

## Performance review process report

Edge Hill University, 2018-2022

### Executive summary

This is a report of the process to review the performance of Edge Hill University. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have:

- Reviewed the institution’s portfolio submission against our institution level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Reviewed the institution’s portfolio submission to consider which themes needed to be explored through quality activities.
- Undertook quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Recommended when the institution should next be reviewed.

The education provider should next engage with monitoring in five years, the 2027-28 academic year, because:

- The visitors were satisfied with the ongoing performance of the education provider. Data points showed they are performing as expected with regards to learner satisfaction, continuation, and outcomes. They have demonstrated they can appropriately respond to challenges and shown insightful reflections regarding their performance during the review period. The visitors agreed there is a low risk to their performance moving forward and therefore recommend the maximum review period.

<b>Previous consideration</b>	Not applicable. This is the education providers first interaction with the performance review
<b>Decision</b>	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"> <li>• when the education provider’s next engagement with the performance review process should be</li> </ul>
<b>Next steps</b>	Outline next steps / future case work with the provider: <ul style="list-style-type: none"> <li>• Subject to the Panel’s decision, the provider’s next performance review will be in the 2027-28 academic year</li> </ul>

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## Section 1: About this assessment

### About us

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

This is a report on the 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:

Alexander Harmer	Lead visitor, operating department practitioner
Matthew Catterall	Lead visitor, paramedic
Jenny McKibben	Service User Expert Advisor
Kabir Kareem	Education Manager
Niall Gooch	Education Quality Officer

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the

assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require professional expertise across all professional areas delivered by the education provider. We considered this because the lead visitors were satisfied, they could assess performance and risk without needing to consider professional areas outside of their own.

## Section 2: About the education provider

### The education provider context

The education provider currently delivers seven HCPC-approved programmes across 3 professions including 3 post registration programmes for supplementary prescribing and independent prescribing entitlements. It is a Higher Education Institution (HEI's) and has been running HCPC approved programmes since 2010.

### 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	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2010
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2009
Post-registration	Independent Prescribing / Supplementary prescribing			2006

### 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<sup>1</sup>.

Data Point	Benchmark	Value	Date of data point	Commentary
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<sup>1</sup> An explanation of the data we use, and how we use this data, is available [here](#)

<p>Numbers of learners</p>	<p>550</p>	<p>546</p>	<p>2022</p>	<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 was presented by the education provider through this submission.</p> <p>The education provider is recruiting learners broadly at the benchmark.</p> <p>We explored this by considering whether there were any issues in recruitment or any plans for expansion. The visitors considered that any growth in cohort numbers that might take place could be managed appropriately.</p>
<p>Learner non continuation</p>	<p>3%</p>	<p>2%</p>	<p>2019-20</p>	<p>This Higher Education Statistics Agency (HESA) data was sourced from summary data. This means the data is the provider-level public data.</p> <p>The data point is below 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 been maintained.</p> <p>We explored this by considering how well learners were supported to complete the programme. We</p>

				considered that appropriate support was possible.
Outcomes for those who complete programmes	94%	93%	2019-20	<p>This HESA data was sourced from summary data. This means the data is provider-level public data.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has been maintained.</p> <p>We explored this by considering how well learners on the HCPC programmes were being prepared to transition into their professional practice. We considered that the education provider were doing this well.</p>
Teaching Excellence Framework (TEF) award	N/A	Gold	June 2017	The definition of a Gold TEF award is "Provision is consistently outstanding and of the highest quality found in the UK Higher Education sector."
Learner satisfaction	74.7%	72.9%	2022	<p>This NSS data was sourced from summary data. This means the data is the provider-level public data.</p> <p>The data point is slightly below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's</p>

				<p>performance has been broadly maintained.</p> <p>We explored this by looking at how the education provider gathered and used feedback from learners.</p>
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## 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.

## Section 4: 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 presented reflections on the actions taken to address the issues around the impact high inflation and fixed domestic tuition fees had on their finances. Prudent actions taken over the previous five years has enabled them to strengthen their financial position. They noted the development of the multi-million pound Clinical Skills and Simulation Centre which enabled increased accessibility to interprofessional learning for all learners undertaking health programmes.



