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## Approval process report

Roehampton University, Occupational Therapy, 2023-24

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### Executive Summary

This is a report on the process of approving the Occupational Therapy programme at Roehampton University. This report captures the process we have undertaken to assess the institution and programme against our standards, to ensure those who complete the proposed programme are fit to practice.

We have:

- We reviewed the institution against our institution-level standards and found that our standards are met in this area.
- We reviewed the programme against our programme-level standards and found that our standards are met in this area following the exploration of key themes through quality activities.
- Recommended all standards are met, and that the programme should be approved.

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

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Previous consideration	N/A This approval was not referred from another HCPC process.
Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"><li>• whether the programme is approved, and</li><li>• whether the areas recommended by the visitors is recognised as an area of good practise.</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, the programme will be approved, and learners will commence the new programme in September 2024.</li></ul>

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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 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:

Jennifer Caldwell	Lead visitor, Occupational therapist, Educationalist
Robert Mackinnon	Lead visitor, Clinical scientist, Hearing aid dispenser, Educationalist
Alistair Ward-Boughton-Leigh	Education Quality Officer

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

### **The education provider context**

Roehampton University deliver 9 pre-registration programmes across 3 professions, arts therapist, physiotherapist, and practitioner psychologist. The oldest programmes started in 2006 for the drama therapy and music therapy modalities. The art therapy modality was introduced in 2009. The counselling psychologist programme started in 2007 and joined our Register when the practitioner psychologist profession was onboarded in 2009. They introduced a part-time route in 2017.

The newest provision is for the physiotherapist profession and started in 2024. The education provider is also planning to add more programmes in the coming years. This includes a degree-apprenticeship route arts therapy programme.

## 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	
Pre-registration	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate

## 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
Total intended learner numbers compared to total enrolment numbers	142	172	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 were assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the education provider is proposing through the new provision.</p> <p>The value number is above the benchmark, likely</p>

				<p>reflecting the increased number of learners expected due to new programme approvals.</p> <p>The visitors were informed of this data point ahead of their review and factored it into their assessment.</p>
Learners – Aggregation of percentage not continuing	3%	4%	2020-21	<p>This data was sourced from a data delivery. This means it is a bespoke HESA data return filtered based on HCPC-related subjects.</p> <p>The data point is above 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 visitors were made aware of this data point ahead of their review and factored this into their assessment.</p>
Graduates – Aggregation of percentage in employment / further study	93%	89%	2020-21	<p>This data was sourced from a data. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year’s data point, the education provider’s</p>

				<p>performance has been maintained.</p> <p>The visitors were made aware of this data point ahead of their review and factored this into their assessment.</p>
Learner satisfaction	76.7%	75.4%	2023	<p>This National Student Survey (NSS) positivity score data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is broadly equal to the benchmark, which suggests the provider's performance in this area aligns with sector norms.</p> <p>Compared to the previous year's data point, the education provider's performance has dropped by 1%.</p> <p>The visitors were made aware of this data point ahead of their review and factored this into their assessment.</p>
HCPC performance review cycle length				<p>The education provider is currently engaging with our performance review process. This is their first interaction with the process and the ongoing monitoring period has yet to be determined.</p>

