The Fair Share model is a system that helps to ensure a fair and consistent sharing of practice-based learning across education providers in a region.

The visitors considered the information identified the details of the Fair Share model, and evidenced the local NHS Health Trusts are fully engaged in identifying Physiotherapy practice-based learning and increasing the numbers available. This, together with the detailed information provided around the flowchart, showed there was an effective process of ensuring availability and capacity of practice-based learning.

The visitors were satisfied the response had sufficiently addressed their concern and they had no further concerns in this area.

<u>Quality theme 2 – ensuring an adequate number of staff with relevant specialist knowledge and expertise to deliver an effective programme</u>

Area for further exploration: The visitors noted references to four staff Curriculum Vitae – two occupational therapists and two physiotherapists. There was no narrative to explain how the education provider will ensure there will be adequate number of experienced staff in place to deliver the programme effectively. Also, the education provider did not provide any information on how the occupational therapists knowledge and experience was appropriate for teaching and was appropriate on a physiotherapy programme.

We also noted the education provider's statement that "*further recruitment is planned, approval dependent, to ensure there is a range of staff within the team with the relevant specialist knowledge and expertise".* However, there was no narrative to explain how they will ensure all subject areas will be delivered by educators with relevant and specialist knowledge and expertise. There was no recruitment strategy in place detailing who has been recruited, who will be recruited, by when, and how physiotherapy skills will be taught.

Quality activities agreed to explore theme further: We explored this by requesting further evidence and an email response. We requested clear evidence of how the education provider would ensure there is adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively. We also requested a narrative on how the existing staff group has been expanded beyond the existing provision. We considered it necessary to know how core physiotherapy skills were going to be covered and an explanation of the specialist area of the physiotherapy lecturer they currently have. For the occupational therapy staff who will be involved, we requested to know specifically what they will teach and who will take over their previous duties. We considered having the additional evidence and the email narrative would sufficiently address our concerns.

Outcomes of exploration: Responding to the above, the education provider noted they currently employ six qualified physiotherapists with diverse specialisms and are

in the process of hiring additional staff to ensure adequate expertise and staffing for the programme. As part of their response, the education provider submitted the remaining four CVs for the other physiotherapists. We understood a new post was created and filled in January 2024 specifically for programme development. Existing physiotherapy staff have adjusted their workload to focus solely on the programme's development and delivery, complementing the new positions being advertised. The education provider also noted that the Occupational Therapy team is contributing by managing admissions, overseeing practice-based learning, and delivering some interprofessional content.

Regarding the delivery of subject areas by experts, we understood a Programme Lead with expertise in Neurology, Musculoskeletal (MSK), and Public Health was appointed at 0.4 full time equivalent (FTE) to develop the programme, with the role set to expand to 0.6 FTE upon approval. We understand a specialist MSK physiotherapist, and the Head of School will dedicate 0.4 FTE and 0.2 FTE respectively to support the programme's development. Additional recruitment is planned to maintain sufficient staff numbers and to support the growth in learner numbers each academic year.

The visitors were satisfied with the level of information provided and determined this had addressed their concerns. We were reassured there is currently sufficient staff to start delivering the programme from September 2024. In addition, evidence was received of further recruitment plans which demonstrated further roles will be filled as learner numbers grow. Following the quality activity, the visitors had no further concerns.

Quality theme 3 – ensuring all standards of proficiency (SOPs) are delivered across the programme

Area for further exploration: The education provider submitted a SOPs mapping document showing how the learning outcomes will deliver the SOPs. However, there remained questions about how the following SOPs will be met:

- 7.2 communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.5).
    - o It was unclear how the education provider will ensure this SOP is developed across the programme, so it is met upon successful completion of the programme. Their admissions policy stated that applicants need an IELTs at level 6.5 or equivalent upon entry.

- 7.7 use information, communication and digital technologies appropriate to their practice.
    - o From the mapping document and module descriptors, the visitors were unable to identify where this SOP would be delivered and assessed within the programme.

- 7.8 understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decision.
  - The visitors noted module Practice Placement 1 and learning outcome 4 which stated: Demonstrate an ability to be able to adapt digital tools, technologies, and evidence to create a therapeutic alliance of management that is acceptable to a patient. We noted it had been listed in the Practice Placement 1 module which is simulation practice-based learning module. From this it the visitors were unable to identify where this SOP would be delivered and assessed within the programme.

