
Approval process report

Teesside University, Art Therapy, 2022-23

Executive Summary

This is a report of the process to approve art therapy programmes at Teesside University. This report captures the process we have undertaken 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 programme(s) should be approved.

Previous consideration	Not applicable. This approval process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide is asked to decide whether the programme(s) is approved.
Next steps	The provider has just gone through their performance review. Their next performance review will be in the 2026-27 academic year.

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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:

Jo Jackson	Lead visitor, physiotherapist
John Crossfield	Lead visitor, art therapist
Temilolu Odunaike	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 20 HCPC-approved programmes across seven professions. These include five degree apprenticeship programmes. In addition, they also deliver three prescribing programmes. It is a Higher Education Institution and has been running HCPC approved programmes since 1994.

The education provider has just gone through the performance review process. The visitors have recommended a four-year review period pending the decision of the Education and Training Committee (Panel). The education provider engaged well with the process and there are no issues referred to future reviews.

The education provider has also engaged with the approval process on two occasions for new provision – Dietetics, Physiotherapy and Occupational therapy programmes were approved between 2018 and 2021. We have recently concluded a focused review where concerns were raised about one of their programmes. After due investigations, the outcome of the review was that there were no further actions needed.

There have been 32 major changes in the legacy model covering many professions and annotations as a response to changes in professions and prescribing legislation. These changes impacted how the education provider met standards including those around programme governance, management and leadership, programme design and delivery, practice-based learning, and assessment. The outcome of the changes was that the education provider continued to meet our standards.

In 2021 the education provider underwent programme closures for Radiography, Occupational therapy and Physiotherapy programmes.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
	Dietitian	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2019
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1994
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2002
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2014
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1998
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1996
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1994

Post-registration	Independent Prescribing / Supplementary prescribing	2007
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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	1003	1509	2022	<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. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p> <p>We noted the number of learners enrolled on the education provider is higher than the benchmark value (which shows the number of learners the programmes were initially approved for). Through their performance review, the education provider acknowledged this growth and reflected on how they resourced this through</p>

				<p>increased staffing and facilities. The visitors were satisfied with the actions taken by the education provider to effectively manage the increase in learner numbers.</p>
<p>Learners – Aggregation of percentage not continuing</p>	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.</p> <p>When compared to the previous year’s data point, the education provider’s performance has dropped by 1%. We did not explore this data point through this assessment because there was no impact on SETs considered. In addition, the education provider has undergone their performance review and there were no issues around this area.</p>
<p>Graduates – Aggregation of percentage in employment / further study</p>	94%	95%	2019-20	<p>This data was sourced from a data delivery. This means the data 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 above sector norms.</p> <p>When compared to the previous year’s data point,</p>

				<p>the education provider's performance has improved by 1%.</p> <p>We did not explore this data point through this assessment because the data shows the education provider is performing well in this area.</p>
Teaching Excellence Framework (TEF) award	N/A	Silver	2017	<p>The definition of a Silver TEF award is Silver: "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education."</p> <p>We did not explore this data point through this assessment because the data shows the education provider is performing well in this area.</p>
National Student Survey (NSS) overall satisfaction score (Q27)	72.8%	76.4%	2022	<p>This data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 9%.</p> <p>We did not explore this data point through this assessment because the data shows the education provider is performing well in this area.</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's admission policy applies to all undergraduate and postgraduate admissions, including admissions to programmes delivered by external partners. It provides information about their admissions procedures to applicants, their advisers, and staff of the education provider.
 - The Course Specification outlines the specific admissions process and entry requirements for the programme. Applications will be made via their employers and an interview will be undertaken to ensure the applicant meets all of the entry requirements and is ready to attend the programme.
 - Although the education provider has not delivered an Arts Therapy programme before, necessary provision has been put in place including information about the programme which is in line with the education provider's processes and procedures.
 - It is clear how the proposed programme aligns with the institution's existing policies and processes around information provided to applicants to assist them in deciding about the programme.
- **Assessing English language, character, and health –**
 - There is an institution wide policy for determining applicants' suitability. The education provider's English Language Policy details their English language requirements for admission to programmes of study and responsibility for approval lies with the International Compliance Group (ICG).
 - In relation to character and health, the education provider uses the Disclosure and Barring Service (DBS) as part of its admissions process for the selection of, and continuation of learners, on Professional, Statutory and Regulatory Bodies (PSRB) approved programmes.

