

---

## Approval process report

University of Winchester, Occupational Therapy degree apprenticeship,  
2024-25

---

### Executive Summary

This is a report of the ongoing process to approve the BSc Hons Occupational Therapy apprenticeship and the MSc Pre Reg Occupational Therapy apprenticeship programmes at the University of Winchester. This report captures the process we have undertaken to date to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) 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 programmes should be approved.

Through this assessment, we have noted:

- The areas we explored focused on:
  - ensuring an effective and robust system is in place for collaboration with key stakeholders, including employers and practice-based learning providers
- The following areas should be referred to another HCPC process for assessment:
  - the ongoing monitoring of the system and process in place to ensure the capacity and availability of practice-based learning.
- The programme meets all the relevant HCPC education standards and therefore should be approved.

---

Previous consideration	N/A
------------------------	-----

Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"><li>• whether the programme(s) are approved, and</li><li>• whether issues identified for referral through this review should be reviewed, and if so how</li></ul>
----------	--

Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none"><li>• Subject to the Panel's decision, we will undertake further investigations as per section 5 of this report.</li></ul>
------------	---

---

.....

.....

## Included within this report

Section 1: About this assessment .....	5
About us .....	5
Our standards .....	5
Our regulatory approach .....	5
The approval process .....	5
How we make our decisions .....	6
The assessment panel for this review .....	6
Section 2: Institution-level assessment .....	6
The education provider context .....	6
Practice areas delivered by the education provider .....	7
Institution performance data .....	7
The route through stage 1 .....	10
Admissions .....	10
Management and governance .....	13
Quality, monitoring, and evaluation .....	16
Learners .....	18
Outcomes from stage 1 .....	21
Section 3: Programme-level assessment .....	21
Programmes considered through this assessment .....	21
Stage 2 assessment – provider submission .....	22
Quality themes identified for further exploration .....	22
Quality theme 1: Ensuring an effective and robust system is in place for collaboration with key stakeholders, including employers and practice-based learning providers .....	22
Section 4: Findings .....	24
Conditions .....	24
Overall findings on how standards are met .....	24
Section 5: Referrals .....	31
Recommendations .....	31
Referrals to the performance review process .....	31
Ongoing monitoring of the education provider systems to ensure they continue to involve practice-based learning provider / employers and ensures availability / capacity on their apprenticeships. ....	31
Section 6: Decision on approval process outcomes .....	32
Assessment panel recommendation .....	32
Appendix 1 – summary report .....	33
Appendix 2 – list of open programmes at this institution .....	35



## 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.

### 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:

Joanne Stead	Lead visitor, Occupational therapist - Educationalist
Julie-Anne Lowe	Lead visitor, Occupational therapist - Educationalist
Saranjit Binning	Education Quality Officer
Alistair Ward-Boughton-Leigh	Education Quality Officer

## **Section 2: Institution-level assessment**

### **The education provider context**

The education provider currently delivers 7 HCPC-approved programmes across 3 professions and including an Independent and Supplementary Prescribing

programme. It is a Higher Education provider and has been running HCPC approved programmes since 2018.

### 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 2](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Dietitian	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
	Occupational therapy	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2018
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing			2022

### 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
Learner number capacity	242	72	2024	<p>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.</p> <p>Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure</p>

				<p>is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p> <p>This value is significantly lower than expected and could indicate that the education provider is struggling to recruit on their programmes. The Executive I recommended that this is explored further with the education provider.</p> <p>As a result, the education provider supplied information and data of their plans to expand their overall learner numbers and recruit for the proposed programmes. The visitors were satisfied with the information supplied.</p>
Learner non-continuation	3%	5%	2020-21	<p>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.</p> <p>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 been maintained.</p>
Outcomes for those who complete programmes	92%	95%	2021-22	<p>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</p>



				<p>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	2023	<p>The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education." This has been maintained since the education providers' last assessment in 2019.</p>
National Student Survey (NSS) positivity score	79.2%	74.8%	2024	<p>This data was sourced at the subject level. This means the data is for HCPC-related subjects. 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 3%</p> <p>The Executive recommended that the visitors should consider this data as part of their assessment.</p>
HCPC performance review cycle length		2027-28	3 years	<p>The education provider engaged with our Performance Review process in 2022-23 and was granted a three-year ongoing monitoring period.</p>

We also considered data points / intelligence from others (eg prof bodies, sector bodies that provided support) as follows:

- NHS England (NHSE), the HCPC regional officers regularly engage with our contacts in NHSE on a regional basis. We have received no regional concerns regarding the proposed provision or the education provider that would impact the delivery of this programme.
- We also met with and discussed the proposed programme with the Royal College of Occupational Therapy (RCOT). At our time of meeting them the RCOT were not supportive of the approval of the programme citing concerns around the staff available for the proposed programme and a lack of IPE opportunities. At the time of our meeting (28.04.2025), they had not granted accreditation of the programme through their processes.