### The route through stage 1

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

As part of the request to approve the proposed 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 explained how their website programme pages are available and how prospective learners can access admissions policies, including entry requirements. They run ‘applicant communications’ with applicants throughout their application process. This includes invitations to interviews, offer letters and enrolment instructions.
  - These will all be updated to include ‘Occupational Therapy’ alongside references to other relevant professional programmes, such as the existing physiotherapy programme. Specific applicant communications will be created from templates for similar professional programmes to ensure applicants know recruitment processes and subsequent programme conditions. This includes using the existing format for their physiotherapy application process and using this as a template in communications such as enrolment instructions and interview invitations.
- **Assessing English language, character, and health –**
  - The education provider has policies in place for this area and these are detailed on their website in relation to programme entry requirements.
  - Their admissions policy refers to English language, character, and health requirements for professional programmes and will be updated to include their Occupational Therapy programme.
  - Entry and suitability requirements for other professional programmes are stated on the education provider’s website. This gives prospective applicants information on the kind of requirements needed.
  - The ‘Admissions Referral Board’ examines and makes decisions about applications where relevant criminal convictions have been declared and/or found on Disclosure and Barring Service (DBS). This will be expanded to include Occupational Therapy programme applicants. The fitness to Study policy is generic and already refers to the Fitness to Practise policy for professional programmes.
- **Prior learning and experience (AP(E)L) –**
  - Details on this area are discussed in the education provider’s admissions policy, academic regulations, and Recognition of Prior Learning (RPL) policy. Existing generic and programme-specific information is available on their website, and this will be updated to include Occupational Therapy.
  - The RPL policy already refers to Professional Statutory and Regulatory Body (PSRB) requirements. The programme specification will state specific RPL requirements for that programme.
- **Equality, diversity and inclusion –**
  - The education provider has a number of policies which make references to the application of Equality, Diversity and Inclusion (EDI). These include their Admissions policy, the ‘Equality and Diversity’



policy, the programme specifications, the disability policy, the 'Dignity and Respect' policy, the occupational health processes, and the 'Access and Participation Plan'. It is explicitly addressed within the Admissions Policy.

- Existing Occupational Health process for PSRB programmes will be adopted for Occupational Therapy. They have strategic governance with the EDI committee reporting to the University Executive Board. There are also a range of policies which feed into this area such as the access and participation plan. This highlights new vocational provision such as nursing as increasing access to higher education.

**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 referred to their 'Articles of Association' in support of this area. These articles confirm degree awarding powers, including for all their programmes and will apply to the new provision.
  - The education provider also holds registration with the Office for Students (OfS) and their existing academic regulations stipulate the undergraduate and postgraduate frameworks and any specific programme variations.
  - They have also stated in their approval request form the relevant Professional Statutory and Regulatory Body requirements (such as HCPC) are adhered to.
- **Sustainability of provision –**
  - The education provider has referred to their Portfolio Development Committee (PDC) Curriculum Strategy Committee (CSC) being in place and they are responsible for ensuring the sustainability of their provision. They state that the proposed programme has been approved by both committees. This confirms the institutional strategic support and investment which aims to ensure appropriate resources are available. Full economic costing is detailed in the associated business case and embedded in the School Business plan.
  - The education provider has also secured funding to support the proposed provision. This includes £2 million from the OfS to support the support the growth of nursing, physiotherapy, occupational therapy and other programmes. The build and investment in some occupational therapy equipment is complete, and an additional £100k for new equipment has been agreed upon. Their current procurement plans to support the new programme include new kitchen and bedroom equipment and arts and crafts items. They have also purchased specific occupational therapy equipment including mannequins, wheel chairs, beds, Zimmer frames and skeletons among others.

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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

- **Effective programme delivery –**
  - The education provider uses their Design and Delivery Framework, Academic Regulations and their Quality Assurance Procedures to support effective programme delivery.
  - The Design and Delivery framework guides the principles of validated programmes to ensure effective learner outcomes. The academic regulations stipulate academic structure, assessment and management, monitored and evaluated by quality assurance procedures. Processes are in place for ensuring additional PSRB requirements are met.
  - The education provider has also referred to their programme and module level specifications. Programme and module specifications include updated templates and guidance to ensure contemporary and programme specific requirements (including PSRB) are clear.
- **Effective staff management and development –**
  - The PDC and CSC contribute to effective staff management and development. The PDC/CSC approval and associated business case identify appropriate staff resources for new programmes, including meeting staff: learner ratio requirements.
  - The staff development plan identifies core and programme specific staff developmental needs and support. Their conditions of service for academic staff forms their standard terms and conditions and stipulates requirements to participate in the Probationary Scheme and Appraisal and Development Scheme. The education provider has stated how these processes already work effectively across their existing PSRB programmes.
  - The education provider's Academic Responsibilities Framework (ARF) is in place and uses both standard and non-standard tariff to identify appropriate staff workloads. This is used by their Nursing provision and has required amendments to reflect specific work such as practical teaching, interviewing and placement support. Their capability procedures detail performance management process outside of the probation procedure.
- **Partnerships, which are managed at the institution level –**
  - The education provider has no plans to deliver the proposed programme through a partnership college. Instead, we will and are already engaging with an extensive range of existing partners. They have also said they will be developing new practice partnerships, as needed to support the introduction of the new programme.
  - Partnership development and approval are managed by their Partnerships Office using established processes.
  - We note that partnerships will be needed for placements, but this can be managed at the programme level. We shall highlight this matter for the visitors to consider as part of the stage 2 assessment.