- All of these processes will apply to applications to the proposed programme.
- **Prior learning and experience (AP(E)L) –**
 - The education provider's Recognition of Prior Learning (RPL) policy forms part of the Admissions Policy. Learning obtained through life experiences or alternative means of educational provision such as work related, on-line or with different types of providers is included in this policy.
 - The Policy also outlines procedures when programmes are exempt from RPL applications. The Policy covers the process of applying for admission and advanced standing using RPL as well exemption from individual modules.
 - All of these processes will apply to applicants to the proposed programme.
- **Equality, diversity and inclusion –**
 - The education provider's admissions policy clearly sets out their commitment to widening access to applicants from a broad and diverse range of backgrounds.
 - The education provider noted the policy will offer opportunities to those who have the ability and motivation to benefit from higher education.
 - The proposed programme intends to appoint Equality, Diversity and Inclusion Leads who will be responsible for driving the agenda, set by Health Education England, to increase diversity within the profession and undertake a curriculum review.
 - There is additional guidance such as the Promoting a Mutually Respectful University Community which is being used to promote a shared understanding of what is an inclusive and supportive environment within the education provider's community. The guidance also provides practical information that would enable this.
 - All of these institutional policies and procedures will also apply to the proposed programme.

Non-alignment requiring further assessment: None

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - The education provider's Quality Framework sets out how the planning for their academic portfolio is undertaken and how programmes are designed to meet the necessary qualification level requirements.

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

- They noted that all contributors to the proposed programme will be qualified at the level of the qualification or higher (for example, a MSc/MA, or higher such as PhD, Doctorate, Professor).
- The education provider currently delivers several HCPC approved provision including five degree apprenticeship programmes which have been approved within the last four years.
- The proposed programme aligns with the processes and procedures that the education provider has in place that ensure their ability to deliver programmes to expected threshold.
- **Sustainability of provision –**
 - The education provider uses their Continuous Monitoring and Enhancement (CME) process to assure academic standards are maintained and to enhance the quality of learning opportunities for learners.
 - They noted the process is used to consider the learner experience at programme level. This references key learner satisfaction indicators, for example, the National Student Survey (NSS), Graduate Outcome statistics, the results of module evaluation (Evasys), feedback from Student Voice Forums and from staff.
 - In addition, the process incorporates the views of external stakeholders, such as External Examiners and Professional and Regulatory Statutory Bodies (PSRB's).
 - The new programme follows the British Association of Arts Therapists (BAAT) recommendation of student to staff ratio of 25:1 and 5:1 for reflective practice and seminars.
 - All of these framework and systems will apply to the proposed programme.
- **Effective programme delivery –**
 - The education provider's Corporate Strategy 2027 sets out their objectives in delivering high quality education. Some of these include delivering innovation and impactful provision, delivering excellent research that enhances wellbeing, productivity and prosperity as well as shaping future research challenges.
 - Their objectives also include being internationally recognised and providing an excellent international experience through partnerships and networks across the world. The new programme aligns with all of these institutional objectives to support effective programme delivery.
 - Through Stage 2 quality activity, we understood other policies and process are in place to ensure effective delivery. For example, the education provided noted their Future Facing Learning provides learners with the knowledge, skills and tools to thrive and succeed in a complex and ever-changing world. They added that the use of cutting-edge digital technology helps to support learners across the whole portfolio of academic programmes. And through their Teesside Advance scheme, all new eligible full-time undergraduate learners

receive an Apple iPad and a specially selected toolkit of apps which is there to enable them to excel at university and beyond.