### **The route through stage 1**

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

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

#### Admissions

#### **Findings on alignment with existing provision:**

- **Information for applicants –**
  - The education provider has existing policies and procedures in place for providing information for applicants on their programmes. This includes programme information being available on their prospectus and University website. They have explained how they have worked with their admissions team to ensure these are updated to reflect the proposed programmes.
  - The education provider has also discussed how the proposed programmes will be their first Allied Health Professions (AHP) degree apprenticeship programme. Their admissions processes will be amended to accommodate this route. They have discussed how they benefit from the expertise of other apprenticeship programmes within the institution.
  - From the education providers approval request form and ARF we have not been able to identify specific apprenticeship focused policies in place for apprenticeship applications. The education provider has clarified that they will adapt conventional programme admissions processes to suit the proposed programme. We shall refer the SETs associated with this section to stage 2 of this case. This will allow the visitors to assess this area further.
- **Assessing English language, character, and health –**

- The education provider has policies and procedures in place for assessing an applicant's English language, character, and health. This is set out in their Admissions policy (2024) and individual programme specifications. This policy details how applicants whose first language is not English and who require student visa sponsorship to study in the UK must normally hold a recognised English language qualification.
- Such qualifications include the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), Pearson Language Test (PTE) or the Cambridge Assessment English test. Qualifying tests must assess each of the four skills (listening, reading, speaking and writing) separately and has been achieved at the required level to meet UK Visas and Immigration (UKVI) requirements.
- They have explained how English Language and Mathematics are required at GCSE grade 4 / C or Level 2 Education. Functional Skills at level 2 is also accepted as an alternative.
- The education provider's admissions policy also details the application process for education providers with criminal convictions. This is applicable to all programmes, and the educational provider has stated that it is not an automatic barrier to admission. However, applicants to programmes that involve working with children and / or vulnerable adults are required to declare if they have any criminal convictions, including spent convictions. Applicants to other programmes are required to inform the University if restrictions bind them, have probation requirements to fulfil following a conviction, or have a relevant unspent conviction.
- This is in line with how we understand the education provider to operate and detailed in their baseline document.
- **Prior learning and experience (AP(E)L) –**
  - The education provider has policies and procedures in place for assessing the prior learning and experience or APEL of an applicant. This is detailed in their Admissions Policy (2024) and their programme specifications. This policy means that applicants who wish to apply for advanced standing (exemption from part of a programme) based on previous study and / or experiential learning may apply for Recognition of Prior Learning (RPL – formerly known as APL or APEL) and their application will be considered under
  - The education provider has also stated that this will continue to be developed during the programmes' development. They will also mapped against HCPC, Royal College of Occupational Therapy (RCOT) and apprenticeship standards in collaboration with employers.
  - For degree apprenticeships the education provider as a mechanism detailed in their admissions policy called Skill Scan. The Skills Scan is a mandatory part of the application process for degree apprenticeships. It includes an Initial Needs Analysis and a Functional Skills Assessment. This scan ensures eligibility for the apprenticeship and helps tailor the programme to meet the needs of the apprentice and the

employer. Conducted before the apprenticeship begins, often during recruitment or onboarding, the Skills Scan assesses prior learning and indicates if applicants with previous relevant experience can enter the programme at an advanced level. It may also lead to changes in apprenticeship fees based on demonstrated prior achievement, although this does not automatically reduce the credits undertaken.

- This is in line with how we understand the education provider to operate and detailed in their baseline document.
- **Equality, diversity and inclusion –**
  - The education provider has existing Equality, diversity and inclusion (EDI) policies and procedures in place that will apply to the proposed programmes. These policies details how the education provider is dedicated to creating an inclusive culture that values diversity and respects the rights and dignity of all staff and students. Discrimination based on various protected characteristics is not tolerated. The policy ensures equality in the experiences and achievements of everyone through transparent policies, practices, and effective support. The policy commitments include raising awareness of equality, promoting good practices, and adhering to the Equality Act 2010. They will monitor the effectiveness of their equality policy and publish progress information. These include their Admissions policy (2024) Equality, diversity and inclusion policy and their Gender identity and reassignment policy. These apply to everyone in the university community, including visitors and contractors. Everyone must respect and follow the policy, but it's not part of any employment contract and may be amended at any time.
  - The education provider has described how applicants to the programme will be required to attend an interview before being accepted onto programmes. The interview questions and processes will be set by each employer and discussed with the employer consortium. They will share examples of inclusive practices and case studies will be reviewed globally to enhance access. All interview panel staff will receive EDI training. The education provider aims to foster a culture where employers and applicants are valued, supported, and encouraged to apply.
  - The education provider has also discussed how they will work closely with the Royal College of Occupational Therapists (RCOT) to support and embed their equality, diversity and belonging (EDB) framework. Once onboard, all apprentice learners will complete the EDB critical-self-awareness interactive toolkit provided by RCOT.
  - This is in line with how we understand the education provider to operate and detailed in their approval request form.

**Non-alignment requiring further assessment:** We are referring the policies concerning admissions and applications for the proposed apprenticeship programme to stage 2 of this case. This is because there does not appear to be a specific policy in place for admissions onto apprenticeship programmes.

## Management and governance

### **Findings on alignment with existing provision:**

- **Ability to deliver provision to expected threshold level of entry to the Register<sup>1</sup> –**
  - The education provider has referred to their experience of providing Allied Health Profession (AHP) programmes as the experience of delivering provision to an expected threshold level of entry to the Register. They also explained how their ability to deliver the proposed Occupational Therapy degree apprenticeship programme has been established through the delivery of their existing Occupational Therapy programme.
  - The education provider also has in place their Quality Office which includes the Academic Registrar, Registry and Academic Quality office. The Office ensures that all programmes meet the required thresholds, standards and benchmarks relevant to each programme. The Academic Regulations for Taught Programmes serve as the main source of information. They also have various policies and procedures, which are integrated within the Regulations and referenced on their website.
  - The education provider has also explained how the Office for Students (OfS) sets out a set of Conditions they need to comply with and report on in order to maintain registration as a Higher Education Institution. The education provider has also discussed how the OfS provides them with performance metrics that they use to mark their performance against. Their Education Committee meet regularly to review these metrics and has the responsibility to ensure that action plans are produced by all programmes in order to improve these metrics.
  - This is in line with how we understand the education provider to operate and how they run their existing approved programmes.
- **Sustainability of provision –**
  - The education provider has explained how the programmes will be funded in accordance with the institutional and regulatory requirements for resourcing and via apprenticeship levies. They have also explained how the quality assurance of the programmes teaching and assurance is governed by their academic regulations. The education provider also have their Quality Office (QO) is responsible for managing the processes to assure the quality and standards of their programmes. They manage and organise annual programme monitoring, audits, external examiner assessment, learner feedback and appeals amongst other quality assurance activities. Programmes and the regulations themselves are also subject to periodic review by the education providers Academic Regulations, Policies and Procedures committee.