- The education provider have a three business line model across Education, Health and Arts and Sciences. This strengthens the breadth areas of which will enable a constant focus of strategic importance to the nation. They placed particular emphasis on making significant investments in staffing and infrastructure related to the allied health provision. A key objective is to increase the numbers of teachers and allied health professionals and they are in a strong position to support the current regional and national workforce.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. The description of their investment schemes and priorities are appropriate and learner centric.
- **Partnerships with other organisations –**
  - The education provider noted the main challenge concerned placement capacity for learners and the appropriate supervision resources in practice. Their allied health professionals Department (AHPD) engage with NHS partners, the private sector and NHS England (previously Health Education England) to expand placement capacity across all programmes. Their positive engagement with employers ensured the required placement capacity for learners was maintained. They outlined how the Non-Medical Prescribing (NMP) team have strong working relationships with local Trust NMP leads and Designated Prescribing Practitioners (DPPs).
  - The AHPD are part of the Greater Manchester Workforce Theatre Development Group (GMWTDG) which supports the development of opportunities for staff interested in supporting AHP learners within clinical practice. The education provider reflected on how they have established a wide range of external partnerships with multiple stakeholders to support the delivery of HCPC curricula. They have established processes to continue to develop and foster new partnerships across regions. This provides a strong foundation for each programme to support a wide range of learning experiences for learners.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed the education provider have strong links with partnership organisations.
- **Academic and placement quality –**
  - The education provider reflected on the importance of the mechanism they use to collect regular feedback and conduct evaluations of their programmes. They outline how some the biggest challenges they face is to ensure there are correct processes to support learners in practice placements. They use online assessments to help ensure clear learning objectives are identified and measured by practice partners when learners are on practice placements. Practice placement evaluations from learners are collated at the end of each Semester and can be access via their online evaluation system PARE.
  - The development of their PARE system allowed for real time evaluations and comments from both practice educators and learners in placement. The ability to raise concerns quickly and directly with a nominated member of staff has enabled more efficient resolution of issues and improved support for learners.

- They also reflected on how learners were consulted with regards to changes made within a module learning outcome to enable learners to proceed with a self-referral for help. This change was submitted to the faculty Curriculum And Modification Panel and approved. Following the approval at CAMP the change was noted at programme board, Faculty Board and a PVM circulated across the institution. Following the approval at CAMP the change was noted at programme board, Faculty Board and a PVM circulated across the institution.
- They also outline how during the current academic year, individual Schools its devolved responsibilities to undertake various minor modifications to its curriculum. 21 modules in the School were modified using the minor module modification process, and three programmes had minor programme modifications approved. All modifications were made in support of meeting contemporary external standards and/or enhancing the quality of provision and had full student consultation via programme board. .
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed the education provider have provided good examples of how feedback is collected and how they respond to issues.
- **Interprofessional education –**
  - The education provider submitted detailed reflection on their approach to implementing interprofessional learning across their programmes. Learners undertake interprofessional learning with other learners from other disciplines such as learner midwives, learner nurses, and learner social workers. They noted how the diversity in the learner groups enable engagement with peers from different clinical and professional background. This provides learners with the opportunity to share experiences, knowledge, and ideas, discuss theories and challenge current practice.
  - They explained how they work with different stakeholders to broaden the opportunities for learners to work alongside and learn from a wide multi-professional team. As part of this, they will continue to source new opportunities for Interprofessional Learning (IPL) at local and national levels.
  - They reflected on how one of the key challenges they experienced related to applicants limited understanding of the importance of IPL while in placements. As a result, the opportunities of working within a multi-disciplinary team is not always fulfilled. In response to this challenge, learners are provided with multiple opportunities to reflect on feedback they receive from other professionals while in placements. In addition to this, learners are giving clear guidance and objectives for IPL placement experiences.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They noted the education provider had submitted good reflections with regards to how interprofessional working practice.
- **Service users and carers –**
  - The education provider outlined how they have a robust policy and strategy in place which ensures the governance of their Service User and Carer Group (SUCG) and Service User and Carer Council

(SUCC). Both groups have representatives across academic health, social care staff and service users and carers. Their reflections show how the two groups worked together to develop new ways of working as a result of the Covid-19 pandemic. This resulted in service users and carers being recruited from across the UK and live streamed into classrooms when required. This enabled a more informal engagement with learners.