**Non-alignment requiring further assessment:** A further assessment regarding partnerships is required and will be looked at through stage two of this process.

Quality, monitoring, and evaluation

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

- **Academic quality –**
  - The education provider has several policies and mechanisms in place to manage and monitor academic quality. These include their academic regulations which details the standards required and is the basis of quality assurance procedures.
  - PSRB programmes have variations to ensure specific requirements are clearly identified. The academic office is responsible for administering Quality Assurance (QA) procedures. A suite of processes and templates are required through programme development, approval, delivery, and monitoring. Standard Programme and Module Specification Templates and Guidance will be used for the Occupational Therapy programme.
  - Programme monitoring occurs through the Student Education and Improvement Plan (SEIP). These are presented at Programme Board meeting which review other measures of quality such as External Examiner feedback. Appropriate external examiners will be appointed for Occupational Therapy and are provided with training and support to conduct their roles.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
  - The education provider discussed how an occupational therapy stakeholder group, in a similar fashion to their existing groups for nursing and physiotherapy, will be established for the proposed programme. This group will maintain the oversight of placement quality.
  - Additionally, they have joined LSEAPP for physiotherapy who maintains the oversight of placement issues at a local sector level. This will be extended for occupational therapy.
  - Placement agreements will be used to establish partnerships for Occupational Therapy where they do not already exist. This specifies the quality level expected for practise-based learning placement providers. The educational audit process is well-established and will be updated for occupational therapy.
  - The Placement Team and allocation processes will be expanded to cover placement management for Occupational Therapy. Under academic guidance, the team monitors Care Quality Commission (CQC) reports, processes learner evaluations and undertakes data returns for NHS England (NHSE).
  - The education provider's Raising Concerns Process will be updated to include Occupational Therapy. Their Fitness to Practise (FTP) policy will be updated and implemented when a learner is identified as not fit for practice learning. Training resources and processes for developing and supporting supervisors will be adopted and repurposed to suit the proposed provision.
- **Learner involvement –**
  - The education provider has several mechanisms already in place to support learner involvement in their provision. This includes Module Evaluation Surveys (MES), Student Experience and Outcomes Panels (SEOPS), Programme Boards, Course Representatives, the Students Union and Senate. They deploy nationwide surveys such as the

Postgraduate Taught Experience Survey (PTES) and National Student Survey NSS as well as their own Pulse surveys.

- The education provider has stated how learner involvement is central to their QA processes. They have discussed how their PSRB programmes use an enhanced process, such as external examiner meetings with learners. Results / feedback from these mechanisms, as well as outcomes and action plans, are also analysed and developed through the SEIP which is presented for discussion at Programme Board. Course Representatives are identified and supported through the Student Union. Areas such as placements are often issues raised by learners on PSRB programmes.
- The 'Student Senate' provides a forum where learners can raise issues of concern with members of the senior administration and can be consulted on key institutional matters. Postgraduate Occupational Therapy learners will be encouraged to complete the national PTES which is analysed through the QA process described above and used to inform action plans for improving learner experience. The education provider currently utilises the National Student Survey (NSS) in the same way for undergraduate learners and will also use Pulse surveys to provide regular feedback.
- **Service user and carer involvement –**
  - The education provider has in place a Service User and Carer (SUC) Group and Strategy, a Stakeholder Group, SUC Coordinator and SUC Academic Lead / Champion that facilitate SUC involvement. They have a well-established SUC Group and Strategy which was strengthened and developed for nursing and physiotherapy and will be expanded to include Occupational Therapy.
  - Service Users and Carers are involved with curriculum design and development, programme approval, programme evaluation, PSRB student recruitment, teaching, assessment and staff recruitment. SUC's, with experience of occupational therapy practice, will be sought through their existing networks. The SUC Group is chaired by Pro-Vice Chancellor (for education) and led by programme-level lead academics. The group is supported by a coordinator who ensures meetings are administered and SUC's are supported with induction, training, onboarding, payment etc.

