

## Approval process report

Swansea University, occupational therapy, 2021-22

### **Executive summary**

This report covers our review of the BSc (Hons) Occupational Therapy programme at Swansea University. Through our review, we did not set any conditions on approving the programme, as the education provider demonstrated it met our standards through documentary evidence and further review. This report will now be considered by our Education and Training Panel who will make a final decision on programme approval.

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## Section 1: About this assessment

### About us

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

This is a report on the approval process undertaken by the HCPC to ensure that the programme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) approval / ongoing approval.

### Our standards

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

### Our regulatory approach

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

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

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

### The approval process

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

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

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

This approval assessment was triggered from a strategic review of healthcare education in Wales undertaken by the body responsible for commissioning Allied Health Professional (AHP) training, Health Education Improvement Wales (HEIW).

In preparation for this approvals work, we worked with HEIW to understand their approach within the commissioning exercise, and how we could support each other to achieve proportionate approval assessments for newly commissioned and re-commissioned education providers.

From information provided by HEIW, areas of assessment from the tender process had considerable overlap with our standards of education and training (SETs). We decided to use this information to apply a 'right touch' approach to assessment, gaining assurance that education providers and programmes have already been assessed (or at least demonstrated some progress) in certain areas of our SETs.

## **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:

Joanna Goodwin	Lead visitor, occupational therapist
Julie-Anne Lowe	Lead visitor, occupational therapist
John Archibald	Education Quality Officer

## Section 2: Institution-level assessment

### The education provider context

The education provider currently delivers five HCPC-approved programmes across four professions. It is a higher education institution and has been running HCPC approved programmes since 2001. The programme which started in 2001, BSc (Hons) Audiology, took its last cohort in 2012.

The education provider was asked to deliver pre-registration post graduate programmes for occupational therapy by their commissioners, Health Education and Improvement Wales (HEIW), as part of a strategic review of healthcare education in Wales.

### 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	Hearing Aid Dispenser	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2013
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2020
Post-registration	Independent Prescribing / Supplementary prescribing			2017

### Institution performance data

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

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

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	112	132	2021/22	The enrolled number of learners across all HCPC approved provision is slightly higher than the approved intended numbers we have on our record. The visitors took this into consideration but did not consider this an

				issue given other evidence they had seen showing the programme's sustainability.
Learners – Aggregation of percentage not continuing	5.1%	4.3%	2019/20	The percentage of learners not continuing is less than the benchmark which implies learners are satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	93%	94%	2019/20	The percentage in employment or further study is slightly more than the benchmark which implies learners who successfully complete their learning at this institution make significant progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Gold	2018	A gold award would indicate that the institution is doing well.
National Student Survey (NSS) overall satisfaction score (Q27)	75.1	82.8	2021	This score indicates the percentage of learners who are satisfied with their learning is much higher than average.
HCPC performance review cycle length	n/a	5 years (2025/6)	2020/21	This score indicates that the education provider and its programmes are performing well.

### 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. We reviewed the information in January 2022, at which point we were not recording too much detail.

The education provider indicated that the proposed programme would be part of Swansea University. This institution is well established with HCPC and currently delivers approved programmes in:

- Hearing aid dispenser

- Paramedic
- Independent and supplementary prescribing

In previous assessments of these programmes, visitors have established the institution level standards are met. The provider has also demonstrated this through ongoing monitoring carried out by the HCPC.

As part of the provider's definition of their institution, they defined the policies, procedures and processes that apply to the programmes delivered within it. These relate to the institution level standards we set which ensure the following areas are managed effectively.