---

<sup>1</sup> 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

- They have detailed how staffing will be managed in accordance with RCOT and HCPC recommendations and using their established Human Resources (HR) recruitment process within existing programmes as well as being sourced through associate lecturers and healthcare organisation partners.
- The education provider also plans to grow its placement capacity. It has a dedicated team to build and maintain relationships with local providers, monitor activities, and coordinate efforts. Despite pressures from the loss of clinical staff, it works outside traditional settings to ensure students receive necessary experiences. The local market's demand for new registrants ensures employability and good outcomes for learners, with no risk to sustainability.
- This is in line with how we understand the education provider to operate and how they run their existing approved programmes.
- **Effective programme delivery –**
  - The education provider has discussed how their Academic Regulations policy is in place and will apply to the proposed programmes. This applies to their existing Occupational therapy programme, and they have detailed their experience running this programme. The education provider has also explained how they have overall experience of running AHP programmes since 2018 .
  - The education provider has a strategic plan in place that covers the delivery of their provisions. Their Strategic Plan focuses on providing transformational education and opportunities for students. It emphasizes the need for a clear focus to deliver outstanding experiences and positive outcomes for the regional economy and society. The Education and Student Experience (ESE) Strategy, part of the Strategic Plan, prioritises teaching and aims to develop courses and teaching methods that build students' curiosity, confidence, and capabilities.
  - The education provider has a practise-based learning agreements in place with 11 local placement providers. These local employers are listed as their engaged employers who shall be involved in the running of the programme and in supplying learners / apprenticeships. This includes local authorities such as county and city councils and also local NHS trusts.
  - This is in line with how we understand the education provider to operate and how they run their existing approved programmes.
- **Effective staff management and development –**
  - The education provider has explained how an Occupational Therapy (OT) degree apprenticeship programme leader will be appointed. They plan to ensure they have sufficient staffing to meet the RCOT staff to learner ratio of 1 to 15 / 20. These staff will be appointed following exact confirmation of the incoming cohort size. This area is managed by the education providers' Academic Regulations policy.

- The education provider has explained how the Dean of Faculty manages the Heads of Department (HoDs) and the Faculty Director of Practice Learning. The HoDs manage the programme directors and teams, while the Director of Practice Learning manages the placement team. The Director of Faculty Operations manages the technical and administrative staff.
- New staff have an induction with their HoD and the senior management team. They receive a work laptop and meet their programme leader for a detailed introduction. Staff are assigned a mentor from their programme team for their first year. There is a yearly Individual Review and Development Scheme in place that all staff will meet with their line manager to determine their developmental and career ambitions. A Staff Development Fund is in place and can be utilised to support staff development. Staff are observed teaching at least once every two years under the Peer-enhanced Educational Reflection (PEER) policy to ensure development and enhance the student experience.
- The education provider has also stated that their department of Allied Health Professions supports multi-disciplinary practice and education through its existing Allied Health Professions (AHP) staff group and the wider Faculty of Health & Wellbeing.
- This is in line with how we understand the education provider to operate and how they run their existing approved programmes.
- **Partnerships, which are managed at the institution level –**
  - The education provider explained how they have an institutional-level memorandum of understanding with the Hampshire Hospitals Foundation Trust. This relationship will remain in place and be utilised for the benefit of the proposed programmes.
  - They have also discussed how they are developing Memorandums of Understanding (MOUs) with several employers to supply apprentices and deliver on-the-job learning. This includes:
    - Hampshire and Isle of Wight Healthcare NHS Foundation Trust
    - University Hospital Southampton NHS Foundation Trust
    - Hampshire Hospitals NHS Foundation Trust
    - Isle of Wight NHS Trust
    - Hampshire County Council
    - Portsmouth Hospitals University Trust
  - The education provider has also stated that the initial engagement with employers has indicated interest from nine additional employers. Additionally, a total of 19 employers based in Hampshire, Isle of Wight, Surrey, Sussex and Berkshire have attended information and engagement events or sought out information from the programme team.
  - The education provider has not identified specific institutional level policies and procedures in place for this area. We shall therefore refer the SETs related to this section to stage two of this approval case. This will allow the visitors to assess the education provider approach

institutional level partnerships and the role they may play in the proposed programme.

**Non-alignment requiring further assessment:** We are referring the section on partnerships managed at the institutional level to stage two of this approval case.

