
Approval process report

University of Brighton, Physiotherapy 2022-23

Executive Summary

This is a report of the process to approve the Physiotherapy programmes at University of Brighton. 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 programmes against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Decided all standards are met, and that the programmes are approved

Through this assessment, we have noted:

- The programmes meet all the relevant HCPC education standards and therefore should be approved.

Previous consideration	Not applicable. These are new programmes the education provider is seeking approval for.
Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">• The programmes are approved.
Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none">• The provider is currently going through the performance review process and the aim is for the performance review process report to be submitted to the September Education and Training Panel (ETP).• The programmes have been approved and will be delivered by the education provider from September 2023.

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Section 1: About this assessment

About us

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

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)
- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support this review:

Carol Rowe	Lead visitor, Physiotherapist
Fleur Kitsell	Lead visitor, Physiotherapist
Saranjit Binning	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 15 HCPC-approved programmes across five professions and a Prescribing programme. It is a Higher Education Institution (HEI) and has been running HCPC approved programmes since 1993.

It is a well-established higher education institute with ten departments. The Allied Health Professions programmes are based in the School of Sport and Health Sciences. The School offers learners a range of facilities, which include the Leaf Hospital, clinical skills and simulation suites, daily living suite and practical skills rooms. Currently the Physiotherapy programmes are delivered at the Eastbourne campus, however this campus is due to close and from September 2024 all programmes will be delivered at the Falmer, Brighton Campus.

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	Chiropracist / podiatrist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993
	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2006
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2009
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2022
Post-registration	Independent Prescribing / Supplementary prescribing		2014	

Institution performance data

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

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

Data Point	Benchmark	Value	Date	Commentary
Numbers of learners	105	330	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 learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission.

				<p>The education provider is recruiting learners above the benchmark.</p> <p>We explored this further with the education provider through Quality theme 2</p>
Learner non continuation	3%	2%	2019-2020	<p>This Higher Education Statistics Agency (HESA) data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 1%.</p>
Outcomes for those who complete programmes	94%	96%	2019-2020	<p>This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 2%.</p>
Teaching Excellence Framework (TEF) award	N/A	Silver	June 2017	<p>The definition of a Silver TEF award is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education."</p>

Learner satisfaction	74.1%	68.5%	2020	<p>This NSS data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 5.6%.</p> <p>We explored this by reviewing the NSS feedback specifically for the existing physiotherapy programme. There was clear evidence the programme was performing well in all areas and above the benchmark value. Learner satisfaction was reflected in the scores and visitors were satisfied there were no concerns in relation to this data point.</p>

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 programmes, the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:

- **Information for applicants** – The admissions policy and procedures outline the institution wide policies and apply to all taught programmes. The admissions policy provides guidance to applicants, staff, and parents on the admissions procedure. Information is also available on the education providers website. These policies and procedures apply at institution level and will apply to the proposed programmes.
- **Assessing English language, character, and health** – The admissions policy and procedure relating to this area is institution wide and applies to all programmes. For all HCPC approved programmes, applicants are required to complete criminal conviction checks via the Disclosure and Barring Service (DBS), and occupational health checks. For the proposed programmes these checks will be completed by the applicant’s employer and completion of these checks will be a condition of the offer. This institution wide policy will apply to applicants for the proposed programmes with some adaptations due to the applicants being apprentices.
- **Prior learning and experience (AP(E)L)** – The Policy for managing the recognition of prior learning (RPL) is an institution wide policy and applies to all programmes. Applicants are considered for this based on their knowledge of the professional area and experience. This policy will apply to applicants on the proposed programmes and aligns with institution wide policies.
- **Equality, diversity and inclusion** – The University of Brighton Equality, Diversity and Inclusion Policy demonstrates they are committed to equality, diversity and inclusion. The education provider has also identified five strategic areas they are focussing on, which are outlined in the University Strategy for 2019-2025 – Practical wisdom. These policies and procedures apply at institution level and will apply to the proposed programmes.

Non-alignment requiring further assessment: None.

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹** – There are institution wide policies covering the delivery of the provision to the expected threshold level of entry to the Register. All staff are required to maintain their registration and obtain a teaching qualification such as a Post Graduate Certificate. The education provider already delivers Physiotherapy programmes, and the proposed programmes will therefore align to these programmes. These policies will apply to the proposed programmes.
- **Sustainability of provision** – The education provider demonstrates how well resourced they are with regards to both staff and infrastructure to deliver healthcare programmes. To manage placement capacity, placement blocks are distributed evenly throughout the academic year and bespoke placement packages are developed for learners. The University Business Continuity Plan identifies and mitigates risks and ensures the provision is sustainable. For the

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

proposed programmes the teaching and resources will be shared with the current Physiotherapy programmes and the institution wide policies will apply.

