
Performance review process report

University of Hertfordshire, 2018-2021

Executive summary

This is a report on the performance review process undertaken to review HCPC-approved provision at University of Hertfordshire. This assessment was undertaken as part of our quality assurance model which commenced in the 2021-22 academic year.

In our review, we considered this institution is performing well, and visitors have recommended that the education provider should next be reviewed five years from their submission' the 2026-27 academic year.

The education provider have made a comprehensive submission which shows how they have reflected on all parts of their provision. The information provided was provided in a systematic way which enabled us to determine how well they continue to ensure the quality of all HCPC programmes.

There are no referrals and issues to highlight. This report will now be considered by our Education and Training Panel on 30 March 2023 who will make the final decision on the review period.

Previous consideration	Not applicable. This is because this performance review process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide when the education provider's next engagement with the performance review process should be.
Next steps	Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 academic year.

Included within this report

Section 1: About this assessment.....	4
About us	4
Our standards	4
Our regulatory approach.....	4
The performance review process.....	4
Thematic areas reviewed	5
How we make our decisions.....	5
The assessment panel for this review.....	5
Section 2: About the education provider.....	5
The education provider context.....	6
Practice areas delivered by the education provider.....	6
Institution performance data.....	6
Section 3: Performance analysis and quality themes	8
Portfolio submission.....	8
Quality themes identified for further exploration	8
Quality theme 1 – impact of increasing learners on capacity	8
Quality theme 2 – how the profession specific approach aligned with interprofessional education culture.....	9
Quality theme 3 – embedding equality, diversity, and inclusion within the curriculum.....	8
Quality theme 4 – updating and sharing resources with practice educators.....	10
Section 4: Summary of findings	9
Overall findings on performance	9
Quality theme: Institution self-reflection	9
Quality theme: Thematic reflection	12
Quality theme: Sector body assessment reflection.....	13
Quality theme: Profession specific reflection	14
Quality theme: Stakeholder feedback and actions.....	16
Data and reflections	17
Section 5: Issues identified for further review.....	18
Section 6: Decision on performance review outcomes	18
Assessment panel recommendation	18
Education and Training Committee decision	20
Appendix 1 – list of open programmes at this institution.....	20

	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Diagnostic Radiography and Imaging	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2000
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/09/2006

BSc (Hons) Dietetics with a Year Abroad	FT (Full time)	Dietitian			01/09/2021
BSc (Hons) Occupational Therapy (Degree Apprenticeship)	WBL (Work based learning)	Occupational therapist			01/01/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2004
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1993
BSc (Hons) Radiotherapy and Oncology	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2000
Doctorate in Clinical Psychology (DClinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/2000
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Art Therapy	PT (Part time)	Arts therapist	Art therapy		01/09/2002
MSc Diagnostic Radiography and Imaging (Pre-registration)	FTA (Full time accelerated)	Radiographer	Diagnostic radiographer		01/01/2022
MSc Physiotherapy (Pre-registration)	FTA (Full time accelerated)	Physiotherapist			01/01/2022
Practice Certificate in Independent Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2018
Practice Certificate in Supplementary Prescribing for Diagnostic Radiographers and Dietitians	PT (Part time)			Supplementary prescribing	01/01/2017

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 performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) 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 performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:

- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see,

rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

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

Thematic areas reviewed

We normally focus on the following areas:

- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

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 a review of this education provider:

Rachel Picton	Lead visitor, radiographer
Janek Dubowski	Lead visitor, arts therapist
Sheba Joseph	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer
Kabir Kareem	Education Manager

Section 2: About the education provider

The education provider context

The education provider currently delivers 26 HCPC-approved programmes across seven professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1993.