#### Quality, monitoring, and evaluation

##### **Findings on alignment with existing provision:**

- **Academic quality –**
  - The education provider has explained how the programme's academic quality is ensured by academic regulations, with assessment of learner work and grade awarding governed by assessment regulations. They explained how they strive to provide high-quality services and facilities for academic programmes, recognizing that students may occasionally need to use the student complaints policy.
  - The education provider has detailed how their Student Disciplinary Policy outlines behaviour expectations to create a positive environment and should be read with the Conduct Policy. All learners must agree to the Conduct Policy, which details acceptable behaviour and how misconduct is addressed. The Fitness to Practice policy is managed by the Faculty of Health & Wellbeing, applies to all health pre-registration programmes and outlines processes for handling fitness to practice concerns.
  - This is in line with how we understand the education provider to operate and how they run their existing approved programmes.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
  - The education provider has explained how their existing OT programme follows the same Quality Assurance measures for practice-based learning as their Physiotherapy and Nutrition & Dietetics programmes. They are planning for the proposed programmes to now also follow this existing model.
  - The education provider has detailed how Learning Environment Audits are conducted to ensure safe and suitable learning environments with qualified staff. Placement visitors support learners and educators while monitoring the environment quality. Learner evaluations are used to assure practice experience quality and are acted upon after each placement. The education provider maintains strong relationships with trusts for two-way communication, formalised through committees and meetings. Policies are reviewed during program development to meet apprenticeship needs, drawing on other healthcare apprenticeships' experiences.
  - The education provider has also outlined the mandatory training sessions that they conduct for practice educators. These are aimed at



ensuring that practice educators who host learners have knowledge of the content of the programme and how to assess learners.

- This is in line with how we understand the education provider to operate and how they run their existing approved programmes.

- **Learner involvement –**

- The education provider's institution wide academic regulations for taught programmes sets out learner involvement in programme development and review. Learners are actively engaged through regular feedback mechanisms such as surveys, focus groups, and module evaluations. This feedback is crucial for informing programme development and ensuring that the curriculum remains relevant and meets the needs of learners. Additionally, learner representatives participate in various academic committees and boards, providing valuable input on curriculum design, assessment methods, and overall programme quality. They also conduct periodic reviews of programmes, incorporating student input to identify strengths and areas for improvement.
- The education provider also have a Student Voice and Representation Policy, which is an institution-wide policy that covers both undergraduate and postgraduate degrees. They stated that this policy sets out the rules that the institution's programmes, faculties and other relevant organisational groupings will follow. This aim is to allow learners to be represented in as transparent and open a manner as possible.
- The education provider has also referred to their Staff-Student Liaison Committee (SSLC), which is in place and will support the proposed programmes. This is a learner-chaired committee with elected learner representatives sitting upon it. The agenda for this committee's meetings is set by the learners and an academic member of staff present.
- Learners are also invited to take part in the Office for Students (OfS) National Student Survey (NSS). The results of which as used by the education provider, and they are benchmarked against in terms of performance.
- This is in line with how we understand the education provider to operate and how they run their existing approved programmes.

- **Service user and carer involvement –**

- The education provider's academic regulations policy sets out the how service users and carers are involved with the design and development of programmes. It also enables them to contribute in periodic reviews to provide feedback curriculum development.
- Service users and carers also contribute to teaching and learning of learners by sharing their experiences and participating in evaluating learner performance.
- This approach was developed through their physiotherapy programme and runs at a programme level. The policy has now been expanded to

include all their healthcare programmes and will apply to the proposed programmes.

- The education provider has also stated that service user involvement is included in programme approval and accreditation, applicant interviews, and taught sessions, where possible and practicable.
- This is how we understand the education provider to operate based on their existing approved provision. The policy is in place and will apply to the proposed programmes.

**Non-alignment requiring further assessment: None**

### Learners

#### **Findings on alignment with existing provision:**

- **Support –**

- The education provider has several policies to support learners in their studies. This includes;
  - Their Accessible and Inclusive Learning policy, which sets out the minimum reasonable adjustments made by the education provider.
  - Their mental well-being strategy, which sets out the institutional strategy of the whole university.
  - The Supporting Students to Succeed Policies, which are institutional-level documents and policies that detail the 'Support to Study' process, which they may initiate if a learner faces barriers to engagement or serious adverse well-being.
- The education provider has also referred to other policies in place that will support learners. This includes their pregnancy, Adoption and Becoming a Parent while Studying Guidelines, Their Assistance Therapy Companion Animal Procedure and their Suicide Safety and Prevention Strategy. These are institutional-level policies that set out how the education provider will operate when necessary.
- This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.

- **Ongoing suitability –**

- The education provider has detailed how several ongoing policies assess suitability. This includes their safeguarding policy outlining how they provide a safe and supportive environment for at-risk children and adults. This applies to learners, staff, apprentices, and volunteers. It ensures that staff roles are clearly defined and that those identified above understand their roles and responsibilities and have access to relevant training. It ensures that a clear reporting and escalation route is in place.
- The education provider also referred to their Academic Regulations policy stipulating that allied health profession (AHP) programmes are

reviewed regularly. Minor in-year programme changes are reviewed and monitored by the Faculty Quality Committee through the education provider's quality mechanisms. Programmes conduct annual reviews to evaluate practice changes and adapt them before the next academic year to remain current and current.