We also considered how the proposed programmes fit into the named institution by considering any notable changes to the policies, procedures and processes related to the areas above. We considered how the proposed programmes are assimilated with the management of existing approved programmes in the institution. We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

### Admissions

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

- **Information for applicants –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Assessing English language, character, and health –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Prior learning and experience (AP(E)L) –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Equality, diversity and inclusion –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

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

Management and governance

**Findings on alignment with existing provision:**

- **Ability to deliver provision to expected threshold level of entry to the Register<sup>1</sup> –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Sustainability of provision –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Effective programme delivery –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Effective staff management and development –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Partnerships, which are managed at the institution level –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

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

Quality, monitoring, and evaluation

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<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



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

- **Academic quality –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Learner involvement –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Service user and carer involvement –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

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

### Learners

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

- **Support –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Ongoing suitability –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

- **Learning with and from other learners and professionals (IPL/E) –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Equality, diversity and inclusion –**
  - The education provider has defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

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

### Assessment

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

- **Objectivity –**
  - The education provider have defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Progression and achievement –**
  - The education provider have defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.
- **Appeals –**
  - The education provider have defined the policies, procedures and processes that apply to the programmes delivered within it.
  - What we have been informed aligns with our understanding of how the institution runs.
  - We determined the proposed programmes would be managed in way that was consistent with the definition of their institution.

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

On this basis, we were satisfied it is appropriate for the programme to sit as part of Swansea University and take assurance the institution level standards will continue to be met by its introduction.

## 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) Occupational Therapy	Full time	Occupational therapy	36 learners, one cohort per year	5 September 2022
BSc (Hons) Occupational Therapy	Part time	Occupational therapy	16 learners, one cohort per year	5 September 2022

### Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme.

Linked to the approach to assessment of HEIW-commissioned programmes discussed earlier in this report, we took assurance from the commissioning exercise that some areas from the standards are met. For each standard we made one of the following judgements which impacted on the information and evidence the education provider needed to provide through the process:

- all areas of the standard have been met and do not need to be further evidenced;
- no areas of the standard have been met and the whole standard needs to be directly evidenced; or
- there were areas of the standard covered by the commissioning exercise but others were not.

In line with the above, the education provider supplied information about how each relevant standards were met, including a rationale and links to supporting information through a mapping document.

### Performance data

The education provider was asked to demonstrate how they meet programme level standards for each programme.

## 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 – capacity of practice-based learning

**Area for further exploration:** The visitors noted the education provider has approached local placement providers and there is some existing capacity. However, they were unclear about how the process will be managed and how placement capacity will be allocated. Consequently, they wanted more information about the placements which have been 'reserved' for the 2022/2023 intake and how placement capacity will be managed and assigned.

The visitors noted the Specialist practitioner module but considered this two week 'shadowing' to impact on placement availability as this would be using up some of the practice placement time available for the learner. The visitors wanted more information about the rationale behind this module.

The visitors also noted evidence of stakeholder consultation. However, they were unsure as to how concerns about the capacity of placement were addressed. The visitors therefore required more information about the communication which had taken place to address the concerns.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The visitors were informed placement capacity is determined and monitored by HEIW. HEIW instruct each NHS Health Board on how many placements they are required to provide for each University programme in each discipline. This means the education providers in Wales are not in competition with one another for placement capacity. The system ensures the capacity is set to meet the commissioned numbers as they grow, alongside any withdrawal of placement need for other providers. The precise configuration of the placement numbers at each health board will be negotiated by the new occupational therapy placement lead at the education provider, and the occupational therapy placement leads at Swansea Bay and Hywel Dda Health Boards. Both Health Boards know the placement dates from the education provider and are clear that there is minimum overlap of demand from other education providers as this new programme establishes itself. Allocation of learners to placements will take into consideration the learning needs of the Swansea University learners.

The visitors were told about the shadowing opportunity which will sit outside the HEIW placement capacity model and the mandatory placement capacity determined

for each Health Board by HEIW. The shadowing opportunity is one where learners may arrange time with one or more specialist occupational therapist in a practice area of their choice. The visitors noted the education provider envisaged that not all services will accommodate shadowing requests in and around their placement capacity commitments. The shadowing is limited and flexible, up to 10 days and there is also the means of a wholly desktop exercise if desired or required.

The visitors were informed the specialist practitioner module that holds the shadowing opportunity has been discussed in meetings with both Swansea Bay and Hywel Dda Health Boards, and local practitioners are supportive of this approach to learning. The visitors were satisfied with the provider's response through the quality activity, and no outstanding issues remained.