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

### Learners

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

- **Support –**
  - The education provider referred to the existing learning support in place. This will be made available and tailored for occupational therapy learners. The library will be updated with relevant occupational therapy materials and learners will have access to existing resources for other relevant health-related programmes. The education provider clarified how they have relevant texts in place for Nursing, Physiotherapy,

Psychology and Education, and will purchasing further occupational therapy specific texts over this year.

- The Academic Achievement Team (AAT) is familiar with supporting learners on PSRB programmes and works closely with programme teams. The education provider has referred to the 'Studiosity' system that they utilise. This is an academic draft review service which that their PSRB learners make use of.
- The Programme Convener role is responsible for overseeing and coordinating learner support. Module Conveners provide specific support at a modular level. The AGT (Academic Guidance Tutor) is embedded within PSRB programmes and is the main source of 1-2-1 academic and pastoral support. The Student Engagement Team undertakes targeted interventions to improve access, engagement and opportunity through initiatives such as addressing the Black, Asian, Minority Ethnic (BAME) attainment gap, student leadership and peer mentoring.
- The Student Union provides learners with support for processes such as academic appeals. The Student Charter details what learners can expect from the education provider.
- The education provider's supervisors support learners in practice for PSRB programmes. The education provider works with clinical partners to identify, train and support supervisors.
- **Ongoing suitability –**
  - The Student Union provides learners with support for processes such as academic appeals. The Student Charter details what learners can expect from the education provider.
  - The education provider's supervisors support learners in practice for PSRB programmes. The education provider works with clinical partners to identify, train and support supervisors.
  - The Standard Placement Agreement specifies responsibility for monitoring and responding to issues about ongoing suitability. Learners on PSRB programmes undertake an annual self-declaration process to confirm ongoing suitability. Learners are also encouraged to sign up to the DBS update service. When health or fitness is a potential issue, PSRB learners are referred to Occupation Health for review – this may also feed into FTP processes.
- **Learning with and from other learners and professionals (IPL/E) –**
  - The education provider's Interprofessional learning policy (IPL) policy was created for their nursing programme and will be expanded to include occupational therapy. The NHSE Standard Placement Agreement specifies the need for learner's access to multi-professional resources.
  - The occupational therapy stakeholder group will monitor the access to IPL locally and work with LSEAPP to monitor this at a local sector level. Oversight for IPL is maintained by LTQC/LTQG and learners will have access to research seminars from a range of other professional groups.
- **Equality, diversity and inclusion –**
  - The education provider has referred to their strong strategic governance with the groups / teams like their EDI committee reporting

to their University Executive Board. This includes the monitoring conducted as part of their quality assurance processes. These processes monitor EDI data such as awarding gaps through their 'Student Education Plan', 'Student Experience Outcome Panels' (SEOPS), Programme Boards and 'Learning Teaching Quality Committee's' / Groups (LTQC / LTQG).

- There are also a range of policies which feed into this area. Their access and participation plan highlights new vocational provision such as Nursing as increasing access to higher education.
- EDI is also explicitly addressed within their programme specification template with reference to the Institution EDI policy. Disability policy and processes are embedded for all programmes, but principles of reasonable adjustments applied to professional PSRB programmes will be replicated for Occupational Therapy.
- There are a variety of EDI Network Groups and Champions which monitor and develop access and equality for learners and staff. Their 'Student Engagement Team' also leads innovations for supporting EDI such as inclusive practice working group which includes learners to analyse and develop curricula etc.