- The education provider has also referred to their Supporting Students to Succeed, misuse of social media and drug and alcohol policies that are in place. These all apply at an institutional level and will be used to ensure ongoing learner suitability.
- This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.
- **Learning with and from other learners and professionals (IPL/E) –**
  - The education provider has discussed how their faculty of Health and Wellbeing that the proposed programmes will build on was established in 2018. This faculty has seen rapid expansion of both nursing and AHP programmes. The faculty is working to take a greater lead in IPL/E and enable programme teams to make further links. Identified areas for inter-professional learning include anatomy, communication, health leadership and professionalism (including equality, diversity and inclusion).
  - This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.
- **Equality, diversity and inclusion –**
  - The education provider has stated that Equality, diversity, and inclusion (EDI) is embedded in all curriculum modules, focusing on anti-racism, antisemitism, population health, identity, privilege, discrimination, gender identity, and social systems. The education provider explained how they promote a culture where learners feel valued, supported, and included, working closely with the Royal College of Occupational Therapists to support the equality, diversity, and belonging framework. All learners will complete the EDB critical self-awareness interactive toolkit to meet HCPC standards.
  - The education provider aims to create safe spaces where diverse viewpoints are welcomed, and students can reflect on inequalities in occupational therapy. They have explained how inclusive pedagogy is adopted in the programme design, using varied teaching and assessment strategies to accommodate different learning styles and needs. Learners have access to support at the education provider, and the education provider's equality, diversity, and inclusion policy is available for reference.
  - The education provider has a framework to support non-cisgender, gender non-conforming, and transgender members, promoting an inclusive gender identity and trans-friendly culture. This commitment ensures a workplace and learning environment free from

discrimination, harassment, or victimization. It treats everyone with dignity and respect regardless of their legal sex, as outlined in the Gender Identity and Reassignment Policy.

- This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.

**Non-alignment requiring further assessment:** None

### Assessment

#### **Findings on alignment with existing provision:**

- **Objectivity –**

- The education provider has explained how assessments are designed to address module learning outcomes and are described in module descriptors and programme specifications. These are scrutinised both internally and externally during validation processes. Assessments' objectivity, fairness and reliability are reviewed as part of this process.
- The education provider has stated that all assessments will be marked in accordance with their assessment and moderation policy to ensure objectivity. This is set out in their 2024-25 Assessment Regulations and applies to all approved programmes.
- Assessments are described on canvas module pages, and tutors take time to ensure learners are aware of assessment requirements. The results of assessments are scrutinised by moderators, according to the assessment policy, to ensure a fair and appropriate distribution of marks.
- This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.

- **Progression and achievement –**

- The education provider has described how progression processes are addressed in Programme specifications and the University's Assessment regulations. They detail how results are received and confirmed through Progression and Awards boards, which are attended by Programme Leads, Head of School, Dean of Faculty, Head of Quality, Registry and the Faculty external examiner. Progression and Award letters are sent to learners following the board meetings to confirm their results.
- Attendance requirements are communicated to learners via programme canvas pages and their programme specification documents. Attendance is monitored via the Academic engagement dashboard. Learners falling below thresholds receive automated messages and follow up from personal academic tutors.

- This is how we understand the education provider to operate based on their existing approved provision. These policies are in place and will apply to the proposed programmes.
- **Appeals –**
  - The education provider has discussed how they have several policies in place that cover assessment appeals. These include their Assessment Regulations 2024-25, Appeals Regulations 2024-25 and Student Complaints policy. These policies shall apply to the proposed programmes.
  - They have detailed how these regulations were authored by the Head of Complaints and Casework and apply to all learners on all programmes.
  - The Director of Equalities, Conduct and Complaints is responsible for ensuring the regulations are upheld. The regulations define the criteria and procedures to be followed for appeals against the decision of a Progression and Award Board.
  - This is how we understand the education provider to operate based on their existing approved provision. These policies are in place 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

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- The education provider has described how they have modern, well-equipped, practical teaching spaces that are in place and will be utilised as part of the proposed programme. This includes their simulation flat, ward and clinic areas.

**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	Proposed learner	Proposed start date
----------------	---------------	-----------------------	------------------	---------------------

		modality) / entitlement	number, and frequency	
BSc Hons Occupational Therapy apprenticeship	FT (Full time)	Occupational Therapy	30 learners, 2 cohorts per year	01/10/2025
MSc Pre Reg Occupational Therapy apprenticeship	FTA (Full time accelerated)	Occupational Therapy	10 learners, 1 cohort per year	01/09/2026

## 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: Ensuring an effective and robust system is in place for collaboration with key stakeholders, including employers and practice-based learning providers.

**Area for further exploration:** The visitors found there to be clear evidence of consultation with employers and the education provider. However, there is no information regarding practice education and management. Additionally, the information available indicates consultation has occurred, but not that employers are fully engaged and co-delivering the programme. We also note that there is no information available that demonstrates that a robust system is in place for effective collaboration between the education provider and practice-based learning providers / employers. As the proposed programme is a degree apprenticeship, it is important that we understand how the collaboration occurs and how the programme is run. It is also important that we ensure that future engagement, consultation and meetings

are planned and embedded into the programme. We therefore chose to explore this further via a quality activity.

**Quality activities agreed to explore theme further:** We chose to explore this further by first meeting the education provider via Teams to further explain the gaps and the information we require. They are requesting a further documentary and narrative submission.

**Outcomes of exploration:** Following a virtual meeting, the education provider supplied more information through a documentary submission. This included further information on the Practice Partner Committee (PPC) meetings, which occurs quarterly. The education provider detailed how this Committee is the principal forum for ongoing dialogue and allows faculty, staff, and practice partners to discuss the development of teaching, learning and assessment in practice. The Terms of Reference for the PPC were also supplied by the education provider as a supporting document in response to this quality theme.

The education provider has stated that this Committee is another way that they collaborate with their practice partners on all aspects of programmes. This includes the monitoring and planning of learner numbers for the following academic year. This is complementary to the annual review meetings that they hold with each of their practice partners. Each of these meetings reviews the placement capacity for the following year across their programmes. They explained that this allows them to agree on placement capacity up to a year ahead. Where this is not possible, the Placements team will work with individual organisations to agree on capacity.