- The education provider reflected on the positive impact this has had on learners because their engagement with service users and carers made them feel more prepared to go into practice placements.
- They described how they collect and use feedback about service users and carers. They noted how most of the feedback is positive with learners reporting their engagement with service made them think differently and link practice and theory better. Service users discuss the value of their input during their weekly drop-in sessions, and they feel like they are making a positive contribution to tomorrow's health and social care professionals.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed there are appropriate policies in place to manage service users and carers.
- **Equality and diversity –**
  - The education provider reflected on the fact the paramedic profession is noted as being less representative of minority ethnic communities compared to other health professions. They highlighted this as a challenge for their own Paramedic programme. They recognised the need to further diversify their staff and learner populations. They noted how the lack of diversity in their learner population is reflected in the limited diversity of their workforce.
  - They are an active member of the North West Ambulance Service (NWAS) who work to establish and implement an action plan to increase applications from the wider minority population. They noted how Equality, Diversity, and Inclusion (EDI) is integral through programme validation and embedded from the point of design. They continue to work with stakeholders to ensure there is wider representation of minority ethnic groups applying for subject specific programmes, such as paramedic practice.
  - All institutional programme development and design have been reviewed and validated to consider EDI. They developed a specific marketing strategy to signpost learners with protected and underrepresented characteristics to available support mechanisms. They aim to continue to ensure equal access of opportunity to all applicants and improve accessibility of all programmes.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. The agreed EDI appears to be well embedded into the education provider's structures. They agreed there was good reflection on development of curriculums to reflect local workforce needs. Learner experience and quality of provision appears central to their future planning.
- **Horizon scanning –**
  - The education provider submitted detailed reflections on the challenges and positive outcomes because of the restructure of the Faculty of

Health, Social Care and Medicine (the Faculty) that deliver the approved programmes. Their reflections highlighted the challenges facing the health and social care sector because of the high demands on service and staffing challenges. Another key challenge is the availability of the practice placements across all health and social care professions. They noted how the Faculty portfolio could increase learner numbers, but practice placements are unable to meet these demands due to placement capacity restrictions.

- The challenges in the sector have impacted their learner numbers in multiple ways which they plan to address. The requirements of their regulatory/professional bodies for supervision, assessment and placements makes it difficult to obtain high quality placements for learners. This limits their ability to expand in specific areas and impacts on their learner experience. Their allied health professionals continuously work closely with stakeholder/employers to explore alternate practice learning opportunities and strategic methods to manage capacity.
- They highlighted the approval of the BSc (Hons) Operating Department Practitioners Apprenticeship, which is due to commence in late 2023. This will support the expanding Operating Department Practitioners workforce in the wider health service as an area of success. They will continue working with stakeholders and employers to recruit to the approved apprenticeship programme prior to B commencement later in 2023.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed there was good reflections of development of curriculums to reflect local workforce needs. Learner experience and quality of provision appears central to their future planning.

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

**Outstanding issues for follow up:** None.

Quality theme: Thematic reflection

**Findings of the assessment panel:**

- **Embedding the revised Standards of Proficiency (SOPs)**
  - The education provider confirmed all HCPC approved programmes had been reviewed against the revised Standards of Proficiency in time for the 2023/24 academic year. They explained how the mapping process involved a deep re-mapping against the new standards and evaluation of current module provisions. The aim was to review whether current content reflected the updated standards. This process has enabled the respective programme teams to ensure that programmes remain current and up to date with all new changes.
  - The education provider reflected on how the process of reviewing their HCPC specific programmes based on the updated Standards of Proficiency had been a useful development. They updated the learning outcomes, module content and assessment for Non-Medical Prescribing programmes to embed the Royal Pharmaceutical Society's

(RPS) Competency Framework for all Prescribers. They noted how the re-mapping activities were not challenging because most standards were already covered within the relevant programmes.