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

### Assessment

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

- **Objectivity –**
  - the occupational therapy programme will follow Academic Regulations regarding assessment structure and procedures with any additional relevant variations (e.g. nursing / physiotherapy specifies two attempts at practice assessment).
  - The Assessment and Feedback framework will be used to provide guidance on assessment style, volume, weighting, criteria etc. This categorical assessment criteria has been successfully applied to other PSRB programmes. The Programme and Module Specifications detail assessment maps, weighting, criteria, mapping to learning outcomes etc.
  - An occupational therapy External Examiner (EE) will be appointed to scrutinise assessment processes and sit on the board of examiners. Enhanced EE roles have been adopted for other PSRB programmes.
- **Progression and achievement –**
  - The proposed programme will follow the existing Academic Regulations regarding progression and achievement with any required variations. These will be detailed in the Programme and Module Specifications. If required, the programme will have a bespoke examination board process to confer progression and achievement (as for nursing).
  - Progression and achievement will be monitored through the SEIP, Programme Board, LTQC/LTQC, SEOPS. This will include externally collected data such as OfS continuation, transfer data and 'Destination of Leavers from Higher Education' data (DLHE).

- **Appeals –**
  - The education provider stated that the proposed programme will follow the existing academic regulations and appeals processes within the ‘student complaints policy and procedure’.
  - Additionally, the student’s union is responsible for supporting learners through this process. This process is already in place and in use for their existing provision 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.

We used their approval request form and also the baseline document we hold for the education provider to make this decision. The policies discussed are largely already in place, used by the existing programmes and will apply to the new provision as detailed above.

There is one area regarding how partnerships managed at the institutional level that shall be referred to the stage two review. The education provider stated that there are no plans to deliver the proposed programme through new or existing partnerships. We have found this to not be clear as it can read as stating no partnerships will be required. But partnerships will be needed for placements but can be managed at the programme level.

We shall therefore investigate this further in stage two. This is an area that will be highlighted for the visitors to review in stage two of this process

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

- Bespoke teaching spaces, including recent investment in these teaching spaces
- Equipment for the occupational therapy learners, including recent investment in this equipment
- Teaching and academic materials
- Support mechanisms for learners

**Section 3: Programme-level assessment**

**Programmes considered through this assessment**

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date

MSc Occupational Therapy (Pre-registration)	Full time	Occupational therapist	30 learners in one cohort per year	16/09/2024
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## 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.

### Performance data

We also considered intelligence from others (e.g., professional bodies and sector bodies that provided support) such as NHS England (NHSE). They have not advised us of any specific practice-based learning placement shortages that would affect the proposed programme.

### Quality themes identified for further exploration

We reviewed the information provided and worked with the education provider to understand their submission. We explored some areas with the education provider as points of clarification. Based on our understanding and our assessment, there were no areas we needed to explore via quality activity.

## Section 4: Findings

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

### Overall findings on how standards are met

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

#### Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment
- **SET 2: Programme admissions** –
  - The education provider has stated that their usual entry requirements for post-graduate programmes will apply to the proposed programme. They have said this includes a requirement of five GCSEs at grade C or above, including mathematics, English language or literature and a science subject or equivalent. Additionally, a UK undergraduate honours degree in any subject at 2.2 grading or above, or equivalent international qualification.



- The education provider has also discussed how non-native English speakers who do not have the equivalent of GCSE English at Grades C or 4 require a minimum IELTS score of 6.5 scores in writing. This will need to sit alongside a minimum of 7.0 score in reading, listening, and speaking, with a minimum overall score of 7.0 or equivalent qualification. They also accept a score from the Teaching English as a Foreign Language (TOEFL) score of 100 / 200, but do not accept any TOEFL test score undertaken in the UK.
- Through clarification, the education provider detailed how a disclosure and barring service (DBS) check is required before enrolment on the programme. Additionally, applicants require an occupational health clearance before going out on the first practice placement. This is detailed on their institutional website.
- The visitors found there to be appropriate academic and professional entry requirements. These are set out on the education providers' webpage and are easily accessible.
- The visitors found the SETs related to this area to be met.
- **SET 3: Programme governance, management and leadership –**
  - The education provider has stated that in the development of the programme, they have built strong relationships with several practice placement providers. They have done this through consultation and stakeholder engagement and are also a member of the London and Southeast Area Placement Partnership (LSEAPP) and the London Fair Share placement group. They also had a contract drawn up with a Placement Management Partnership (PMP).
  - They plan to maintain close links with the practice placement providers through several means, including termly stakeholder meetings and link lecturers who will also visit placements at the mid-placement point. The education provider will also provide training for practice placement providers seek feedback on these sessions, and request input from placement providers about additional topics to cover from a Continuing Professional Development (CPD) perspective.
  - The education provider has discussed how placement providers have been involved in co-creating the curriculum and demonstrated that they have the placement capacity to support the programme. They are in the process of formalising these partnerships and already have several placement agreements already in place. The education provider is adopting a flexible and creative approach to placement provision. They will allocate placements across all four pillars of the Royal College of Occupational Therapy's (RCOT's) Career Development Framework. They are also seeking to expand the placement provision for social care and third-sector organisations. There are actively working towards this goal through meetings with various care homes, local charities, and community organisations.
  - The education provider has detailed how they have nine members of staff involved in the delivery and organisation of the programme. This includes the occupational therapy teaching team, a curriculum development lead, the placement officers and the programme lead. The teaching team includes 3 experienced Occupational Therapy academics: 1 associate professor on a 1.0 Full Tim Equivalent basis