The education provider has discussed a period of transition while the existing Occupational Therapy Pre-Registration Master's-level programme is taught out, and the degree apprenticeship is planned to start. This will mean that the PPC and the employer consortium will both discuss the Occupational Therapy placement capacity. When there are no longer learners on the existing master's programme, the main mechanism for collaboration will be through the employer consortium.

The education provider also supplied their report on occupational therapy apprenticeships' Employer Engagement. This is an overview of employer engagement throughout the programme's development and ongoing collaboration via the employer consortium. They have supplied the minutes of these meetings, which provide evidence of agreements regarding reciprocal placement arrangements.

The visitors found this information helpful; however, this did not fully address their concerns, and we found it necessary to engage the education provider in a second round of quality activity. This included information on the range of practice-based learning opportunities that are available and experiences learners will gain on these placements.

**Outcomes of exploration:** Following our team's second quality activity meeting with the education provider's, they supplied more information through a documentary submission.

The education provider submitted further documents, including their Contemporary Occupational Therapy Placement Statement document. This statement contained information about the number of practice-based learning placement hours that learners complete on their programmes. It also explained how they intend to replicate this approach for the proposed programme. Additionally, how they are working to create a range of practice-based learning placement opportunities with local practice-based learning placement providers.

They have also submitted information related to specific local practice-based learning placement providers. This included the Ronald McDonald house, Move Momentum, Age UK and Emmaus the homelessness charity. This helps to detail the range of learning opportunities and settings learners will encounter on the proposed programme. This was aimed at addressing the visitors' concerns about the range of practice-based learning available on the programme.

The visitors found this information helpful and satisfied their concerns, detailing that a system is in place for collaboration between the education provider and practice education providers.

## Section 4: Findings

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

### Conditions

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

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

### Overall findings on how standards are met

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



### **Findings of the assessment panel:**

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment
- **SET 2: Programme admissions** –
  - The education provider has explained that for the proposed programmes, the entry requirements as well as information on their admissions process is available for prospective learners. This is detailed in their most recent prospectus for the programmes and on their relevant university website pages for the programmes. The education provider advises prospective applicants to consult these ahead of applying to the programmes. Prospective learners for Taught programmes are advised to consult the Admissions Policy for Taught Programmes. This policy is in place and will apply to the proposed programme.
  - The education provider has explained how each applicant to the proposed programmes will be individually assessed. As part of this assessment, they will be required to demonstrate their ability to study at a degree level and meet the Royal College of Occupational Therapists (RCOT) and HCPC standards. The education provider has also stated that they are aware that not all learners may have the desired academic qualifications. For this, the education provider will adopt an inclusive approach of these applicants, but they will need to show readiness for Level 4 study. Additionally they recognise that relevant life experience is an important attribute in occupational therapy.
  - Entry requirements for the BSc level are set out in their approval request form and include 96 UCAS points, a T-level pass grade and an International Baccalaureate IB minimum of grade 3 in Standard or Higher-level English and Maths. This information is made available to applicants on the programme and is available on their website. Applicants who do not meet this criterion, but who hold considerable relevant work experience or who meet the criteria outlined in their 'Discover Winchester Scheme'. This scheme the education provider explained, is designed to provide additional support to applicants from specific backgrounds, who may have faced additional challenges in their lives and might otherwise struggle to access higher education. This also forms part of their commitment to widening participation.
  - The education provider has also stated that if English is not an applicant's first language, they are required to provide proof of English language proficiency. Learners need to achieve an International English Language Testing System (IELTS) or equivalent qualification with an overall average score of at least 7.0, with a minimum score of 6.5 in any section.
  - The education provider has explained that the MSc will follow a similar system for entry as the BSc, but the specific information has not yet been published on their institutional website.

- Through clarification, the education provider submitted a copy of their onboarding flowchart, which explains their full process for onboarding apprentices. This has been established for other apprenticeships within the organisation and adapted to meet the requirements of the proposed programmes.
- The education provider has discussed the Skill Scan Assessment, which forms part of the application process. This, they state, is carried out by the applicant prior to the interview against the apprenticeship standards. This is something they will repeat at several intervals in the programme to assess their progression against the associated standards. This forms part of the onboarding process and helps tailor the support learners will need on the programme. This is then reviewed during the interview, which forms part of the application process. Interviews are conducted by the employer and the academic teams with questions from both.
- The visitors were satisfied with the information provided and the entry requirements for the BSc level programme. However, we chose to explore further this area for the MSc level as the education provider stated that this area was yet to be confirmed.
- Following further information provided by the education provider. The visitors now find the education provider to have demonstrated that the outstanding standard 2.2 concerning the entry requirements and admissions process for the proposed MSc programme now met.
- **SET 3: Programme governance, management and leadership –**
  - The education provider has highlighted and referred to their placement handbook as a source of information for how the programme team will engage with external stakeholders. There will be regular in-person meetings and occasional remote meetings between the programme teams and the staff at the employers, as well as other practice-based learning providers. They have also discussed the ongoing allied health professionals (AHP) stakeholder engagement meetings that they are involved in. These occur at a professional level and are profession-specific. They also hold a practice-partner committee on a quarterly basis with their employers' practice-based learning partners. This will continue following the programme, starting to allow for continued management of the programmes and allow for the resolution of any issues that arise during the programme.
  - Through clarification, the education provider explained how they have been involved in the development of a regional approach to AHP practice educator training. This work has been led by NHS England; however, it grew from an established HEI Collaborative that includes them and six other Universities / education providers from the local area. This approach sees regional practice-based learning educators as well as the education providers partner employers, having one location to find all relevant programme-specific information. This also gives employers and practice-based learning provider access to

monthly multi-professional webinars hosted by all education providers within the collaborative.