The visitors were informed that placements at each health board are negotiated by the new occupational therapy placement lead at the education provider, with the occupational therapy placement leads at Swansea Bay and Hywel Dda Health Boards. Talks have already started with both Health Boards to plan placement educator training on the system and map out further support to these providers. This is mindful of the knowledge that both Health Boards are very experienced in supporting learners on placement from elsewhere, and the competencies to be used by the education provider have been shared from Cardiff University, so will be familiar to the practice placement educators.

### Quality theme 2 – staffing

**Area for further exploration:** The visitors noted the programme is due to start with three full time equivalent staff and a firm commitment for this to increase as learner numbers increase. The visitors wanted more information about the immediate recruitment plan and recruitment policy and timeline.

The visitors noted the three curriculum vitae of the occupational therapy programme consultants and two other members of staff who are not occupational therapists. The visitors noted the job specifications for the three staff positions all require a doctorate or other degree. The visitors also noted the faculty structure is clear and the programme will be delivered by qualified and registered occupational therapists. However, the current staff curricula vitae indicate only one is an occupational therapist. The visitors wanted to receive a rationale about the current staffing and their professional expertise.

**Quality activities agreed to explore theme further:** We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The visitors were informed that in addition to the recent appointments of two occupational therapy educators (a professional lead and a lecturer), the education provider will appointing a further full time lecturer post to start in September 2022. This appointment will expand the programme team to three full time occupational therapist educators, who will be in place for the upcoming

academic year. The visitors were satisfied with the provider's response through the quality activity, and that no outstanding issues remained.

### Quality theme 3 – teaching facilities

**Area for further exploration:** The visitors noted there is evidence of specialist teaching resource in a budget plan. However, they were unsure of the teaching facilities for the programme, and the specific occupational therapy equipment.

**Quality activities agreed to explore theme further:** We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The visitors were informed that from September 2022, there will be a 'Living Lab'. This will enable learners to undertake simulated assessments of the environment and practice using equipment and adaptations. The space will be used for the first academic year while the Swansea University Simulation Centre (SUSiM) is being developed.

The visitors also learnt about how the faculty has converted a hospital ward in Singleton Park Hospital for clinical and practical skills teaching. The ward has a simulated flat space with a living room, bedroom, and bathroom, which will be used by the programme from September 2022. This simulated flat space will be used in conjunction with the Living Lab for the first academic year. It will continue to be used in conjunction with the SUSiM from September 2023 onwards. Two simulated living spaces will provide learners with a variety of layouts and furnishings to enhance their practice activities and learning experience.

The visitors were informed there is also a 'creative room', a learning space which is currently used as a simulated ward on Singleton Park campus. Current equipment will be removed and replaced by tables and chairs to make this a flexible learning space for learners. The room currently has four sinks, and to enable creative / craft activities, two sinks will be replaced with specialist sinks. This room will also provide storage space for the programme's learning resources and equipment.

The visitors also learned how SUSiM will be ready for September 2023 and how it will include state-of-the-art facilities. The visitors were informed the aim of the centre is to:

- expand the teaching of simulation based education;
- support immersive learning opportunities for learners;
- support the faculty with the aim to excel in simulation methodologies; and
- ensure collaboration.

The visitors learnt how the centre will contain a range of facilities, such as a state-of-the-art immersive learning centre, computer-based learning simulation, and the ability to carry out augmented and virtual reality projects and research.

In addition, a list of equipment specific to occupational therapy was provided by the education provider. The visitors were satisfied with the provider's response through the quality activity, and that no outstanding issues remained.

## Quality theme 4 – marking and grade inflation in practice-based learning

**Area for further exploration:** The visitors noted the second and third placements are graded. The visitors considered that without practice educator training on marking, this could contribute to grade inflation, where learners receive a higher grade than they are entitled to. The visitors sought more information about the providers rationale for grading placement, and the moderation process.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The visitors were informed that grading placements would recognise placement performance and offer an incentive to do well on placement. Learners with excellent placement skills may not always be able to perform at that level in academic submissions.

The visitors were told the design of the programme mitigates against grade inflation using considerations, such as placement educator marking, mid-point visits, familiarity to grading within Wales, and practice educator training and refresh events.