- All of these will apply to the proposed programme.
- **Effective staff management and development –**
 - The education provider has several policies that support effective staff management and development.
 - Their Recruitment and Selection Policy and Procedures ensure the recruitment of individuals with appropriate skills and expertise. It also supports the recruitment, retention and development of individuals of the highest calibre to contribute to the education provider's mission and objectives amongst other things.
 - The Professional Development Planning and Review (PDPR) Policy and Procedure ensures that individual contributions to the achievement of the education provider's aims and objectives can be identified.
 - The education provider noted their Academic Careers Framework and Progression Policy meets the Arts Therapy standard requirements around knowledge, skills and behaviour. We understood these are not necessarily BAAT requirements, but they are requirements that encourage staff development.
 - Additionally, the Recruitment and Selection Policy also supports staff management and development. All these policies and procedures will apply to the new programme.
- **Partnerships, which are managed at the institution level –**
 - The education provider noted partnership with their practice education providers. These partnerships vary for the different programmes they offer.
 - For example, for their Counselling Psychology programme, the education provider noted partnership meetings take place on a quarterly basis, which provide a forum to discuss practice education and placement provision.
 - For the proposed programme, the education provider will work with employers, the Apprenticeship Quality Coach, and Workplace Mentor through approximately 3 monthly tripartite progress reviews.
 - Site visits are carried out through initial onboarding process where a health and safety checklist is completed with the employer. Additional site visits will occur in the final module of study.
 - All of these policies apply to the proposed programme.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider has several frameworks, policies and processes that ensure academic quality.

- Their Quality Framework sets out the principles and procedures within the quality system for the planning, quality assurance and enhancement of taught and research degree provision, including partnership provision.
- The Academic Enhancement Framework (AEF) provides a mechanism through which key strategic initiatives are embedded within curriculum design and delivery.
- The education provider also uses their Continuous Monitoring and Enhancement process which is described above (under Sustainability of provision) as well as External Examining to ensure academic quality.
- The proposed programme will also use these frameworks and processes.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider's Raising and Escalating Concerns (Whistleblowing Procedure) procedure identifies the processes to be followed by academic staff and learners when they have a concern relating to practice learning environment and/or standards of practice/care.
 - The procedure also aims to provide a mechanism to support both staff and learners and prevent or reduce potential harm to service users.
 - A health and safety checklist is completed at site visits to ensure that the environment is safe and appropriate safeguarding procedures are in place. The education provider and School also have appropriate safeguarding policies in place and all contacts details for safeguarding are provided to both the learner and employer within the training plan.
 - These policies and procedures will apply to the proposed programme. In addition, all learners on the new programme will have weekly supervision and mentoring sessions to support them in their development and Art Psychotherapy training practice. The education provider has a Quality Coach who works with the Supervisor and Mentor to ensure the learner is supported and guided sufficiently, and that the supervisor and mentor have the support they need. The supervisor will be a qualified and experienced art psychotherapist, arts therapist, or a psychotherapist/psychologist/psychiatrist with a knowledge of Art Psychotherapy practice and experienced in supervising training therapists, ideally trainee art psychotherapists. All learners will complete an induction in their organisation that covers the required mandatory trainings to prepare them for trainee practice (GDPR, Health and Safety, Safeguarding, Information Governance etc). All learners will have support and guidance in how to set up their training practice (the therapy space, materials, risk assessment, referrals, team play, policies and processes, confidentiality etc).
- **Learner involvement –**

- The Student Voice Forums (SVF) is part of the Continuous Monitoring and Enhancement (CME) mechanism and provides an opportunity for learners to provide feedback on their learning. Feedback could cover learning, teaching, assessment, support, learning environment and services and resources.
- Other opportunities for learner involvement include Your Voice Matters which is a joint initiative from the education provider and the Students Union and gives learners further opportunities to share their thoughts, opinions and feedback to shape their experience.
- EvaSys is a survey that also contributes to learner experience through informing the enhancement of learning and teaching across the education provider.
- The Personal Tutoring Code of Practice aims to enhance the learning experience, well-being and achievement. It also helps to ensure each learner is known, valued and supported.
- The above are institutional strategies or forum that support learner involvement and the proposed programme will benefit from them.
- **Service user and carer involvement –**
 - At an institution level, the education provider involves service users and carers in recruitment and selection, design, delivery and assessment.
 - The education provider noted the proposed programme's "off the job" components do not feature service user or carer involvement.
 - However, they noted their CME will ensure the programme conforms to both external and internal quality assurance procedures and processes in accordance with HCPC requirements.
 - All of these policies apply to the proposed programme.
 - Through Stage 2 Quality activity, the education provider noted their plans to invite service users and / or carers who access partnering organisations (e. g. NHS, volunteer and private organisations) to be on the interview panel for potential learners on the programme.
 - Professionals with 'lived experience' will also contribute towards the delivery on the programme.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:

- **Support –**
 - Student Life, the Library, and the Student Complaints Policy and Procedure are some of the policies and structures in place to support learners.
 - Student Life is a dedicated support site that provides learners with access to a range of support including counselling, disability, learning IT, library, and mental health support.