- The education provider has discussed how practice-based learning educators are trained and supported through the AHP Practice Education NHS Futures system. They state that all educators are required to undertake the NHS England (AHP) South-East England Practice Educator Training Programme. This is an online learning tool that was commissioned by NHS England and developed by one of the education providers' professors. Practice Educators also have access to all programme-specific information. This includes drop-in sessions with the education provider and the education provider retains ownership and responsibility for this.
- All educators are expected to engage with at least two multi-professional webinars per year, the webinars can be attended as a live session or viewed via recording on the NHS Futures platform. However, the education provider has stated that they take the approach that the responsibility of ensuring the relevance of practice educator training is that of the employer. They, as an institution, instead have the responsibility of providing the learning resources.
- The education provider has also stated that they are undertaking a 'training needs analysis' this year for all practice educators in the region. This data will inform the content of the multiprofessional webinars over the next academic year. The education provider also offers a postgraduate certificate in Practice Education, which is actively promoted to their practice education colleagues.
- The education provider has demonstrated success by the success of their Midwifery Degree Apprenticeship. They stated that growth in learner numbers has been undertaken sensitively in collaboration with stakeholders to ensure sufficient high-quality placement capacity and workforce demand. This approach will be taken with the OT stakeholders to ensure growth is measured and in line with local needs.
- The visitors have not found information available that demonstrates that a robust system is in place for effective collaboration. As the proposed programme is a degree apprenticeship, it is important that we understand how the collaboration occurs and how the programme is run. We therefore chose to explore this further via quality theme [one](#).
- Following the submission of further information and the quality activity investigation. The visitors now find the SETs related to this area to be met.
- **SET 4: Programme design and delivery –**
  - The education provider has stated that the educational aim of the programme is to develop occupational therapists who are confident, capable, and deeply committed to interprofessional collaboration. Graduates will be equipped with the knowledge, creativity, and drive to lead innovation and clearly demonstrate the impact of occupational therapy in diverse contexts. They will possess a strong understanding

of the role of AI and technology-enabled care within the profession and emerge as compassionate, inclusive leaders and proactive change-makers. The programme also aims to foster advocacy for equitable health outcomes and instil a deep sense of professionalism, enabling learners to recognise their boundaries and ensure safe, effective practice.

- The education provider has discussed how their employer consortium meets monthly and has played a central role in the design and development of both apprenticeship programmes, including the establishment of admission criteria. The employer consortium represents a range of partner employers and stakeholders, ensuring that the programmes are aligned with current workforce needs and sector expectations. They stated that their contributions have been instrumental in shaping curricula. Going forward, the employer consortium will continue to play a key strategic role in ensuring the sustainability of placements, including the development and oversight of contemporary placement models. This collaborative approach, they state, not only supports high-quality learning opportunities for apprentices but also reinforces employer commitment to the long-term viability of the programmes.
- The education provider has also supplied their programme mapping and details on the programme-level and modular level learning outcomes. These have all been developed and mapped against the HCPC Standards of Proficiency (SOPs). These also map against the key competencies that they as an education provider and as occupational therapists determine are required of their learners to be able to understand and then demonstrate once qualified. This is also in accordance to the HCPC Standards of Conduct Performance and Ethics (SCPE's).
- The education provider has also stated that the programmes adopt a diverse and inclusive teaching approach which is grounded in a "spiral curriculum". This means they revisit key concepts with increasing complexity to build learners' confidence and critical thinking. Delivery methods include lectures, seminars, tutorials, practical workshops, project supervision, and guided independent study. These are offered both online and in person in order to support individual and collaborative learning. Learners engage in real-world experiences through external visits and practice-based learning (clinical or non-clinical placements), with all apprentices integrating academic studies with work-based learning via portfolios. The curriculum is further enriched by guest speakers, group activities, presentations, and collaborations with external organisations, all fostering a dynamic and supportive learning environment. The education provider will monitor learner progression and achievement when in employer settings through established assessment methods. There are also opportunities for learners to engage with support mechanisms and staff at the education provider whilst at employer sites. They have detailed how

learners are provided with a personal academic tutor and supported by a 'Faculty Student Support' and 'Success Advisor'.

- The education provider has stated that the programme is structured and the learning outcomes are designed so that upon completion of the programme, learners will be equipped to articulate and advocate for person-centred care. The education has stated that the aim is for learners to be able to do this with humility, while practising clear, effective, and culturally sensitive communication with service users and fellow professionals. Additionally, learners are intended to understand and engage in inter-professional collaboration, applying safe and skilled professional practice with sound clinical reasoning. Learners are expected to appreciate the drivers for change in health and social care and value the role of compassionate and inclusive leadership. They will assess and manage occupational needs across populations, employing relevant theories from occupational therapy, sciences, and other disciplines to inform decision-making. Learners will be taught how to understand the intrinsic relationship between occupation, health, and well-being. The education provider has stated that the aim is for learners to confidently evaluate evidence to support best practice, cultivate research capabilities, and develop skills for lifelong learning. Finally, they will emerge as innovative professionals, equipped to lead and demonstrate the meaningful impact of occupational therapy across diverse settings.
  - The education provider has also detailed how Interprofessional Learning (IPL) is also embedded into the programme. They have discussed how apprentices will learn with and alongside social work and nursing apprentices. IPL, they state, is embedded in every module and is wrapped around the concept of co-production. They have stated that they will ensure learners engage with interprofessional teams on practice placements and complete reflections in the CPD file. They also plan to host interprofessional ethical decision-making cafes and citizens' juries to explore complex issues and Schwartz rounds.
  - The visitors considered all the information available and found the education provider to have mapped to the relevant SETs and SOPs. The visitors, therefore, found the SETs related to this area to be met.
- **SET 5: Practice-based learning –**
    - The education provider has submitted their placement handbook, which is available for learners and acts as a guide for them when on practice-based learning placements. This details the various competences and therapeutic skills that they are expected to learn whilst on placement. It also details the structure of the programme whilst on placement, the different levels, associated modules as well as the credit and awards gained on placement.
    - The education provider has also stated that practice-based learning will be integral to the programmes. Their handbook contains various sections that the learners can complete to detail how they have learned and demonstrate skills and competencies.