The education provider is established in delivering approved HCPC provision. With the oldest programme being their BSc (Hons) Physiotherapy approved in 1993 to their most recent programmes - MSc Diagnostic Radiography and Imaging (Pre-registration) and MSc Physiotherapy (Pre-registration) both approved in January 2022, we take assurance that the provider is properly organised to deliver HCPC approved 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	2002
	Dietitian	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2006
	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2004
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2000
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2000
Post-registration	Independent Prescribing / Supplementary prescribing			2017

Institution performance data

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	543	703	2022	This is education provider data which shows the number of learners at this provider is significantly higher than the approved numbers across their provision. The visitors considered this through their review of the education provider's portfolio submission. The visitors do not have any concerns in this area.
Learners – Aggregation of percentage not continuing	3%	6%	2019-2020	<p>This is a HESA data point which shows there has been an improvement in the percentage of learners not continuing from 9% in 2018-19 to 6% in 2019-20 academic year.</p> <p>The education provider have reflected on this area. Their internal data which shows there have been improvements in this area since this data was gathered. The updates are presented in the data reflections area of this report.</p>
Graduates – Aggregation of percentage in employment / further study	93%	91%	2018-2019	Similar to the above, this is a HESA data point which shows the percentage of learners not in employment or further study is such would warrant us investigating further to see if the provider has reflected on these scores and are making effort to address the possible cause.
Teaching Excellence Framework (TEF) award		Gold	June 2018	This is the highest award issued by TEF which will indicate the provider is doing well in this area. TEF have however stated on their website that scores may not provide up-to-date reflection on teaching quality as the awards were made under their initial scheme.
National Student Survey (NSS) overall satisfaction score (Q27)	74.3%	80.6%	2022	This data relates to HCPC-related subjects at the education provider. Based on these scores, a high percentage of learners appear to be satisfied with their learning at this institution so we could take some assurances from this score with regard to the support which is

				available to learners and the quality of teaching.
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Section 3: Performance analysis and quality themes

Portfolio submission

The education provider was asked to provide a self-reflective portfolio submission covering the broad topics referenced in the [thematic areas reviewed](#) section of this report.

The education provider's self-reflection was focused on challenges, developments, and successes related to each thematic area. They also supplied data, supporting evidence and information.

Quality themes identified for further exploration

We reviewed the information provided and worked with the education provider on our understanding of their portfolio. 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 was performing well against our standards.

Quality theme 1 – embedding equality, diversity, and inclusion within the curriculum

Area for further exploration: We noted how the education provider reflected on their approach to equality and quality at the institutional level. Individual schools are proactive in responding and adhering to institution wide policies. Although the information and evidence we reviewed was comprehensive, the education provider did not reflect on how Equality and Diversity issues featured within the curriculum. It is important for the education provider to show how they have reflected on the impact of equality and diversity policies and objectives have on learners.

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

Outcomes of exploration: We explored the education provider's response reflection on the impact of equality and diversity policies and objectives on the curriculum. The reflections shows they have a process to continuously review teaching and content to represent all groups. They submitted an inclusivity checklist which is used to support learners to have open conversations regarding different issues with patients. Individual programmes can offer a choice of feedback options to meet the differing needs of learners. We reviewed specific examples of how equality and diversity is embedded within individual programmes. These include unconscious bias sessions within mentor training for the Radiotherapy programme and actions have been taken to de-colonise the Art Therapy programme curriculum. Following this quality activity, we had no further questions going forward.

Section 4: Summary of findings

This section provides information summarising the visitors' findings for each portfolio area, focusing on the approach or approaches taken, developments, what this means for performance, and why. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**
 - The education provider explained how the competition for placement places amongst other Higher Education Institutions has a major impact in the recruitment of learners. Their ability to successfully explore new placement providers had been a key factor in sustaining their recruitment numbers for all programmes. The programme teams reviewed placement patterns and work with practice providers helped increased learner numbers and ensured all learners were allocated a placement.
 - They presented a detailed reflection of their financial structure at various levels at the institution. Their analysis shows how their successful approach to financial management enabled them quickly to return to surplus after experiencing a small financial deficit due to the impact of Covid-19. This has also ensured all programmes are in good financial and sustainable positions.
- **Partnerships with other organisations –**
 - The education provider's reflection within this area explained how the challenges with regards to placement capacity has impacted a number of their HCPC programmes. They worked with other Higher Education Institutions in their region to ensure there are sufficient placements available for learners.
 - We noted how good working relationship with placement providers was especially beneficial during the Covid-19. They worked closely with placement providers to review placement partners and adjusted placement patterns to reduce overlap of different cohorts in practice. This resulted in reduced pressures of placement partners and enabled learners to continue to develop their skills and competencies.
 - Their positive relationship with multiple placement providers in the NHS, Social Care and in the PIVO (private, independent and voluntary organisations) enabled them to expand their placement provision for specific programmes. We are satisfied at how the education provider is performing in this area. Their reflection shows they have established and maintained relationships with several partners and organisations.
- **Academic and placement quality –**
 - The education provider explained how academic and placement quality is measured through different methods. Their reflection on the effectiveness of their approach in this area focused on the impact the Covid-19 had on academic assessments. They interfaced a Safety Net policy to support learners by making modifications to assessment.