- 8.6 understand the qualities, behaviours and benefits of leadership.
- 8.7 recognise that leadership is a skill all professionals can demonstrate.
- 8.8 identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion.
  - These SOPs relate to leadership. However, the visitors considered the learning outcomes, referred to by the education provider, did not clearly emphasise leadership content / theory for them to identify how these SOPs would be delivered and assessed across the programme.

- 13.11 engage service users in research as appropriate.
  - The visitors were referred to learning outcomes in the Dissertation module.. The learning outcomes listed were:

    - LO1: Apply the principles of project management to produce a completed article for publication/formal dissemination.
    - LO2: Critically appraise the body of literature pertinent to your chosen area of study.
    - LO4: Work alongside the dissertation tutor to manage goals and deadlines to produce an article for publication/professional dissemination.
  - The visitors noted that none of these learning outcomes referenced service users. As such, the visitors were unclear how this SOP would be delivered and assessed across the programme.

Quality activities agreed to explore theme further:
We decided to explore this through the receipt of additional evidence. We considered this the most appropriate approach for the education provider to address the issue.

Outcomes of exploration: In response the education provider submitted an updated Programme Specification and SOPs mapping document, together with a narrative.

For SOP 7.2, the education provider explained that although the entry requirement is set at IELTS level 6.5, they anticipate that with three years of teaching, assessment

and clinical practice in English, learners will demonstrate an IELTS of 7.0 at the point of graduation. They also stated that all assessments have criteria for assessing the level of communication and the requirement for both clinical and academic work would demonstrate an IELTS of 7.0. The education providers updated Programme Specification, provided further clarification about how learners would meet this SOP. It was also confirmed applicants will need to meet the HCPC requirement regarding English language proficiency upon successful completion of the programme.

For SOPs 7.7 and 7.8, we understood learners will learn how to use internet search engines to find resources for clinical practice and critically evaluate these sources. They will apply this knowledge to patient cases, assessing the effectiveness of treatment options based on literature, guidance, and websites. The learners' understanding is assessed through tasks where they summarise their findings in a patient-friendly manner, focusing on evidence-based medicine. The education provider noted this approach combines the best of published literature, clinical experience, and patient needs, which they consider essential for good evidence-based practice.

For SOPs 8.6, 8.7, and 8.8, the education provider noted that the theory and content of leadership are implicitly incorporated into the learning outcomes of the clinical practice-based learning modules. We understood each practice-based learning module includes a preparation week for discussing leadership theories, followed by a debrief for learners to reflect on observed leadership styles. The third-year modules, "Preparation for Graduate Practice" and "Specialism and Advancing Practice," emphasise these concepts, with assessments aligned to the four pillars of practice. From seeking further clarification, we received relevant updated module specifications that showed each had a learning outcome which included Leadership.

For SOP 13.11, the education provider explained service users are integral to the programme, contributing to case studies and participating in focus groups for learner dissertations. The education provider noted they have a pool of experienced experts who assist in developing teaching and research materials. These individuals will be asked to take part in focus groups, from which, learners can use as evidence in their dissertations. Learners will present their evidence reviews to service users during clinical placements, and any dissertation requiring ethical approval will be reviewed by a panel that includes service users. This way, it was clear that learners will have the opportunity to learn how to engage service users in research. Additionally, a research lead physiotherapist from Derby hospitals will introduce learners to local research projects, enabling them to guide patients towards these opportunities.

The visitors concluded the education provider had submitted sufficient information to demonstrate that all the highlighted SOPs are delivered and assessed in the programme. Therefore, they determined that that the quality activity had addressed all their concerns around this area.

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** –
    - Admissions requirements are clearly specified in the Programme Specification. Information provided in the Programme Specification covered entry criteria, selection process, English language requirements, criminal convictions and Disclosure and Barring Service (DBS) and several other areas.
    - The visitors were satisfied with the level of information provided to applicants regarding both academic and professional entry requirements.
    - Therefore, they determined the relevant standard in this SET area is met.

- **SET 3: Programme governance, management and leadership** –
    - The education provider supplied a flowchart and a spreadsheet which illustrated their process of practice-based learning allocation and agreement. They also listed a number of regular meetings that took place between them and their practice providers. These demonstrated evidence of effective collaboration between the education provider and their practice education providers.