- The Student Complaints Policy and Procedure sets out the expectations and responsibilities of both a learner and the education provider. It also outlines the learning experience that the education provider is expected to provide to a learner.
- In situations where a learner is unable to complete assessments to the best of their ability, or attend an examination, or unable to meet an assessment deadline, the education provider's Extenuating Circumstances Regulations Taught Provision can be used.
- All of these also apply to the proposed programme.
- **Ongoing suitability –**
 - Learners are required to attend a presentation on Good Health and Good Character, reporting changes to Disclosure and Barring Service (DBS) , informed consent and confidentiality guidance and Fitness to Practice as part of their induction week.
 - At the beginning of each year, learners are required to complete a self-declaration to confirm whether there have been any significant changes in their health or DBS status.
 - In addition, learners are made aware that throughout the year they are required to inform the Programme Leader (and Placement Manager if in practice) of any significant changes to health, or exacerbation of historical symptoms, immediately.
 - Fitness to Practice Regulations apply to learners enrolled on any award at this education provider, leading to a professional qualification that is registrable with a Professional, Statutory, or Regulatory Body (PSRB). Any issue relating to a learner's health and/or conduct, which may affect their fitness to practise in their relevant profession are considered under these regulations.
 - All of the above apply to the proposed programme.
- **Learning with and from other learners and professionals (IPL/E) –**
 - At institution level, the education provider embeds inter-professional education within their current Allied Health Professions (AHP) provision.
 - This is done via shared modules across all years within some of their pre-registration programmes. These include pre-registration Occupational Therapy, Physiotherapy, Diagnostic Radiography and Dietetics programmes.
 - For the proposed programme, the education provider stated there will be "standard student/apprentice engagement with peers". They explained that due to the specialist subject area and requirement for modules to be delivered in a set sequential order, there will be no shared modules on this programme with any other AHP programme within the institution. IPL will be evidenced through the wide spectrum of learners and their workplace environments, sharing workplace knowledge and practice with their cohort. There would be further IPL opportunities if in the future, the education provider decides to deliver drama and/ or music therapy. IPL will then be embedded through the

delivery of a shared module for the core themes shared across those AHPs.

- **Equality, diversity and inclusion –**
 - There are several policies and procedures that ensure equality and diversity at institution level.
 - The education provider described how the Equality and Inclusion Policy sets out their commitment to maintaining and supporting a culture of equality of opportunity for all.
 - The admission policy sets out the education provider's commitment to widening access to applicants from a broad and diverse range of backgrounds. It also intends to offer opportunities to those who have the ability and motivation to benefit from higher education.
 - The proposed programme aligns with institution-wide policies and processes around equality, diversity and inclusion.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - Assessment Regulations are approved by the University Academic Board. The regulations set out the requirements for progression and achievement for all taught awards including module assessment/reassessment, restudy and compensation.
 - For apprenticeship delivery, the End Point Assessment (EPA) is fully integrated. The requirements for entry through the gateway are clearly set and the EPA can only be accessed once the academic requirements have been met.
 - The education provider uses both formative and summative assessment and a wide variety of methods throughout the programmes.
 - Information around resits/retakes, as well as reasonable adjustments, is all clearly set for the proposed programme and this aligns with existing institutional policies and processes.
- **Progression and achievement –**
 - The University Academic Board approves the Assessment Regulations. They undergo a regular editorial process to ensure they are consistent and accurate.
 - The programme handbooks provide information on the different stages of assessment and progression and also inform learners about the method of assessment, for example formative or summative assessments. They also demonstrate to learners the required level of attendance both at taught sessions and practice placement in order to ensure that they develop the knowledge and skills required to be fit for practice and to be eligible to apply for HCPC registration.