- They also explained what actions they took in response to one of their placement partners receiving a negative OFSTED inspection related to bullying and harassment. They acknowledged how this issue could affect their learners within the placement provider and worked with them to ensure all issues were fully addressed.
- The education provider's reflections show how they adapted their approach to ensuring placement quality based on factors such as size and profession specific challenges. Programme staff also have regular meetings with placement staff/supervisors engaged in the delivery and development of programmes.
- We are satisfied at how the education provider is performing in this area. They have demonstrated their awareness of potential and ongoing challenges and have shown resilience in overcoming challenges.
- **Interprofessional education –**
 - The education provider noted how Interprofessional Education (IPE) has been in place since 2005 and undertake reviews every three to four years. The most recent review was completed in 2019. This determined the learning outcomes on interprofessional working for all academic levels. This enabled all professional programmes to develop bespoke, relevant teaching and assessment of their own learners. Their reflection of this area confirms this approach has been successful in enabling individual programmes to select specific modules most appropriate for integration.
 - They outlined how a significant proportion of the placements on the Clinical Psychology programme are in multi-disciplinary settings. Learners are expected to attend multi-disciplinary meetings and ward rounds to learn from other interprofessional groups. Their reflections in this area also included how the different schools' co-ordinate their inter-professional education process. They have considered how the IPE is embedded across all programmes and its impact on enabling learners from different professions to learn from each other.
 - We are satisfied with how the education provider is performing in this area. Their approach has been successful because programmes have been able to collaborate with a greater breath of professions.
- **Service users and carers –**
 - The education provider has reflected on how the involvement of service users and carers are central to the development and quality of all their programmes. They have established a committee which aims to ensure lived experiences are central to all the development and delivery of all their programmes. Learners are provided with opportunities to understand the needs and expectations of patients, service users and carers they work with.
 - They have provided examples of how service users and carers are involved in various aspect of programme management and delivery. This includes in the admission by interviewing prospective learners and sharing their perspectives during teaching sessions. Some service users and carers provide advice on research strategies and developing learning resources for individual sessions and simulations.
 - We note the education provider set up the Service User and Public Involvement (SUPI) group to enable links between programmes and

particular groups of service users and carers. This was in response to challenges in establishing relationships between service users and carers with specific area of the curriculum. This group meet five times a year and coordinate the activity of over sixty service user and carer groups across all programmes. We are satisfied with how the education provider is performing in this area.