The visitors noted the moderation of placement marks will be undertaken through activities, such as:

- placement educator training;
- learner preparation for placement;
- sampling of a range of placement marks awarded;
- external examination of placement documentation by the external examiner; and
- evaluation of placement marking profiles in annual quality monitoring of the programme.

The visitors were satisfied with the provider's response through the quality activity, and that no outstanding issues remained.

## 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 entry requirements provided are suitable for entry to the programme and clearly evidenced in all relevant documents including the programme specification and programme webpage.
  - The visitors are satisfied this means the standards in SET 2 are met.
- **SET 3: Programme governance, management and leadership** –
  - As outlined above, the education provider addressed the visitors' concerns about the availability and capacity of practice-based learning, staffing, and teaching facilities and resources.
  - The four themes relate to all the programme level standards considered. Information about how the education provider meets these standards, is outlined in the previous section.
  - The visitors are satisfied this means the standards in SET 3 are met
- **SET 4: Programme design and delivery** –
  - The programme ensures that graduates can meet our standards of proficiency and understands the expectations and responsibilities associated with being a regulated professional
  - The standards of proficiency are met by the learning outcomes in the course modules. The standards of conduct, performance and ethics are defined within module learning outcomes
  - The structure and delivery of the programme as well, as the programme content, matches the core philosophy and associated core values, skills and expected profession knowledge base as defined by the Royal College of Occupational Therapists.
  - Modules have a contemporary focus. Assessments allow learners to explore areas of interest and look towards developing the profession. Placements are offered in audited settings to ensure their relevancy and currency for practise. The programme is subject to internal quality assurance monitoring and reviews in accordance with the University's Code of Practice for Quality Assurance. This includes module review and annual programme review. The programme comprises 280 credits of theory driven modules and 80 credits of practice placement modules. The programme design uses a spiral curriculum which has been chosen to encourage the integration of theory and practise throughout the



programme. Placement experiences will be sought to inform study of theory and application of theory will be required to ensure success in placement in all levels of programme delivery.

- Teaching and learning techniques are a mixture including lectures, seminars, workshops, journaling, study groups, enquiry-based learning and practice placements. These are used to enable learners to explore, analyse, discuss and practise the knowledge, understanding and skills required to become safe and competent occupational therapists.
- Research is taught across all years and is explicitly referenced in the module descriptors. Within the spiral curriculum design there is a module strand which develops confidence in using and generating evidence that informs practise.
- The visitors are satisfied this means the standards in SET 4 are met.
- **SET 5: Practice based learning –**
  - There are clear processes that demonstrate practice-based learning is a central part of the programme. The programme embeds practice modules and placements into the curriculum.
  - The structure, duration and types of practice-based learning demonstrates learners are able to achieve the learning outcomes and the standards of proficiency for occupational therapists.
  - Practice educators receive both initial and refresher training provided throughout the academic year
  - The visitors are satisfied this means the standards in SET 5 are met.
- **SET 6: Assessment –**
  - The assessment strategy for the programme includes theoretical and practice-based assessment which allows learners to demonstrate they meet the relevant standards of proficiency for occupational therapists.
  - The expectations and assessment of professional behaviours, including the standards of conduct and performance and ethics, is embedded throughout the curriculum
  - The education provider addressed visitors' concerns about moderation and grade inflation.
  - The visitors are satisfied this means the standards in SET 6 are met.

**Risks identified which may impact on performance:** None.

**Areas of good and best practice identified through this review:** None.

## Section 5: Referrals

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

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

## **Recommendations**

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

The visitors did not set any recommendations.

## **Section 6: Decision on approval process outcomes**

### **Assessment panel recommendation**

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

Appendix 1 – 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) Healthcare Science (Audiology)	FT (Full time)	Hearing aid dispenser			01/09/2013
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2020
BSc (Hons) Paramedic Science for Emergency Medical Technicians	PT (Part time)	Paramedic			01/09/2021
PGCert Non-Medical Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing	01/08/2017
PGCert Non-Medical Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017