- The Student Attendance and Engagement policy is an institutional framework for monitoring learner attendance and engagement and outlines the expectations which the University has of all learners.
- In addition, the Student Code of Conduct and Student Disciplinary Regulations, Assessment Regulations, Assessment and Feedback Policy and Extenuating Circumstances Regulations Taught Provision outline progression and achievement policies.
- These are all institutional policies that would apply to the proposed programme.
- **Appeals** –
 - The Academic Appeal Regulations applies to all learners registered or enrolled on any of the education provider’s approved programmes delivered at the education provider or at one of their collaborative partners.
 - Learners have right of appeal against assessment and/or examination decisions in accordance with the University’s Academic Appeal Regulations
 - There is an Office for Students Complaints, Appeals and Regulations (OSCAR) who provides advice to learners on matters relating to any issues or concerns which they may experience during their time at the education provider.
 - All of these policies apply to the proposed programme.

Non-alignment requiring further assessment: None

Outcomes from stage 1

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

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
MSc Art Psychotherapy (Art Therapist Apprenticeship)	FT (Full time)	Arts therapist, Art therapy	20 twice a year	25/09/2023

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 –collaborative working between the education provider and their practice education providers.

Area for further exploration: We noted there are clear arrangements outlined with regards to the partnership / core input of employers in placements, but the information provided related mainly to the engagement with the education provider and practice education provider at the level of programme delivery and individual learners. The visitors were unclear how the education provider and their practice education providers work together to deliver the programme, with little to no cross working / input beyond tripartite meetings and feedback.

Input onto the programme by practice education providers was mentioned in their Future Facing Learning (FFL) strategy / initiative but no records of forums / meetings / groups were provided. The visitors were therefore unclear about how the education provider and practice placement providers collaborated at a strategic level and sought more information.

Quality activities agreed to explore theme further: We requested further documentary evidence to understand how practice education providers contributed to the development of the programme. We requested to know if they have any input into the development of the taught aspect of the programme, to reflect the needs of the employers/ learner's preparation for practice.

We also requested more detail about the collaborative events. We considered this the most effective way to address the issues identified by the visitors.

Outcomes of exploration: The education provider described the role of practice education providers in ensuring multi-perspective input in the design of the

programme. We also understood the programme team worked closely with NHS England through an Arts Therapies Apprenticeship Task & Finish Group during the initial development stage to understand the needs of the employer to shape the programme to meet sector demand. The delivery model was developed in response to employers' key priorities.

Several webinars were delivered for potential employers and interested individuals to provide information about the programme such as the levy and the onboarding process. Further information about the stakeholder events was also provided and it was clear that the events were designed as part of the collaboration between the education provider and their existing employers to ensure employers and learners are always at the forefront of all apprenticeship delivery. There are plans in place to use employer feedback to support enhancement of the programme, so it meets the needs of both the learner and the employer.

The visitors were satisfied the additional information confirmed the involvement of practice education providers in the development of the programme and the plans for ongoing collaboration. Following the quality activity, the visitors had no further concerns.

Quality theme 2 – ensuring protected time to access the range of practice-based learning in supporting the achievement of the learning outcomes.

Area for further exploration: The education provider noted that learners will go through a screening process prior to enrolment to establish if they are working within an appropriate role and have access within the workplace to develop and demonstrate the required learning outcomes. They also added that any learner who is unable to access workplace learning opportunities, in support of the programme learning outcomes, will not be enrolled on to the programme. From the information provided, the visitors were unclear whether this meant learners would gain practice experience within their own workplace or across a wider range.

Also, the education provider mentioned a Training Plan and Apprenticeship Agreement that the employer will need to sign an agreement to take responsibility for training and supporting the learner in the workplace. However, the visitors noted that the evidence submitted lacked assurances that practice education providers offer protected / defined time to undertake the training alongside their current roles. Therefore, the visitors could not determine how the education provider will ensure learners will have a protected time with access to a range of practice-based learning that will allow the achievement of the learning outcomes and the standards of proficiency (SOPs).