- **Effective programme delivery** – Through relevant policies and procedures, the education provider ensures they recruit appropriately qualified staff who are HCPC registered professionals. The education provider is well established with delivering vocational programmes and require all programmes to meet the requirements of the University's Curriculum Design Framework. This framework ensures the robustness and consistency of the internal and external assessment processes. The Academic Health Process was also introduced prior to 2022-23 to consider module, course, and school reports, which were scrutinised by various committees and boards internally and actions recommended accordingly. These policies and procedures are institution wide and will apply to the proposed programmes.
- **Effective staff management and development** – Policies and procedures to support staff with professional development are outlined in the Annual Staff Development Review Scheme. All teaching staff are required to have a nationally recognised teaching qualification or be working towards one. In addition to this, staff also engage with inter-professional peer review of teaching and work on some research or scholarly activity and set objectives through the staff development review. These policies and procedures apply at institution level and will apply to the proposed programmes.
- **Partnerships, which are managed at the institution level** – The education provider has demonstrated their engagement with partners, employers and other third sector organisations and how these are managed at School level. This aligns with our understanding of how the education provider manages partnerships.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality** – The Annual Quality Assessment procedure and Periodic Review Policy are institution wide processes to monitor and evaluate all programmes and to ensure consistency. The School Quality and Standards Committee are responsible for monitoring any changes to programmes and ensure quality and compliance of all programmes. These policies and procedures apply at institution level and will apply to the proposed programmes.
- **Practice quality, including the establishment of safe and supporting practice learning environments** – There are several policies and procedures set at institution level to ensure practice quality and a safe and supportive practice learning environment. Some of these include regular audits of practice sites, learning agreements, placement reviews including apprenticeships and cross School placement meetings. These policies and procedures are institution wide and will apply to the proposed programmes.
- **Learner involvement** – The education provider encourages learner involvement and feedback, which is supported by the Student Engagement in Quality Policy, the University of Brighton Course Representation Policy and the Student Charter. The Student Engagement in Quality Policy allows

learners to provide feedback on modules and share experiences. These policies and procedures apply at institution level and will apply to the proposed programmes.

- **Service user and carer involvement** – Service users and carers are involved in the delivery of the provision and the internal scrutiny of the programmes in line with the current institution wide policies. The SHS (Sport and Health Sciences) Service User and Carer Partnership Strategy 2019-2022 is currently under review and outlines Service User and Carer involvement with the School. The existing policies and future strategy will apply to the proposed programmes.

Non-alignment requiring further assessment: None.

Learners

Findings on alignment with existing provision:

- **Support** – The education provider is committed to supporting learners and offers a variety of support through the Disability and Dyslexia Team, which includes study skills support, assessments and screenings for dyslexia and developing learning support plans. The Personal Academic Tutoring Policy provides all learners with a personal academic tutor. Learners can also access support from the Student Union relating to mental health and wellbeing, drug and alcohol, housing issues, academic misconduct, and fitness to practice. These policies and procedures apply at institution level and will apply to the proposed programmes.
- **Ongoing suitability** – Suitability of learners is considered through the Fitness to Practise Procedure and the Academic Misconduct procedure. These policies are institution wide and will apply to the proposed programmes.
- **Learning with and from other learners and professionals (IPL/E)** – The Interprofessional Education working group develop opportunities for learners to share learning and experiences within the Faculty of Health and Social Science. Some examples include Interprofessional Education Conferences and practice placements. This process will apply to the proposed programmes.
- **Equality, diversity and inclusion** – The University of Brighton Equality, Diversity and Inclusion Policy demonstrates they are committed to equality, diversity and inclusion. The education provider has also identified five strategic areas they are focussing on, which are outlined in the University Strategy for 2019-2025 – Practical wisdom. These policies and procedures apply at institution level and will apply to the proposed programmes.

Non-alignment requiring further assessment: None.

Assessment

Findings on alignment with existing provision:

- **Objectivity** – The Assessment and Feedback Policy and the Double Marking and Moderation of Summative Assessment Policy ensure consistency, fairness, and transparency across all programmes. These policies and

procedures apply at institution level and will apply to the proposed programmes.

- **Progression and achievement** – All assessment processes comply with the Examination Boards procedure and require input from an external examiner. Other processes used in this area include the Additional Consideration Guidance, Fitness to Practice procedure and Academic Misconduct procedures. These policies and procedures apply at institution level and will apply to the proposed programmes.
- **Appeals** – The General Examination and Assessment Regulations for Taught Courses and the Student Complaints Resolution Procedure allows learners to appeal their marks and submit complaints. These policies and procedures apply at institution level and will apply to the proposed programmes.