- **Equality and diversity –**
 - The education provider is committed to proactively responding and adhering to institutional policies which promote and support equality and diversity. They publish an equality, diversity and inclusion annual report which highlights key initiatives. Examples of these include increasing the percentage of BAME (Black, Asian and Minority Ethnic) teaching staff and implementing mentoring schemes.
 - They have expanded the learner groups to include representatives of aspects such as social and diversity representatives. This has resulted in improved learner's voice representation being well embedded in all programmes. We explored how equality and diversity issues featured within the curriculum through [quality activity 1](#). They plan to continue to implement the BAME action plan and share good practice across the different schools. Staff will also populate an equality, diversity and inclusivity spreadsheet with current programme activity to share best practice.
 - We are satisfied with how the education provider is performing in this area. They have shown how the learner's voice is embedded within individual programmes and staff are provided with training around equality, diversity and inclusion.
- **Horizon scanning –**
 - The education provider has established processes which enables them to adapt future opportunities and be prepared to adjust to different challenges
 - For example, they have reflected on their vision to transform the lives of members of their communities, giving them opportunities to succeed. They implemented a strategic plan which sets out their future strategy to develop graduates and are working on a new set of community-created principles. Their strategy includes developing graduates who can engage effectively with placement practice partners and professional bodies
 - They have described how they are adapting to changes in placement provisions because of NHS providers becoming more risk adverse and only selecting the strongest learners. To address the challenges these may pose in the future, they will continue to explore new ways to address future difficulties securing placement.
 - We were satisfied how the education provider is performing in this area. The have provided evidence of making realistic and appropriate plans for a move towards post-covid normalisation and reflecting on lesson learnt as a result.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**
 - We noted the education provider's reflection on the impact of Covid-19 on programme delivery and learner and staff working. They had to make changes to their approach to admissions and moved to virtual teaching for academic sessions. They explained the impact of these changes and how they addressed them to ensure they continued delivering their programmes to the required standards.
 - Examples of the actions taken include quickly investing in technology to support virtual delivery. New policies were also introduced to support learners with their learning. They evaluated the learners experience of virtual learning which informed their decision to implement a blended approach across all programmes.
 - Covid-19 had a significant impact on learner's ability to undertake placements. As a result, simulation and virtual placement were developed to address the reduction in placement hours to enable learners to meet required learning outcomes. As a result, simulation will continue to be utilised within specific programmes as required.
 - We agreed the education provider is performing well in this area. They implemented strategies which should positively impact the current programmes.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - We noted the education provider's reflection explaining how Covid-19 had the biggest impact on changing their approach to using technology. They developed on-line toolkits, workshops, development opportunities and systems to ensure online and hybrid teaching approaches were used effectively. For example, they confirmed how the learner experience has been enhanced by the greater use of videos related to practical techniques and pre-teaching preparatory sessions in physiotherapy.
 - Staff's improved proficiency in the use of various methods of online working and learner's appreciation for the opportunity to learn from home has been highlighted as one of key successes in this area. They explained how staff and learners embraced the new technology introduced during the Covid-19. Staff learnt how to effectively deliver online sessions and learner feedback has been positive.
 - We agreed the education provider is performing well in this area. There is evidence they are continuing to review the potential use of technologies to make future improvements.
- **Apprenticeships –**
 - We noted there is only one degree apprentice programme regulated by the HCPC, but the education provider has 16 apprenticeship programmes in total. They plan to continue to review current and new apprenticeship standards with the objective of developing new programmes to meet the needs of local providers.
 - They considered developing degree apprenticeships for two HCPC programmes, but they decided not to progress because it was not cost effective and there was no appetite from local providers.

- We agreed the education provider is performing well in this area. They have presented appropriate information about changes to the apprenticeship scheme impacts on their ongoing provision.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

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

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - We noted how the education provider considers they meet the requirements of the UK Quality Code for Higher Education 2018. Some of these standards have been adopted by the Office for Students in their condition of registration. The Academic Standards and Audit committee undertook a gap analysis of the 12 themes of the UK Quality Code.
 - They reflected on their provision in line with the UK Quality Code and the recommendation made by the Committee. The gap analysis report identified strong learner involvement as an area of good practice. We agreed the education is performing well in the area. They have shown they understand the importance of the quality code and adhere to its content.
- **Assessment of practice education providers by external bodies –**
 - The education provider explained the actions they based on 13 Care Quality Commission (CQC) reports of placement providers. These were rated either as inadequate or requiring improvements. They have been signed up to the CQC alert system for over five years and they have processes in place to consider implications which may affect learner's practice learning requirements/experiences.
 - They confirmed no HCPC regulated learners were impacted by CQC reports. We noted how they worked with placement providers to address any concerns identified in CQC reports. One of the key successes of the process is the involvement of learners when addressing CQC issues. We noted how learners welcomed the benefit of being involved with improvement changes made by placement providers.
 - We agreed the education is performing well in the area. There are good processes in relation to CQC alerts and are proactive in dealing with issues.
- **National Student Survey (NSS) outcomes –**
 - The education provider reflected on how they addressed the challenges of learner poor reflection on their overall experiences on the programme. Most programmes having small cohorts also meant scores were influenced heavily by few responses. To address this challenge, NSS champions who were responsible for promoting the NSS were introduced for each programme.