Quality activities agreed to explore theme further: We requested further information via email response as we considered this the most appropriate approach to seek further evidence that will address the issues identified.

Outcomes of exploration: The education provider described how practice suitability will be established through a review of all the apprenticeship knowledge, skills and behaviours (KSB) via an Initial Assessment with the learner, employer and programme leader. An outline of what the Initial Assessment entails was provided. We understood the Initial Assessment will also provide the programme leader with an opportunity to further understand and discuss the working environment of the learner and the scope of opportunity that may be available to work across different teams / departments enhancing the overall learning experience. We understood the time required for the learner to achieve each element of learning activity will be clearly set out within their Training Plan along with a deadline and closely monitored by the Apprenticeship Quality Coach to ensure they remain on target for completion.

The visitors noted the additional information about the training plan and review by the apprenticeship quality coach provided reassurance about protected time and the commitment of employers to ensure that the opportunities required for practice placement experiences will be met. The visitors were reassured that this will allow learners to achieve the learning outcomes of the programme and the SOPs for speech and language therapists. Therefore, the visitors were satisfied the quality activity had adequately addressed the issue and that the standard is met.

Quality theme 3 – ensuring an adequate number of appropriately qualified and experienced staff

Area for further exploration: The visitors noted the curriculum vitae (CVs) were provided but staffing roles, and relevant experience in facilitating this new model, were missing.

We noted the full-time programme leader, oversees programme delivery operations and is a qualified and registered art psychotherapist. They are supported by part-time lecturers delivering seminar sessions to groups of five to seven learners. No specific information was provided about roles of staff or staffing levels. The CVs of the staff did not indicate any education leadership experience or programme delivery beyond visiting lecturers. We requested to know if all part time lecturers and guest lecturers are registered art psychotherapists. We also requested to know if any of them are from other professions, thereby providing some opportunity for inter profession learning.

Quality activities agreed to explore theme further: We requested additional information via email response. We considered this would adequately address the areas identified by the visitors.

Outcomes of exploration: From the education provider's response, we understood that part time lecturers will be registered art psychotherapists bringing their own clinical area of expertise to the delivery of the programme. A sample of confirmed guest lecturers was also submitted. Details of the areas each lecturer will be teaching was also provided and roles of other members of staff were clearly outlined.

In addition, we understood that inter profession and lived experience learning will also be available on the programme. The academic team will be supported in achieving professional and academic goals. There will be mandatory training and IT & digital inductions and annual appraisal and progression meetings will help identify and plan for individual professional developmental goals.

Following the quality activity, the visitors considered the education provider has clear plans about who will contribute to the different modules and the support available for staff in their roles.

Quality theme 4 –specialist resources and library resources.

Area for further exploration: The evidence submitted demonstrated general university resources to support learner learning are extensive and accessible via the use of the virtual learning environment (VLE).

The education provider identified specialist resources in the course approval document which were required for delivery of the programme. These range from art materials to rooms. We noted discussions are ongoing about when the resources will be in place.

The visitors also noted the module descriptors did not detail reading lists. As such, it was not possible to determine if the profession specific library resources will be effective and accessible to both learners and educators.

Therefore, the visitors requested to know if the specialist resources noted in the course approval document have been provided or when they would be in place. In addition, we requested updates on library resources to determine whether they are appropriate to the delivery of the programme and accessible to both learners and educators.

Quality activities agreed to explore theme further: Additional information was sourced via email response as we considered this the most appropriate and effective way to request the updates required about the programme resources.

Outcomes of exploration: The education provider confirmed that the physical art resources required for on campus delivery have been identified and cost through approved suppliers. These will be purchased following programme approval and ahead of the programme start date.

We understood reading lists have been identified for each module and are being finalised, liaising with guest lecturers and academic librarians to ensure all professional specific subject areas are covered and accessible to learners through digital formats where available.

The visitors understood the education providers reasoning relating to the purchase of materials and finalisation of reading lists. They considered the resources required do

not need a particularly long lead in time so waiting until approval gained, but with clear plans, seemed acceptable. The visitors were satisfied the quality activity had adequately addressed the issue and that there were no further concerns.