- There are methods and mechanisms for learners to provide feedback and provide insight on their learning experience. This is partly facilitated by learners being required to complete feedback forms of their learning and experience whilst on placement. Learners also receive feedback on their performance whilst on placement.
- Practice-based learning placement pattern is articulated in the handbooks and in the programme specifications. These detail how placements are situated in each stage of learning. They also detail how module outcomes demonstrate the learner's progression and development during practice placement experience throughout their programme.
- Through clarification, the education provider has explained how their employer's consortium will be the conduit for placement opportunities. The Placements Team will have oversight and work with the Practice Placement Lead for Occupational Therapy to ensure breadth of placement opportunities. Furthermore, the education provider has stated that additional placements will be sought as and when needed in consideration of the requirements of each individual learner.
- Additionally, the education provider has detailed how they have an expansive network of practice-based learning partners. This network has been utilised for their existing programmes and has successfully placed allied health professions learners in a wide range of practice settings for the past eight years. A list of all placement experiences undertaken by the pre-registration MSc learners is available and submitted as part of the additional evidence. The education provider has stated that the practice-based learning placements are quality assured and will remain accessible to all learners. They also explained how their Practice Placement Lead for Occupational Therapy will work with their Placement Co-ordinator to develop a greater range of contemporary placements. They have also stated that there are over 100 placement opportunities that have been sourced for the programmes. These have been quality assured and utilised by the education provider on existing programmes and will be available to learners on the proposed programmes.
- The visitors considered all information available and submitted as part of their assessment. Considering this they consider standards related to this area to be met.
- **SET 6: Assessment –**
  - The education provider has explained how their assessment strategy is aligned with the standards of the RCOT and HCPC. They have also stated that this is also aligned with their own internal assessment framework and their Teaching and Learning Strategy. The emphasis of this authenticity and its incorporation of a diverse range of assessment formats designed to evaluate both theoretical knowledge and practical competency.
  - These include presentations, practical and structured exams, written tests and assignments (including reflective and scenario-based

pieces), education packages, dissertations or work-based projects, and placement assessments. Learners also compile development portfolios throughout their programme, showcasing reflective practice and progression, and supporting professional development for future employment.

- The visitors noted the assessment strategy and details included in the programmes' specifications. They found there to be sufficient details included through the programme and module specifications, handbooks and the practice placement documents. The visitors therefore find the SETs related to this area to be 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).

### 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.

### Referrals to the performance review process

Ongoing monitoring of the education provider systems to ensure they continue to involve practice-based learning provider / employers and ensures availability / capacity on their apprenticeships.

**Summary of issue:** We have found through assessment of the information submitted in their stage 2 submission that a system of consultation and engagement is in place between the education provider and practice-based learning providers / employers. Then, through further exploration via quality theme one and its latter expansion, we have been able to confirm that a robust system is in place to enable continued engagement, dialogue and management for the proposed programmes. The education provider has a process in place that has assured the capacity and availability of practice-based learning placements for the proposed programme at its onset. We are assured that this capacity and availability are available and ensure the programme can now commence. But we would like to refer this matter and its ongoing monitoring to the education providers in the next Performance Review. This

will allow the programme to start and run for a couple of years, and the education provider to reflect on the process / system to ensure availability and capacity.

## Section 6: Decision on approval process outcomes

### **Assessment panel recommendation**

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the programmes should be approved subject to the conditions being met.

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

- All standards are met, and therefore the programmes should be approved
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report.

### **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 considered the report and accepted the visitor's recommendation that the programmes 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 Winchester	CAS-01719-W1N4H6	Joanne Stead Julie-Anne Lowe	<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"><li>• The areas we explored focused on:<ul style="list-style-type: none"><li>○ Ensuring an effective and robust system is in place for collaboration with key stakeholders, including employers and practice-based learning providers</li></ul></li><li>• The following areas should be referred to another HCPC process for assessment:<ul style="list-style-type: none"><li>○ The ongoing monitoring of the system and process in place to ensure the capacity and availability of practice-based learning.</li></ul></li></ul>	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"><li>• The education provider has described how they have modern, well-equipped, practical teaching spaces that are in place and will be utilised as part of the proposed programme. This includes their simulation flat, ward and clinic areas.</li></ul>

			<ul style="list-style-type: none"> <li>The programme meets all the relevant HCPC education standards and therefore should be approved.</li> </ul>	
Programmes				
Programme name			Mode of study	Nature of provision
BSc Hons Occupational Therapy apprenticeship			FT (Full time)	<ul style="list-style-type: none"> <li>Apprenticeship</li> </ul>
MSc Pre Reg Occupational Therapy apprenticeship			FTA (Full time Accelerated)	<ul style="list-style-type: none"> <li>Apprenticeship</li> </ul>

## Appendix 2 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Nutrition and Dietetics	FT (Full time)	Dietitian			01/08/2021
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2018
Independent & Supplementary Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	14/02/2022
MSc in Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2021
MSc in Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2021
PGDip in Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2021
PGDip in Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2021