- They report on how several of their programmes had seen improvements in NSS scores for the 2020-21 academic year. They plan to continue to review and respond to NSS data year on year. We also noted how the education provider has reflected throughout their submission on multiple changes which have been made because of NSS responses.
- We agreed the education provider is performing well in the area despite the challenges caused by the pandemic. They have high overall satisfaction rates and they recognised these can fluctuate.
- **Office for Students monitoring –**
 - We noted the education provider's reflections confirming how they continue to meet the Office for Students (OfS) ongoing conditions for registration including those related to parts of the standards for education. They have explained their approach to ensuring HCPC approved programmes meet the OfS requirements relating to learner outcomes.
 - They have made a submission based on the revised Teaching Excellence Framework (TEF) and they expect to announce the outcome of the application in May 2023. They fully expect to retain their TEF Gold award which they received in 2018 and have adapted to meeting the new TEF assessment requirements.
 - We agreed the education provider is performing well in this area. they have reflected on areas of success and identified aspects which need improvement.
- **Other professional regulators / professional bodies –**
 - We noted the education provider works with multiple professional bodies across multiple programmes. They have reflected on the outcome of working with the British Dietetic Association on developing placement capacity. This has informed the guidance practitioners receive about placement activities.
 - Members of staff sit on the Radiotherapy Advisory Group with the Society of Radiographers (SoR). This is beneficial because it increased familiarity and application for professional body guidance which supports sharing of best practice. They successfully achieved reaccreditation with the General Pharmaceutical Council in November 2020 with no conditions, recommendation, or amendments requirements.
 - We agreed the education provider is performing well in this area. They have supplied appropriate evidence of engagement with professional bodies and regulators.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

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

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**

- We note the education provider has made updates to several programmes for different reasons. For example, they reviewed and changed the entry level requirement for the dietetics programme due to the increased quality of learners applying for the programme. The Covid-19 also had an impact on the development of the Physiotherapy programme. Changes were made to reflect a diverse and multi-cultural population and the delivery of inter-professional education was embedded in each year of the programme.
- We also noted how practical changes were made to the development of a scenario and work based simulation for paramedic learners. This change was implemented because of the Covid-19 but will continue to be utilised within the programme. An additional pathway for the BSc (Hons) Dietetics with a Year Abroad was developed in response to learner feedback.
- We agreed the education provider is performing well in this area. They provided good examples of recent curriculum changes.
- **Development to reflect changes in professional body guidance –**
 - We noted how the education provider has consistently made updates to their programmes based on changes to professional body guidance. For example, they changed their approach to monitoring learning practice hours based on changes to Chartered Society of Physiotherapists (CSP) guidance related to Covid-19.
 - While completing their reflection for this Performance Review submission, they discovered their current Paramedic programme documentation had not been mapped to the latest edition of the College of Paramedics (CoP) Curriculum. They have confirmed the programme documentation has been updated to ensure the CoP curriculum guidance is fully met. We agreed the education provider is performing well in the area. They provided appropriate details of how their programmes reflect the current professional body guidance.
- **Capacity of practice-based learning –**
 - We noted how the education provider has adjusted in this area to meet the requirements of different organisations, regional availability and the Covid 19. Their reflections of this area suggest they have a robust working relationship with placement providers, this contributed to programmes being able to meet capacity for placements. They have regular strategic planning meetings with stakeholders to plan for future capacity of placement places.
 - They provided examples of the success they had because of working with NHS Trusts to maintain placement capacity especially during the Covid-19. For example, they were still able to provide the required support to learners and maintained placement opportunities when placements at two NHS Trusts were briefly suspended.
 - We agreed the education is performing well in the area. They have demonstrated how they successfully dealt with issues around placement capacity.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

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

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - We noted the education provider has multiple processes to access learner feedback across various programmes. Examples of these include mid and end of module feedback questionnaires, clinical surveys National Student Surveys (NSS) and National Education and Training Survey (NETS). They reflected on some of the feedback they received with regards to teaching, organisation & management and assessment & feedback and the actions taken in response.
 - We also noted their reflections on the challenges they faced because of the low response rates from the NETs survey. They provided examples of the actions they took in response to learner feedback and complaints on specific programmes. Overall feedback shows the quality of placements remained good to outstanding despite the challenges caused by the Covid-19. They also made changes to their Radiotherapy programme placements following complaints raised by learners.
 - We agreed the education is performing well in the area because there are good feedback mechanisms in place. Programmes teams have also been responsive to the learner's voice.
- **Practice placement educators –**
 - We noted the education provider has processes in place to gather feedback from practice placement educators. Based on feedback from placement educators, they reverted to a single site placement for learners instead of three sites during their three years of training. They regularly collect placement feedback from the Physiotherapy programme educators which is fed back to tutors for action/reflection if required. A change in method to receiving feedback directly via email has resulted in no complaints from practice educators/coordinators.
 - We noted how placement supervisors are offered 1:1 meetings with the allocated programme tutor in each placement period. The feedback on this process has been positive because they have been able to respond to concerns raised quickly. Examples of the action taken based on feedback include introductory supervisor feedback and anti-racism training.
 - We agreed the education is performing well in the area. There are effective processes in place to engage with practice placement educators.
- **External examiners –**
 - We noted how external examiners are required to attend exam boards to provide feedback on quality assurance of some programmes. They reflected on outcome of the changes made in response to an external examiner report which resulted in their Art Therapy programme going through the HCPC Major Change process. Other changes made because of external examiner feedback include making exam boards shorter.
 - The external examiners highlighted multiple positive actions taken. For example, the new assessment put in place due to the Covid-19,