- o As outlined in quality theme 1, we received further information on how the education provider will ensure availability and capacity of practice-based learning. The detailed explanation provided around how the flowchart as well as the Fair Share model work provided sufficient evidence that there is an effective process to ensure the capacity of practice-based learning.
- o The education provider submitted staff CVs to demonstrate there are appropriately qualified and experienced staff in place to deliver the programme. The CVs also showed the knowledge and expertise of the staff in relation to the programme. Through quality activity, we received further CVs for the additional four Physiotherapy staff demonstrating they have relevant qualification and experience for the role. We also received information that demonstrated the proportion of their time to be spent on the programme as noted in quality theme 2.
- o The education provider referenced the Placement handbook and two module handbooks. They also provided a reading list and information on other resources that would be used to support learners. These included their specialist nursing, midwifery, allied health and sports / rehabilitation facilities. The education provider also noted that learning technologist and technician support is provided to support learners accessing the virtual learning environment (VLE) online portfolio / clinical assessment documentation (PebblePad). Support is also provided for learner directed practical skills.
- o We noted the reading list initially submitted was inaccessible. This was addressed from seeking further clarification from the education provider. In addition, the education provider submitted further details around their process of allocating access to the resources and this reassured us that learners on the programme will have access to the resources they need.
- o Also, from seeking further clarification, the programme team provided a clear teaching timetable which illustrated when the physiotherapy learners will be accessing specific teaching space and practical resources. Clear information was given in the Programme Specification showing how learners can access all the online and digital resources.
- o The visitors were satisfied that there is sufficient evidence demonstrating that all standards within this SET area are met.

- **SET 4: Programme design and delivery** –
  - o The education provider submitted module specifications as well as their completed standards of proficiency (SOPs) mapping to demonstrate that learners who complete the programme will be able to meet the standards of proficiency for physiotherapists. From the information received via quality theme 3, it was clear how all the SOPs will be delivered through the learning outcomes.
  - o There is evidence in the module specifications showing learners understand and are able to meet the expectations of professional

behaviour, including the standards of conduct, performance and ethics. The modules, Fundamentals of Physiotherapy Practice, Professional skills and practice modules 1 and 2, Scientific and Digital skills, Preparation for Graduate Practice, Dissertation, and all Practice placement all demonstrate this.

o Evidence showed the programme is designed to reflect the philosophy, core values, skills and knowledge base of the profession is clearly outlined in the Programme Specification document as well as module learning outcomes.

o From seeking further clarification, we understood how social constructivism will be used to ensure the programme reflected the philosophy, core values, skills and knowledge base of the profession. The education provider explained that social constructivism assumes that the learner is an active participant in the creation of their own knowledge (Schreiber & Valle, 2013). They noted this explains the problem-based and peer-group learning model that they introduced during semester 2 of year 1, and threads through the remaining programme. This clarity was also provided in the programme specification.

o There is evidence demonstrating the programme is designed to move away from teaching in traditional specialist silos and instead represent the nature of physiotherapy services and the service users that physiotherapists will likely encounter. The education provider noted that essential anatomy, physiology, theories and concepts provide the foundational knowledge required. The process of applying these in a range of contexts and environment where physiotherapists work will ensure the currency of the programme to current practice.

o Integration of theory and practice is clearly outlined in the Programme Specification document and Placement Patterns document. Similarly, it is clearly written in the Programme Specification and the module learning outcomes that the delivery supports and develops evidence based.

o The Programme Specification demonstrated that the learning and teaching methods are appropriate to the effective delivery of the learning outcomes. For example, there will be a blend of learning and teaching methods. These will include seminars, practical activities, tutorials, experiential learning, action-based seminars, e-learning, peer learning, self-directed learning and virtual environment learning.

o Information provided in the Programme Specification as well as the module learning document clearly outlined how the delivery of the programme supports and develops autonomous and reflective thinking. For example, we understand that at level 5, learners will expand and enhance the skills developed at level 4 and be expected to take greater responsibility for their own learning.

o The visitors were satisfied that the evidence provided including the information provided as part of quality activity showed all standards within this SET area have been met.