- They recognised the importance of ensuring the curriculum for each profession remains current to meet regulatory and professional requirements. The revised standards mapping documents for each programme were reviewed/approved for submission at the Programme Boards in May 2023. They expect all changes to be signed off and ready for implementation in time for the 2023/24 academic year.
  - They noted how most standards were already met within respective modules and learning outcomes. Where further specific clarification was required, module indicative content was updated to ensure each module met the new standards as part of the wider complete programme. All approved changes went through curriculum modification through their approved quality review mechanisms.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They confirmed the SOPs have been included within programme curriculums.
- **Impact of COVID-19 –**
    - The education provider submitted a detailed reflection on the major changes they had to make in a short period of time. They moved all their learning provisions online which included the implementation of alternate forms of assessments. They noted how practice placements across programmes were impacted in different ways with most suspended during the summer of 2020. These changes were implemented to ensure continued delivery of programmes, with the awareness of the need to meet professional, regulatory and statutory requirements. It also required the upskilling of both staff and learners with specific skills such as digital literacy.
    - They reflected on the positive impact of the alternate forms of learning and assessments on both staff and learners. Other improvements included improved communication channels with stakeholders which resulted in more effective management and resolution of concerns. They outlined how the lessons learnt from the Covid-19 pandemic will continue to have a longer-term positive impact on the experience of learners.
    - From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed a range of interventions successfully addressed issues during the pandemic to maintain learner progression and completion. They noted how this has successfully resulted in developments around digital literacy and enhancing learner attributes.
  - **Use of technology: Changing learning, teaching and assessment methods –**
    - The education provider reflected on how the challenges created by Covid-19 accelerated the adoption of enhanced technologies to ensure continued delivery of the programmes. The Technology-Enhanced Learning (TEL) support was implemented in learning, teaching and assessments to address the challenges. There was an increased use of simulation in response to a lack of access to practice placement during lock down. This enabled the supplementation of clinical skills,

problem solving, and communication skills. The use of online collaboration and development of online learning communication is encouraged throughout all programmes.

- They also reflected on the challenges posed by the growth in the use of generative Artificial Intelligence (AI) tools such as Chat GPT regarding assessment and academic integrity. In response, some assessments explored alternative methods of assessment where appropriate. They considered the introduction of a Study Skills module for AHP learners which would support and encourage engagement with AI tools to improve academic skills and information gathering. In addition, members of senior management team are part of an Institutional Work Party which aims to address a more strategic approach to the use of AI in higher education, with the emphasis on Professional, Statutory and Regulatory Bodies (PSRBs) regulated programmes.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They noted how well they reflected on their approaches to introduce and integrate technology into teaching and learning. The descriptions of technology use have been illustrated by a range of learner feedback quotes describing the positive impact on their experience.
- **Apprenticeships –**
  - The education provider's reflection noted how Apprenticeships have been a significant growth area for them and how they expect demand to continue. They were unsuccessful with the tenders they submitted for both Operating Department Practice and Paramedic Apprenticeships within their region. They submitted bids for these Apprenticeship programmes based on the success of the direct entry provision within the AHPD. Both Apprenticeships were modelled on the existing direct-entry programmes which was reflected in the feedback from the tendering process.
  - The education provider have the processes in place to continue working closely with key regional employers to support workforce development. They plan to continue to develop apprenticeship programmes and to commence the Operating Department Practitioners programme during the 2023-24 academic year.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They noted their plans to expand their apprenticeship programmes despite the unsuccessful bids, is very positive.

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

**Outstanding issues for follow up:** None.

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - The education provider reflected on the impact of the OfS's declaration that alignment to the Quality Code (QC) was no longer mandatory for HEI providers. As a result, they are awaiting updates from the OfS for

the replacement for the QC. They outlined how they remain committed to the work of the Quality Assurance Agency.