variation in assessment and the level of feedback and organisations of the exam boards. Based on their reflections on external examiners feedback, the education provider will consider the use of audio feedback within the Radiotherapy programme.

- We agreed the education is performing well in the area because all the external examiner reports they reviewed did not identify any issues.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

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

Data and reflections

Aggregation of percentage of learners not continuing

The education provider reflected on our data from HESA data from the 2019-2020 academic year showing 6% of learners not continuing. This was 3% more than the benchmark. They noted one of the key challenges which impacted this figure was Covid-19. They implemented several actions to support learners to improve their academic performance. Programme and module teams continue to work with learners to support them in identifying and accessing timely and appropriate support. They report that the average continuation rates for the HCPC related programmes have increased year on year from 2018/2019-2020-21 despite the impact of Covid-19. The average continuation rates for the past three years were:

- 2018/19 – 93%.
- 2019/20 – 94.2%.
- 2020/21 – 96.4%.

We are satisfied the steps taken by the education provider has improved their performance in this area. They have put in appropriate processes in place to continue to ensure improvements are made in this area and we do not have any concerns.

Findings of the assessment panel:

We agreed the education provider had improved their National Student Survey (NSS) scores despite the challenges caused by the Covid-19. Their overall satisfaction score for 2021-22 academic year was 6.3% higher than the benchmark is very positive. This is a strong feature of their portfolio submission. They have clearly articulated lessons-learned and areas for concern and the actions taken in response to them.

We think they should be congratulated for submitting such a frank, objective, and open review. The portfolio provides comprehensive information and is an honest reflection of the successes, challenges and developments of the programmes. We consider it refreshing to read how the challenges have been met with a pro-active approach and how the student experience is kept central.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

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

Section 5: Issues identified for further review

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year.

Reason for this recommendation: We have come to this recommendation because we consider the education provider:

- has clearly shown their commitment to ensuring the quality of HCPC approved programmes they deliver;
- they have demonstrated how they consider feedback from all stakeholders and implement changes to their programmes;
- they have robust processes and systems in place which enabled them to respond positively to the challenges of Covid-19 but also implement long changes as a result;
- they have been forthcoming about areas of concerns identified as part of this review and provided appropriate explanations about how they will address them;
- they are committed to support communities they engage with and have implemented key initiative which should benefit the BAME communities;
- there are no concerns around their NSS scores, and they expect to hold their TEF Gold award.

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 education provider's next engagement with the performance review process should be in the 2026-27 academic year.

Reason for this decision: The Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Art Therapy	PT (Part time)	Arts therapist	Art therapy		01/09/2002
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/09/2006
BSc (Hons) Dietetics with a Year Abroad	FT (Full time)	Dietitian			01/09/2021
BSc (Hons) Occupational Therapy (Degree Apprenticeship)	WBL (Work based learning)	Occupational therapist			01/01/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2004
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1993
MSc Physiotherapy (Pre-registration)	FTA (Full time accelerated)	Physiotherapist			01/01/2022
Doctorate in Clinical Psychology (DClinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/2000
BSc (Hons) Diagnostic Radiography and Imaging	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2000
BSc (Hons) Radiotherapy and Oncology	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2000
MSc Diagnostic Radiography and Imaging (Pre-registration)	FTA (Full time accelerated)	Radiographer	Diagnostic radiographer		01/01/2022
Practice Certificate in Independent Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2018
Practice Certificate in Supplementary Prescribing for Diagnostic Radiographers and Dietitians	PT (Part time)			Supplementary prescribing	01/01/2017