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 noted that entry requirements have been aligned to both HCPC and Education and Skills Funding Agency (ESFA) funding requirements. Through an initial assessment, the education provider assesses and confirms eligibility, taking Recognition of Prior Learning (RPL) into account.
 - The visitors are satisfied that information is available to learners outlining appropriate academic and professional entry standards and that RPL is available if required. Therefore, they determined that this SET area is met.

- **SET 3: Programme governance, management and leadership** –
 - There is a clear and planned arrangement outlined with regards to the partnership / core input of employers with regard to placements.

Through [quality theme 1](#), we understood how the education provider works with NHS England and practice placement providers and other stakeholders at a strategic level to ensure effective collaboration.

- The education provider submitted Curriculum vitae (CVs) of staff. There is a full-time programme leader who oversees programme delivery operations who is a qualified and registered art psychotherapist and supported by part-time lecturers delivering seminar sessions to groups of 5-7 learners. Through [quality theme 3](#), information was provided about how the staff will support delivery of the programme.
 - The general education provider resources to support learning are extensive and accessible. A Virtual Learning Environment (VLE) is used in the submission of coursework and assessment with some modules using online test, blogs, journals, and portfolios to support blended learning. As detailed in [quality theme 4](#), additional, specialised, resources will be purchased ahead of the programme start date.
 - The visitors were satisfied with the processes in place to ensure the education provider oversees the programme effectively – collaborating with their practice education providers and ensuring capacity of practice-based learning. The visitors were also satisfied that both staffing and physical resources will be adequate and accessible.
 - Therefore, the visitors determined all standards within this SET area have been met.
- **SET 4: Programme design and delivery –**
 - The programme learning outcomes reflect, adhere to and ensure learners can demonstrate the proficiency standards to the required professional level. The modules have been designed and mapped to the required Knowledge, Skills and Behaviours (KSBs) published by the Institute for Apprenticeships and Technical Education in their apprenticeship standards for arts therapist.
 - Expectations around professional behaviours are embedded throughout the programme, including awareness of the standards of conduct, performance and ethics. There is an assessment essay that specifically requires learners to explore a particular aspect of professional behaviour and workshops exploring their application in practice.
 - The design of the programme reflects the guidelines published by The British Association of Art Therapists (BAAT).
 - Practising art psychotherapists will be involved with the programme delivery and research is embedded into the programme to ensure learners are aware of developments in relation to the profession. Learners will be expected to engage in research, using a range of methodologies, and being informed by current literature in their investigations.

- Opportunities to collaborate with qualified and experienced art psychotherapists will be possible as part of their learning experience.
 - Integration is central to the programme and is particularly evident in the 'Integration of theory and practice' module.
 - A range of approaches to support learning are evident. In addition, University of Teesside strategies (Future Facing Learning) and the academic enhancement framework provides a structure to ensure adherence in the module design.
 - Personal and professional reflective thinking is encouraged throughout the programme including the use of reflective journaling. Workshops and experiential groups will facilitate this process.
 - It is evident throughout the programme and the design of the individual modules how the programme supports evidence-based practice.
 - There was sufficient evidence to satisfy the visitors that all standards within this SET area have been met.
- **SET 5: Practice-based learning –**
 - The design of the programme fully integrates the learners' employment opportunities, which will form the basis of their placement learning, into their overall experience.
 - Learners collect evidence throughout their workplace learning to demonstrate achievement of the module outcomes and the standards of proficiency.
 - The education provider noted learners will have practice-based learning opportunities within their roles in their workplace. As outlined in [quality theme 2](#), there is clear process in place that would ensure suitability of practice-based learning to ensure learning outcomes are achieved. The Apprenticeship Quality Coach is responsible for ensuring learners are on target to complete their learning in practice.
 - The programme follows the BAAT supervision guidance and agreement with the employers will be documented prior to accepting a learner onto the programme.
 - There is evidence that there will be adequate number of appropriately qualified and experienced staff in practice-based learning. Staff numbers will depend on the scale of the employer. Smaller organisations may have staff undertaking a dual role in supporting the learner. Assurances will be sought from the employer to ensure that such individual is suitably qualified and has the capacity to fulfil those roles effectively without impact to the learner's support / development needs.
 - Expectations of registration requirements of supervisors are clearly stated including acknowledgement that not all supervisors may be registered with the HCPC.
 - There was sufficient evidence to demonstrate to the visitors that all standards within this SET area are met.