- From the reflections, the visitors were satisfied with the education provider's performance in this area. The information provided identifies awareness of contemporary issues while waiting to clarify their position.
- **Assessment of practice education providers by external bodies –**
  - The education provider reflected on the challenge posed by the delay in receiving the outcomes/reports from Care Quality Commission. Due to the specific timeframes for which reports are published, they are not able to identify significant areas of concerns which may require the withdrawal of learners. These challenges could impact the support or re-allocation of learners where necessary. They noted how if concerns are raised by the CQC which could impact learners, there is a need to have flexibility within the placement circuit if they need to re-allocate learner placements to support their learning whilst action plans are implemented.
  - They outlined how they have a clear policy and process in place for reviewing CQC inspection reports and developing action plans to support learners. CQC reports are reviewed upon receipt by each department which limits the need for learners to be withdrawn or re-allocated. There are clear processes to formulate action plans and individual departments work with practice education providers to mitigate any issues.
  - From the reflection, the visitors were satisfied with the education provider's performance in this area. They agreed the education provider have appropriate policies and procedures in place for managing concerns raised by CQC reports.
- **Office for Students monitoring –**
  - The education provider focused their reflections on the challenges posed by the new approach by the Office for Students (OfS). They noted the focus on inspection to ensure their structures for ensuring the quality and standards of their academic provision are robust and implemented consistently. The education provide initiated the Quality and Standards Review Programme (QSRP) in 2021 to ensure they adhered to the OfS's evolving regulatory framework.
  - They explained how QSRP sought to identify any gaps in their compliance with the OfS's new Quality and Standards Conditions and recommend solutions. They outlined the outcome of a review they conducted which resulted in the reform and improvement of their monitoring processes. They moved from a fixed-point quality process to ensuring quality and standards to a more continuous system which is supported by a data dashboard. This change has been a success because it enables the education provider to reflect on and respond to data in real time and in a coordinated way.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. Their reflections show they are aware of the changes in the section and have taken steps to ensure they remain compliant.
- **Other professional regulators / professional bodies –**

- The education provider reflected on how effectively they work with multiple Professional, Statutory and Regulatory bodies and highlighted some of the challenges they experience. For example, the differences in regulations and standards can create confusion when HCPC-regulated professionals need to work closely with those regulated by other bodies. To overcome the challenges detailed in their portfolio, they continue to engage in ongoing interprofessional communication, collaboration, and education with internal colleagues and those in the wider healthcare community.
- They explained how the three schools within the Faculty of Health, Social Care and Medicine work together to ensure all regulator's requirements are covered.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed the education provider submitted a thoughtful and considered reflection on the challenges they faced when working with PSRBs.

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

**Outstanding issues for follow up:** None.

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - The education provider's reflections show they have processes in place to enable individual departments to monitor profession and academic changes and ensure curriculums are updated. They aim to remain current and abreast of national, regional, regulatory, internal, or external drivers to ensure currency of their programmes.
  - As an example, the education provider noted that the Office for Students (OfS) English Proficiency requirements have been integrated into all faculty marking criteria. They also noted that, after some consideration, the university Virtual Learning Environment (VLE) was fully moving to Blackboard Ultra in September 2023, following a successful pilot with isolated departments in 2022.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed there is appropriate curriculum development activity to address SOP and enhancements in other areas.
- **Development to reflect changes in professional body guidance –**
  - The education provider reflected on how they work with a wide range of stakeholders from professional and regulatory bodies. The large numbers of changes required by the various bodies makes it a challenge to continuously monitor all the updates being implemented. The AHPD ensures representation at stakeholder events and consultations to ensure currency with each respective stakeholder. The outcomes of these engagements are discussed at department meeting and curriculum review activities to ensure their delivery and programme planning are current.