Non-alignment requiring further assessment: None.

Outcomes from stage 1

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

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
BSc (Hons) Physiotherapy Degree Apprenticeship	Part time	Physiotherapy	20 learners per year (maximum across both BSc & MSc programmes)	25/09/23
MSc (pre-reg) Physiotherapy Apprenticeship	Part time	Physiotherapy	20 learners per year (maximum across both BSc & MSc programmes)	23/09/24

Stage 2 assessment – provider submission

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

Quality themes identified for further exploration

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

Quality theme 1 – Ensuring sufficient practice-based learning opportunities within the region

Area for further exploration: Visitors recognised the education provider has strong relationships with physiotherapy placement providers and acknowledged the number of learners for these programmes would be relatively low. However, they noted there were four other universities accessing placements within the South East region and wanted to understand how placements were distributed fairly across the five universities and the impact this may have on placement capacity. We therefore requested further information on what the process was for ensuring the placements within the region were accessed fairly by the five universities and if there was a strategy to support this. In addition to this, visitors also requested a further explanation on how the process would work at programme/subject level.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. We considered the email clarification would be the most effective method to understand how the placements were distributed fairly across the five universities and the impact this would have on placement capacity.

Outcomes of exploration: The education provider explained how they meet with the University of Chichester and Canterbury Christ Church University every two months to discuss placement timings and capacity. In addition to this, every three months they meet with the wider South East and Central group to discuss any issues with capacity in the region. This group includes the University of Chichester, Canterbury Christ Church University, University of Southampton, University of Greenwich, Bournemouth University, AECC University College, University of Portsmouth, University of the West of England, and University of Winchester. Where possible, all the education providers work together to reduce the pressure on placements. They also work with the Allied Health Professions (AHP) placement expansion team for Sussex, Kent and Surrey Heartlands and have agreements with these trusts to support learners with placement learning.

The visitors were satisfied with the information provided in this section. The education provider demonstrated good collaboration with the education providers and Trusts in the region to ensure there is sufficient placement capacity and that it is managed fairly.

Quality theme 2 – Impact of increased learner numbers on staffing and teaching resources.

Area for further exploration: Visitors acknowledged the increase in learner numbers from 105 to 330 (see above table) and wanted to explore the impact of this increase on resources. It was not clear to the visitors if staffing levels had increased to match the learner numbers and the challenges the increased learner numbers posed on the education providers resources.

It was noted from the documentation, there was a requirement for additional staff to be recruited for the proposed programmes and this consultation was in progress. Further details were therefore requested on the proposed increase in staffing levels for the proposed programmes, the timescale to recruit and the education providers financial commitment to this.

Visitors recognised the range of resources available to learners, which included the library, virtual learning environment (VLE), student support and dyslexia service. However, they noted it would be a challenge to manage these resources with the increased learner numbers. They were particularly interested in exploring how resources would be managed when the Eastbourne Campus closed, and all teaching would be delivered from the Brighton Campus. Further information was therefore sought on how specific resources such as room availability and timetabling would be impacted and managed at the Brighton Campus.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting both email clarification and documentary evidence from the education provider. The visitors thought this was the most effective method, for the education provider to explain how resources had been managed and staffing levels had increased or were in the process of being increased for the proposed programmes.

Outcomes of exploration: In their response, the education provider confirmed they have 24 members of staff who are HCPC registered Physiotherapists and would be involved with the teaching of the programmes. Based on the learner numbers the staff: student ratio would be 17.5. However, if learner numbers increase, the staffing needs will also be increased accordingly. Currently for the proposed programmes one appointment has been approved, which is in line with the education provider's workload model. They also confirmed all Physiotherapy staff are on permanent contracts, however they use Visiting Lecturers in addition to this for specific teaching.

With regards to resources, the education provider has confirmed there are currently no challenges with resources and the proposed programmes and additional learner numbers can be accommodated within the current space. There are however plans to move to the Falmer Campus in September 2024, where reviews have been completed to ensure there is sufficient teaching space for the additional learners. On the new campus there will also be opportunities to expand activities and learners will have access to facilities such as exercise physiology laboratories, a isokinetic dynamometry suite, a Strength and Conditioning suite, exercise and rehabilitation spaces, social learning spaces and more clinical skills rooms for interprofessional education.

Visitors were satisfied with the information provided in this section and noted how delivering all the programmes on one campus and providing learners with access to a range of facilities would improve the learner experience.