- **SET 6: Assessment –**

- Summative module assessment, supported by formative assessment, ensures that learners demonstrate achievement of the learning outcomes and therefore the standards of proficiency.
- Compensation in modules assessment is not allowed.
- The end-point assessment (EPA) assesses whether learners have passed the apprenticeship and is based on the same professional knowledge, skills and behaviours as the occupational standard.
- The design of assessment throughout the programme ensures that learners clearly demonstrate that they meet the requirements expected in relation to professional behaviour including the standards of conduct, performance and ethics.
- The range of assessment methods available are appropriate to measure the required learning outcomes. Formative feedback is available that supports learners prior to the final submission dates. This includes feedback available via the tripartite progress reviews.
- The visitors were satisfied that the education provider had adequately demonstrated that all standards within this SET area have been met.

Risks identified which may impact on performance: None

Section 5: Referrals

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

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

Recommendations

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

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

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

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MSc Art Psychotherapy (Art Therapist Apprenticeship)	FT (Full time)	Arts therapist	Art therapy		25/09/2023
BSc (Hons) Dietetics (Apprenticeship)	FT (Full time)	Dietitian			16/05/2022
MSc Dietetics (Pre-Registration)	FTA (Full time accelerated)	Dietitian			01/01/2019
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/07/1994
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/01/2002
BSc (Hons) Occupational Therapy (Apprenticeship)	FT (Full time)	Occupational therapist			01/09/2021
MSc Allied Health Professional Studies - Occupational Therapy	FT (Full time)	Occupational therapist			01/01/2003
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2005
MSc Rehabilitation (Occupational Therapy)	PT (Part time)	Occupational therapist			01/09/2011
Pg Dip Allied Health Professional Studies - Occupational Therapy	FT (Full time)	Occupational therapist			01/01/2003
Pg Dip Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2005
Pg Dip Rehabilitation (Occupational Therapy)	PT (Part time)	Occupational therapist			01/09/2011
BSc (Hons) Operating Department Practice (Apprenticeship)	FT (Full time)	Operating department practitioner			01/01/2020
BSc (Hons) Operating Department Practice Studies	FT (Full time)	Operating department practitioner			01/09/2017
DipHE Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2002
BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic			01/01/2014
BSc (Hons) Paramedic Practice (Apprenticeship)	WBL (Work based learning)	Paramedic			19/09/2022

Foundation Degree Paramedic Science	FT (Full time)	Paramedic			01/09/2007
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1998
BSc (Hons) Physiotherapy (Apprenticeship)	FT (Full time)	Physiotherapist			01/09/2021
MSc Allied Health Professional Studies - Physiotherapy	FT (Full time)	Physiotherapist			01/01/2003
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2005
MSc Rehabilitation (Physiotherapy)	PT (Part time)	Physiotherapist			01/09/2011
Pg Dip Allied Health Professional Studies - Physiotherapy	FT (Full time)	Physiotherapist			01/01/2003
Pg Dip Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2005
Pg Dip Rehabilitation (Physiotherapy)	PT (Part time)	Physiotherapist			01/09/2011
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1996
Doctorate in Counselling Psychology (DCounsPsy)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2002
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1994
BSc (Hons) Diagnostic Radiography (Apprenticeship)	WBL (Work based learning)	Radiographer	Diagnostic radiographer		01/09/2020
MSc Allied Health Professional Studies - Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/01/2002
MSc Diagnostic Radiography (Pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2004
Pg Dip Allied Health Professional Studies - Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/01/2002
Pg Dip Diagnostic Radiography (Pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2004
Advancing from Supplementary to Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2014
Advancing Non Medical Prescribing (postgraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Non Medical Prescribing (undergraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014

University Certificate of Postgraduate Professional Development: Non medical Prescribing	PT (Part time)			Supplementary prescribing	01/09/2007
University Certificate of Professional Development Non-Medical Prescribing	PT (Part time)			Supplementary prescribing	01/09/2007