- They outlined the importance of departments having representations with each respective stakeholder and professional body. This is to ensure departments and programme have revised additions, guidance and standards which are reflected in the programme delivery. Department staff monitor changes within professional body guidance which affect their professions.
- From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed the education provider are represented on various professional bodies and make active contributions.
- **Capacity of practice-based learning –**
  - The education provider outlined how practice placements are managed by their dedicated School administrative staff. They reflected on how the main challenges have been the capacity for learners and the supervision and assessment of practice elements. They worked closely with practice partners and Practice Education Facilitation (PEF) department to ensure all learners are placed appropriately.
  - They noted how the Operating Department Practitioners programme faced the most difficult challenges with regards to finding placements for learners. To address this, they worked with stakeholders to develop and implement bespoke placement opportunities for these learners. They did this by identifying areas outside traditional operating theatre settings, such as the Emergency Department and Intensive Care Units. The education provider will continue to work with stakeholders and employers to establish further innovative placement capacity opportunities. They expect this approach to continue to enhance the employability of their learners.
  - From the reflections, the visitors were satisfied with the education provider's performance in this area. They agreed there are effective systems in place to manage and support placement. They noted there are good relationships with local stakeholders which enhances the performance in this area.

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

**Outstanding issues for follow up:** None.

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - The education provider submitted detailed reflections on the challenges they experienced with low learner engagement and the actions taken to address this issue. They noted how there was still a low response rate to the Student Voice Survey despite initiatives to improve in this area. This has made it difficult to identify larger themes across programmes and departments. There are mechanisms to support 'Student Voice' so that feedback can be collected and actions in response to learner's experiences.

- They explained how they explored mechanisms to increase the uptake of learner evaluation. These included completion within lessons at key points in the year and providing more detailed guidance on the process of learner evaluation process. Individual departments formulate action plans based on responses gained from National Student Surveys (NSS). They noted how the NSS action plans only covers the paramedic and the Operating Department Practitioners provision. There is a NSS action plan in place which they will use to continue to monitor, evaluate, reflect, and take appropriate actions. The Nurse paramedic programme commenced in September 2020 and have yet to deliver the final year of the programme.
- The education provider reflected on how the AHPD manages complaints in accordance with institutional processes. There is a central complaints team who oversee the three-stage complaints process and work with faculties to try to resolve complaints at the earliest opportunity.
- The visitors agreed the education provider is performing well in this area. They have plans to address the challenges they identified with regards to collect learner surveys. They should report on the outcomes of the action planning for the NSS data.
- **Practice placement educators –**
  - The education provider's reflection in this area suggests they have regular and positive engagement with practice educators. They outlined the issues practice educators fed back with regards to understanding requirements of each specific groups/professions. The process of identifying learners with welfare/wellbeing issues and require additional support required improvements.
  - The education provider noted the importance of practice educators in supporting learners and understanding assessment requirements over the course of their studies. The AHPD work with stakeholders to review practice educator feedback on the challenges which occur in placement settings. They are part of a Greater Manchester Placement Hub which brings together practice education providers and HEI's to discuss placement capacity. They work on new developments to enhance learner and practice educator communication and experience which should help support achievements of outcomes.
  - From the reflection submission, the visitors were satisfied with the education provider's performance in this area. They agreed there is good reflective evidence of feedback from practice and collaborative working to support learners. There is an effective model which allows a range of support to be offered and implemented in practice.
- **External examiners –**
  - The education provider reflected on the challenges of recruiting external examiners for the allied health professions over a twelve month period. This was due to an external examiner resigning before their tenure was completed in February 2022. A new external examiner was appointed and commenced their role in May 2022 which enabled continuity of their regulatory quality process requirements. This unexpected change in external examiners caused some delays with the moderation of some programmes but there was no long term negative impact.

- They also reflected on how external examiners were no longer invited to attend and review/moderate practical assessments on site due to restrictions caused by the pandemic. External examiners were provided with access to the virtual learning environment to review and record assessment. Assessment and Award Board meetings were hosted online, which enabled more effective access to external examiners. The noted how the increased use of technology has supported the external examiners in their role. They have greater access to learner assessment for quality review and further strengthens the external examiner process.
- From the reflection submission, the visitors were satisfied with the education provider's performance in this area. They agreed there are effective processes in place to review external examiner actions and implementing their feedback on programmes.