(1.0 FTE), 1 senior lecturer (1.0 FTE), and one lecturer (1.0 FTE). Additionally, we will have our curriculum development lead for 0.4 FTE. As such, we will start the programme in September with 3.4 WTE on the core Occupational Therapy team.

- The education provider also has physical and digital resources in place, including systems like Moodle, Personal Tutoring Support, and its existing online learning platform. The Centre for the Development of Academic Skills (CeDAS) will also be used for the programme, learning resources, and dedicated learning spaces are also in place. The education provider has also hired a simulation suite at the Wexham Park Hospital for practice-based learning and preparation for placement.
- Through clarification, the education provider provided further details of the formalised agreements in place or being discussed with practice placement providers. This includes them providing us with their placement agreement documentation with Response Physiotherapy Ltd.
- The visitors welcomed this expansion, which addressed the area referred from stage one of this process. They found both the institutional and programme-level SETs related to this area to be met.
- **SET 4: Programme design and delivery –**
  - The education provider has detailed how the programme learning outcomes (PLOs) have been created to reflect the HCPC Standards of Education and Training Guidance and meet the HCPC Standards of Proficiency (SOPS) for Occupational Therapists. The SOPS mapping document has been completed to demonstrate where and how learners meet the SOPS. Every module is mapped to the PLOs, including module learning outcomes (MLOs) that are mapped to assessments, and all modules in the programme are mandatory.
  - They have also discussed how all learners will have an occupational health assessment at the beginning of the programme and prior to their first placement. Learners are advised that any changes to health status that may affect fitness to practise during the programme must be immediately raised with the University for an occupational health review (this includes pregnancy). Learners must disclose any information about a disability, health status change, or criminal record status to university and placement staff. Additionally, learners are advised to disclose anything else that may impact their performance.
  - The education provider has discussed how professionalism is a thread throughout the programme and is embedded in many modules and practice-based learning. The Professional Skills for Health module will introduce professional values, codes of conduct, and legal and ethical principles surrounding practice, with a strong focus on personal and professional development.
  - The education provider has discussed how the contemporary curriculum has been designed to reflect the evolving role of the Occupational Therapist. They have also included a module on Enabling Occupational Participation, which aims to give learners a strong grounding in the core human sciences of anatomy, physiology, psychology and sociology. This approach takes account of and reflects

current practice and also allows flexibility. The scope of practice and emerging roles are discussed in the Enhancing and Emerging Communities of Practice modules.