Quality theme 3 – Entry requirements and processes and accessibility to the programme information

Area for further exploration: Visitors noted the education providers Admissions Policy and Procedures were in the process of being amended and therefore requested to see a copy of the amended version. They also requested further information on the current entry requirements and how the apprenticeship programmes were publicised to potential applicants. In addition to this, visitors sought to understand the two stages of the interview process and what the focus was for each stage. A further explanation was therefore requested.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting both email clarification and documentary evidence from the education provider. The visitors thought this was the most effective method, for them to ensure the selection and entry criteria were appropriate and understand the interview process and how the proposed programmes were being publicised.

Outcomes of exploration: The education provider shared a link from their website where the Physiotherapist Degree Apprenticeship entry requirements can be accessed. They explained how the entry requirements for the (pre-reg) Master's degree apprenticeship (due to start in September 2024) will be made available on the website in this same way. This will not happen until December 2023, as this is when the education provider is intending to start recruiting for the programme. With regards to advertising the proposed programmes, they explained how the Business Development Officer will circulate information to employers about the proposed programme. The information for the programmes has also been shared with local employers (Sussex, Surrey, Kent, and Hertfordshire) by the course leader.

To explain the interview process, the education provider submitted a flow diagram which clarified the process. They explained how previously the applicant and employer were required to complete expression of interest and, when the levy status and commitment were confirmed, the applicant would submit the application and an interview would be arranged. This process has now changed to joint interviews being arranged with the employer, applicant, and programme team, which is highlighted in the flow diagram.

Visitors were satisfied with the information provided in this section, which demonstrated the selection and entry requirements were appropriate.

Quality theme 4 – Continuing to reflect current practice

Area for further exploration: Visitors noted the proposed programmes have been developed in consultation with stakeholders to ensure the curriculum reflects current practice and that there were clear processes for this. However, there was no evidence of how the curriculum would continue to reflect current practice. Further evidence was therefore requested on how the education provider would continue to

ensure the programmes will be updated in line with developments and changes in current practice.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. We considered the email clarification would be the most effective method to understand how the curriculum would continue to reflect current practice.

Outcomes of exploration: The education provider has outlined several mechanisms they use to ensure the curriculum continues to reflect current practice. Academic staff are active clinicians and as a result of this, their knowledge, skills, and expertise are up to date in line with current practice. This can then be transferred into the teaching. Whilst on placement, learners are contacted by the academic team and feedback gathered, which is used to inform future module content and delivery. Feedback from practice educators is also gathered and considered. Other mechanisms include using visiting lecturers and reviewing new guidelines and policies when they are published and updating module content and delivery accordingly.

Visitors were satisfied with the information provided in this section and confirmed the mechanisms outlined addressed how the curriculum will continue to reflect development and changes in practice.

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.

Overall findings on how standards are met

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

Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register –**
 - This standard is covered through institution-level assessment.
- **SET 2: Programme admissions –**
 - The selection and entry criteria are clear and set at an appropriate level for an apprenticeship programme. Through [Quality theme 3](#) further clarification was provided on the entry requirements for the (pre-reg) Masters Degree Apprenticeship, which is due to start in September 2024.
 - It was noted the English language requirements are in line with the education provider and HCPC requirements. Employers are required to undertake occupational health screenings and enhanced Disclosure and Barring Service (DBS) checks for applicants.

- Processes for Recognition of Prior Learning (RPL) are clear, and applicants can be considered for this if they are able to demonstrate their experience through the mapping process.
- The visitors therefore considered the relevant standard within this SET area met.
- **SET 3: Programme governance, management and leadership –**
 - There is clear evidence of the education provider effectively collaborating with stakeholders, which includes the four Integrated Care Systems, Physiotherapy Professional Leads and Practice Placement Leads across the South East region. Meetings with these stakeholders take place regularly where proposed numbers, placement timings and content of the courses are discussed.
 - Due to the nature of the programmes, practice-based learning is integral. There is evidence of practice education providers working collaboratively with the Practice Placement team to allocate placements to apprentices. This includes positive discussions with Trusts in the region where agreements are in place to offer learners a range of practice experiences. Through [Quality theme 1](#) the education provider demonstrated the processes in place to work with other education providers, ensuring appropriate capacity for all.
 - Through the staff list and CVs, the education provider has demonstrated the team is made up of experienced practitioners who are well qualified and have a range of specialist knowledge and expertise.
 - There was clear evidence of the physiotherapy team being involved in all aspects of programme delivery, which includes teaching, assessments, personal tutoring, and placement visits. However, it was not clear to visitors how the staff team had increased to match the increase in learner numbers. Through [Quality theme 2](#) the education provider demonstrated a sufficient number of staff will be in place to support the delivery of the programmes.
 - The visitors therefore considered the relevant standard within this SET area met.
- **SET 4: Programme design and delivery –**
 - The learning outcomes are clearly mapped against the Standards of Proficiency mapping document.
 - Professional behaviours and the Standards of conduct, performance and ethics are embedded throughout the programmes to ensure learners understand the expectations. Professional behaviour is specifically highlighted in the apprenticeship programme specifications, the academic modules, and the practice placement modules.
 - There were clear processes to ensure the curriculum reflected current practice but there was no evidence to demonstrate how it would continue to reflect this. This was explored further through [Quality theme 4](#) where the education provider explained the various mechanisms, they have to reflect changes in practice.
 - The philosophy, core values, skills and knowledge base are clearly articulated in the structure and delivery of the programmes.
 - There is a strong emphasis on linking theory to physiotherapy practice and the education provider encourages this by using examples of