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

**Outstanding issues for follow up:** Actions taken to increase learner response rates. .

#### Data and reflections

**Findings of the assessment panel:** The visitors reviewed the data provided as part of their consideration of the portfolio. Their review did not highlight any issues needing further exploration.

- **Learner non continuation:**
  - The learner non-continuation rate is below the benchmark level of 3% across the education provider's provision. Our review found learners on the HCPC provision were being well-supported to continue the programme and that their specific feedback around support and engagement was good. The data point is below the benchmark, which suggests the provider is performing above sector norms.
- **Outcomes for those who complete programmes:**
  - The education provider was performing slightly below average in programme completion rates. However, our review found that learners in the HCPC programmes were being well-prepared for professional practice and that the education provider had reflected on how best to support learners.
- **Teaching quality:**
  - The education provider's Gold award in the Teaching Excellence Framework indicates a very good level of teaching. We determined through our review that they had excellent mechanisms in place to maintain the staff expertise and knowledge available to the HCPC-approved provision.
- **Learner satisfaction:**
  - The education provider's National Student Survey (NSS) score in this area was below benchmark. However, based on our review of the portfolio and the education provider's mechanisms for ensuring good learner feedback and consultation, we concluded that for the HCPC

programmes, learners had good support available and many opportunities to offer suggestions for improvements and development.

- **Programme level data:**
  - We did not consider that there were any specific issues around this area. We did not see any programme-level data through the portfolio that raised concerns around any issues.

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

**Outstanding issues for follow up:** None.

## Section 5: Issues identified for further review

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

### **Referrals to next scheduled performance review**

#### Low levels of learner satisfaction

Summary of issue: The data points indicate the education provider is performing below the benchmark regarding learner satisfaction. We collect data regarding our education providers on an annual basis. The national student survey conducted by the office for students indicates that the education provider scored 72.92 satisfaction of their provision, this is below the benchmark of 75%. The explained how they planned to improve the response rate for learner satisfaction. They should provide an update the outcome of the changes implemented within their next performance review submission.

## 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 2027-28 academic year

### **Reason for next engagement recommendation**

- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners. We note the mechanisms in place that allows for these stakeholders to feedback to the education provider and how this is utilised.
- External input into quality assurance and enhancement

- The education provider engaged with three professional bodies. They considered professional body findings in improving their provision.
- The education provider engaged with the Nursing and Midwifery Council (NMC) and OfS. They considered the findings of named regulators in improving their provision.
- The education provider considers sector and professional development in a structured way.
- Data supply
  - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:
  - From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change
- In summary, the reason for the recommendation of a five year monitoring period is:
  - The visitors were satisfied with the ongoing performance of the education provider. Data points show they are performing as expected with regards to learner satisfaction, continuation, and outcomes. They have demonstrated they can appropriately respond to challenges and shown insightful reflections regarding their performance during the review period. The visitors agreed there is a low risk to their performance moving forward and therefore recommend the maximum review period.

### **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 observations 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 2027-28 academic year

**Reason for this decision:** The education provider submitted a strong portfolio with sustained in-depth reflection across all areas. There were no issues with the sustainability of any of their HCPC-approved provision. There are no large-scale ongoing projects or changes to the provision of which we need to monitor the outcome. Across the board the education provider was performing well, and they have co-operated closely and appropriately with the performance review process.

Appendix 1 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2010
BSc (Hons) Operating Department Practice - Apprenticeship	FT (Full time)	Operating department practitioner			19/09/2022
BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic			01/09/2018
MSci Nurse Paramedic	FT (Full time)	Paramedic			01/09/2020
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing	01/07/2006
Non-Medical Prescribing (Level 6)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Non-Medical Prescribing (Level 7)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014

## Appendix 2 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Edge Hill University	CAS-01231-K3Y7C2	Alexander Harmer  Matthew Catterall	Five years	We were satisfied with the ongoing performance of the education provider. Data points showed they are performing as expected with regards to learner satisfaction, continuation, and outcomes. They have demonstrated they can appropriately respond to challenges and shown insightful reflections regarding their performance during the review period. The visitors agreed there is a low risk to their performance moving forward and therefore recommend the maximum review period.	None