- **SET 5: Practice-based learning** –
    - The practice placement handbook and the information for applicants showed how practice-based learning relates to learning.
    - Practice-based learning occurs throughout the three years of the programme. At the end of year 1, there is one simulation practice-based learning. In year 2, there are two practice-based learning, and in year 3, there are additional two practice-based learning. Academic blocks are interspersed with practice-based learning to enable the teaching and learning of theory and clinical skills before the practice.
    - Information provided in the Programme Specification, practice placement handbook, stakeholder information, as well as SOPs mapping showed practice-based learning is provided at all levels at key points in the calendar. For example, the education provider noted the two, 6-week practice-based learning blocks undertaken in level 5 in addition to the university-based learning. They noted this helps learners to develop knowledge of research methods and apply evidence-based practice to their academic work and practice.
    - From seeking further clarification, we understood the education provider is developing provision through its existing approved Occupational Therapy programme and is building connections with practice providers in Nottingham and Derby. There is a dedicated staff member who is making links with practice providers in these regions to ensure that when practice-based learning is required, there is a large bank of experienced practice educators to call upon. The education provider also noted that Derby and Nottingham NHS trusts have informed them that the other HEIs are not using their capacity and have capacity to spare for the education provider.
    - In relation to training, the education provider noted that the Practice Placement Handbook has been updated with additional information regarding practice educator training and has been well-received. The education provider noted this is a work in progress and discussions around training are in process with Sheffield Hallam University and University of Nottingham to standardise the training delivery in terms of timing and content.
    - From reviewing the initial submission and further clarification provided, the visitors were satisfied that all standards in this SET area have been met.

- **SET 6: Assessment –**
    - The education provider described how the assessment strategy and design will ensure learners who complete the programme meet the standards of proficiency for physiotherapists. This is clearly outlined through the Programme Specification document as well as the Module teaching hours and assessment task document. Further details were provided in each module specification document.

- o Similarly, there is evidence that professional behaviour, including the standards of conduct, performance and ethics are integral to all modules. These are featured in the professional skills and behaviours modules at Levels 4 and 5, as well as the preparation for graduate practice module.
- o The visitors noted the assessment methods were varied and clearly described in the module descriptors and were therefore reassured that they would be effective at measuring the learning outcomes.
- o Following their review, the visitors were able to determine that all standards within this SET area have been met.

Risks identified which may impact on performance: None.

Section 5: Referrals

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

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

Recommendations

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

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

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

Education and Training Committee decision

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

Based on all information presented to them, the Committee decided that the 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
University of Derby	CAS-01475-L4G4W2		Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should approved.	The education provider has developed a business plan which will detail staffing resource requirements. They have a number of physiotherapists already employed and are advertising a post to provide curriculum development support. The education provider will be drawing on the current occupational therapy workforce to deliver and manage the new programme. Office for Student (OfS) funding will support staffing resourcing for the programmes. The education provider has occupational therapy and physiotherapy facilities which will be used to deliver specialist teaching. They will also utilise existing facilities from the health

				and sports provision. The business plan will also include provision for consumables and further specialist equipment for the physiotherapy programme.

Programmes		
Programme name	**Mode of study**	**Nature of provision**
BSc (Hons) Physiotherapy	FT (Full time)	Taught

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/09/2002
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2018
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/10/1995
MSc Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2009
PG Dip Occupational Therapy	FT (Full time)	Occupational therapist			01/08/2017
BSc (Hons) Operating Department Practice	DL (Distance learning)	Operating department practitioner			01/05/2019
BSc (Hons) Operating Department Practice, Degree Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/05/2019
BSc (Hons) Paramedic Practice Apprenticeship	WBL (Work based learning)	Paramedic			01/01/2024
Post Graduate Diploma in Forensic Psychology Practice	PT (Part time)	Practitioner psychologist	Forensic psychologist		01/01/2022
Post Graduate Diploma in Forensic Psychology Practice	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/01/2022
BSc (Hons) Prosthetics and Orthotics	FT (Full time)	Prosthetist / orthotist			01/01/2022

BSc (Hons) Prosthetics and Orthotics Degree Apprenticeship	WBL (Work based learning)	Prosthetist / orthotist			01/01/2022
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1992
BSc (Hons) Diagnostic Radiography Degree Apprenticeship	DL (Distance learning)	Radiographer	Diagnostic radiographer		01/01/2024
MSc in Diagnostic Radiography (pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/08/2016
Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Physiotherapists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014
Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Podiatrists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014
Post-graduate Practice Certificate in Independent / Supplementary Prescribing for Paramedics	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2019
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Physiotherapists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Podiatrists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020