practice scenarios, which enables learners to develop their practical skills. In addition to this, due to the structure of the programmes, the 60% - 40% split ('on the job' and 'off the job' learning) approach allows learners to apply theory and practice at various stages of the programmes.

- The blended learning approach allows for a variety of learning and teaching methods to be used, which are evidenced in the module specifications. This approach ensures the learning outcomes are appropriate and delivered effectively and encourages active participation amongst the learners.
- Learners develop their reflective thinking skills throughout the programmes and are assessed in the practice placement modules. Furthermore, the placement practice educators and workplace mentors encourage learners to develop their reflective thinking skills and support them with improving their performance in practice placement.
- The visitors therefore considered the relevant standard within this SET area met.
- **SET 5: Practice-based learning –**
 - To ensure there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning, placement providers complete their own audits, which are reviewed by the placement leads. The audits demonstrate the placement providers have appropriately trained staff to support the number of placements they offer.
 - The structure and duration of practice-based learning demonstrates learners can achieve the learning outcomes and are supported with a variety of practice-based learning opportunities across the area.
 - Visitors noted the education provider have a new educator training programme, which ensures practice educators have relevant knowledge and skills to support learners in placement.
 - Visitors noted practice educator training was offered to all practice educators and they were required to update this every three years. This ensured they have adequate experience, knowledge, and skills to support learners. However, further clarification was sought on if practice educators, who would be supporting learners undertaking the apprenticeship programmes, would be prepared differently to those learners on the degree programmes. The education provider confirmed the practice educator role and the support they provided would be the same for all learners.
 - The Bridging the Gap to Leadership Placement provided minority ethnic learners with leadership experience and equipped them with skills they could apply in placement. In addition to this the Placement Passport recorded the learner's placement journey and allowed them to identify gaps in their learning. Visitors recognised both initiatives as good practice.
 - The visitors therefore considered the relevant standard within this SET area met.
- **SET 6: Assessment –**
 - Assessment methods are clear and appropriate and are outlined in the module specifications.

- There are a range of assessment tools used to support learners with different learning styles.
- Visitors acknowledged both programmes are mapped against professional behaviour and values and noted there is a process for monitoring and managing unacceptable performance, which includes a clear process for Fitness to Practice.
- The visitors therefore considered the relevant standard within this SET area met.

Risks identified which may impact on performance: None

Areas of good and best practice identified through this review: Visitors noted the Placement Passport as good practice. This has been developed by the education provider and is currently being used by several organisations across the UK. The passport has been designed to travel with learners through their placement journey and aims to help them identify any developmental or learning needs.

The Bridging the Gap to leadership placement is a project funded by NHS England. Visitors thought this was an innovative placement, that provides leadership experiences for learners from black, Asian, mixed heritage and minority ethnic backgrounds and recognised it as good practice.

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. The education provider has clearly demonstrated how they meet our education standards.

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.
- The education provider's next engagement with the performance review process will be confirmed at the September Education and Training Panel (ETP).

Reason for this decision: The Education and Training Committee Panel agreed with the findings of the visitors and were satisfied with the recommendation to approve these programmes.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2022
BSc (Hons) Diagnostic Radiography (Degree Apprenticeship)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2022
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2006
BSc (Hons) Occupational Therapy - Occupational Therapist Degree Apprenticeship	WBL (Work based learning)	Occupational therapist			01/09/2019
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2019
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/03/1993
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/1993
BSc (Hons) Podiatry (apprenticeship)	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2019
Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
MSc Diagnostic Radiography (pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2023
MSc Occupational therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2019
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/08/2018

MSc Podiatry (pre-registration)	FTA (Full time accelerated)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2017
Pg Dip Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2013
PgDip Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/08/2018