- The visitors found sufficient information about how the programme was designed and how stakeholders were involved in this process. They found the learning outcomes to be mapped to and to meet the required SOPs appropriately.
- The visitors found the SETs related to this area to be met.
- **SET 5: Practice-based learning –**
  - The education provider has discussed how the programme integrates placements in various health and social care settings with the institution-led modules. This means that the experience provided by placements allows learners to apply learned behaviours, knowledge and skills. Learners also learn new knowledge and skills to reflect the nature of modern practice.
  - They have discussed how they work closely with a range of practice learning partners, including the NHS, charitable organisations, and the independent sector. These partners provide opportunities for practice-based learning and enable learners to meet the practice-learning aims of the programme.
  - They have also discussed how, alongside formal processes, there are regular opportunities for discussion and feedback.
  - The education provider has demonstrated that practised-based learning will be an integral part of the programme. They have stated how one simulation placement will be integrated into the programme in year 1, and three external placements will be integrated into the programme across the 2 years of study (one in year 1 and two in year 2). Placements have also been mapped to the PLOs in Appendix A of the Learner Handbook and in the Programme Learning Outcomes Mapping document.
  - The visitors are satisfied with the information in this area and noted the education provider's engagement with a range of stakeholders. They noted how this has resulted in the identification of a range of traditional and non-traditional placements within the NHS, social services, GP practices and charitable organisations. Negotiations have identified 13 NHS placement providers, 3 social care/equipment providers and 10 charities.
  - The visitors found that the programme assessment strategy and design utilise a range of relevant, authentic, and inclusive assessment tasks that are appropriately aligned with the HCPC SOPs for occupational therapists. The visitors found all SETs in this area to be met.
- **SET 6: Assessment –**
  - The education provider has detailed how the programme will include diverse and authentic assessments in theory and practice to acknowledge different learning journeys and motivate learners towards success. They stated that the focus will be on 'assessment for learning' and 'assessment as learning.' Various assessments will be included, such as practical assessments, case-study-based assessments, oral presentations, posters, critical reflections, peer assessments and in-class tests.

- The education provider has also stated that HCPC standards of conduct, performance, and ethics are included where needed. Module designs also suggest that learners will use RCOT's career development framework to support them in achieving expected professional practice standards.
- The education provider has stated that all theory modules are mandatory and must be passed at least 50%. These modules allow for a 1st submission and a resit within the year of study. If assessments are not passed by the end of the year, the Programme Examinations Board may exercise discretion and grant an exceptional second resit opportunity where appropriate in the context of the learner's overall academic progress.
- The visitors found there was a wide range of assessment tools used throughout the programme. These include practical assessments, case-study-based assessments, oral presentations, posters, critical reflections, peer assessments, and in-class tests. There is a clear strategy for passing and failing academic modules and placements.
- They found a good, planned use of formative assessments: self, peer and lecturer assessments. Feedback will be constructive and focused on improving performance, building confidence and motivating personal development.
- A good range of summative assessments has been designed, including practical skills, report writing, presentations, reflective thinking, teamwork, preparing discussions, and timed academic writing exercises within in-class tests and exams. This range of creative assessments is inclusive and should prove effective in supporting students' learning and measuring their achievement of the learning outcomes. They, therefore, found all SETs for this area to be met.

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

**Areas of good and best practice identified through this review:** The visitors found the practice placement assessment documents (PADD) to be excellent and clearly demonstrate the emphasis on practitioner skills. They wanted to recognise this as a point of good practice.

## Section 5: Referrals

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

There were no outstanding issues to be referred to another process

## Recommendations

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

The visitors did not set any recommendations.

## Section 6: Decision on approval process outcomes

### **Assessment panel recommendation**

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

### **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 programme is approved.

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

## Appendix 1 – summary report

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

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Roehampton University	CAS-01474-V3Y4S6	<ul style="list-style-type: none"> <li>Jennifer Caldwell</li> <li>Robert Mackinnon</li> </ul>	Through this assessment, we have noted the programme meets all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none"> <li>Bespoke teaching spaces, including recent investment in these teaching spaces</li> <li>Equipment for the occupational therapy learners, including recent investment in this equipment</li> <li>Teaching and academic materials</li> <li>Support mechanisms for learners</li> </ul>
Programmes				
Programme name			Mode of study	Nature of provision
MSc Occupational Therapy (Pre-registration)			Full time	Taught (HEI)

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>
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/09/2009
MA Art Psychotherapy	PT (Part time)	Arts therapist	Art therapy		01/09/2009
MA Dramatherapy	PT (Part time)	Arts therapist	Drama therapy		01/09/2006
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/10/2012
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2006
MA Music Therapy	PT (Part time)	Arts therapist	Music therapy		01/09/2006
MSc Physiotherapy	FT (Full time)	Physiotherapist			15/01/2024
PsychD in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2007
PsychD in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/09/2017