
Performance review process report,

Bournemouth University, Review Period 2021-24

Executive summary

This is a report of the process to review the performance of Bournemouth 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 quality themes and found that we did not need to undertake further exploration of key themes through quality activities
- Recommended when the institution should next be reviewed
- The education provider should next engage with monitoring in four years, the 2028-29 academic year, because:
 - The education provider has plans to increase the number of approved programmes they deliver. However, they have reflected that local issues, including programme demand, and their "rural location" have impacted plans. They continue to increase their programme numbers in a careful way, considering overall stability. We therefore find a four-year ongoing monitoring period to be appropriate and allow sufficient monitoring of this ongoing development.
 - This will also allow the education provider to address the areas listed for referral and undertake any actions as necessary to address the visitors' feedback.

Previous consideration

- This case was set up following the education provider's previous Performance Review in academic year 2022-23. The outcome of this review was an ongoing monitoring period of three years.
 - There were two areas referred from the previous performance review which areas follow:
 - Data being made available on Black, Asian, Minority Ethnic (BAME) attainment – appropriate data exists but was not presented effectively and with limited information. We therefore noted this as an area for development.
 - Mechanisms for monitoring, identifying, and responding to practice-based learning placement-based issues. We noted their use of the Care Quality
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Commission (CQC) in their monitoring of practice-based learning placement providers but there was not information about other established mechanisms.. We do not consider this constituted a risk to the quality of their provision but noted this as area for development.

Decision The Education and Training Committee (the Panel) is asked to decide:

- when the education provider's next engagement with the performance review process should be.

Next steps Outline next steps / future case work with the provider:

- Subject to the Panel's decision, the provider's next performance review will be in the 2028-29 academic year
 - The areas identified for referral to the next performance review will be referred as detailed in section 5 of this report.
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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 education providers 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:

Joanna Finney	Lead visitor, Operating Department Practitioner
Kathryn Campbell	Lead visitor, Physiotherapist
Sarah McAnulty	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer
David Cann	Advisory visitor, Physiotherapist

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 additional 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 and that of our support visitors on this case.

Section 2: About the education provider

The education provider context

The education provider currently delivers seven HCPC-approved programmes across four professions and including a Postgraduate Independent and Supplementary Prescribing programme. It is a Higher Education provider and has been running HCPC approved programmes since 2003.

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 2](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2005
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2003
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2007
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2005
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 programmes¹.

Data Point	Benchmark	Value	Date of data point	Commentary
Learner number capacity	646	354	2024	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. Our records show that the education provider has 646 learners across all their approved programmes. By our records, this is an increase of 20 learners from the previous year. According to the data in the Performance Review portfolio document the education provider has 354 learners across their approved programmes. This includes 0 learners starting on the newly approved apprenticeship programme. The visitors considered this as part of their assessment and factored this into their findings.
Learner non-continuation	3%	3%	2020-21	This data was sourced from a data delivery. This means the data is bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is equal to the benchmark, which suggests

¹ An explanation of the data we use, and how we use this data, is available [here](#)

				the provider's performance in this area is in line with sector norms When compared to the previous year's data point, the education provider's performance has dropped by 1%. The visitors considered this as part of their assessment and factored this into their findings.
Outcomes for those who complete programmes	92%	94%	2021-22	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms When compared to the previous year's data point, the education provider's performance has improved by 1%. The visitors considered this as part of their assessment and factored this into their findings.</p>
Teaching Excellence Framework (TEF) award	N/A	Silver	2023	<p>The definition of a silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education.</p> <p>The visitors considered this as part of their assessment and factored this into their findings.</p>
Learner satisfaction	79.8%	81.3%	2024	This data was sourced at the subject level. This means the data is for HCPC-related subjects The data point is above the benchmark, which suggests the provider is performing above sector norms.

HCPC performance review cycle length		3 years	2024-25	<p>During the education provider's last performance review, they were given a three-year ongoing monitoring period. This is below the maximum five-year period but above the minimum two-year period. This was due to the education provider having had two areas of referral from their last review.</p> <p>The two referrals were as follows:</p> <ul style="list-style-type: none"> • Data being made available on BAME attainment – appropriate data exists but was not presented clearly, and plans could have been clearer and more detailed. We therefore noted this as an area for development. • Mechanisms for monitoring, identifying, and responding to practice placement-based issues. We noted their use of the Care Quality Commission (CQC) in their monitoring of practice-based learning placement providers but could not see other mechanisms in place. We do not consider this constituted a risk to the quality of their provision but noted this as area for development.
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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 determine that we did not need to explore any areas via quality activity. We instead explored areas through points of clarification and requests for further / missing information. These are contained with the findings section In section four of this report.

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:

- **Admissions procedures –**
 - The education provider has discussed how they apply a consistent admissions policy across all programmes which are accessible to both applicants and staff involved in the applications process. Applicants are encouraged to read the Student Agreement, which forms the contractual basis between learners and the education provider prior to applying. Applicants are then reminded of this during each stage of admission and enrolment.
 - The education provider has also stated that they uphold a strong commitment to widening access, inclusivity, and equality, as highlighted in its Access and Participation Plan. Learner demographic data is reviewed annually by the Planning, Risk, Intel, Management information and Enhancement (PRIME) Team and used by faculty leadership to inform development decisions. These changes are documented in the Annual Monitoring and Enhancement Review (AMER) and undergo committee evaluations to ensure continuous educational improvement.
 - Through clarification, the education provider supplied further information for the visitors' consideration. This included Equality, Diversity and Inclusion (EDI) data, information on their annual monitoring of programmes (AMER) and their access and participation plan.
 - The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area. This is because they have demonstrated a

consistent and transparent admissions process that supports both applicants and staff, while also showing a strong commitment to inclusivity and continuous improvement.

- **Resourcing, including financial stability –**

- The education provider has reflected that since their last performance review, they have now fully embedded their Bournemouth Gateway Building (BGB). This is a purpose-built building that will support their continued programme delivery. The teaching spaces are designed for hybrid learning, and the simulation suites are equipped with specialised pieces of equipment. One example is the in-built ambulance, which is modelled to scale and size of a mobile Ambulance. This aims to give learners a realistic understanding of working in a small space. They have also reflected on their Blended Learning Interactive Simulation Suite (BLISS) room in BGB, which aims to provide staff the ability to be innovative in teaching practices and enables high-quality simulation.
- The education provider has reflected how they have worked with their practice partners to offer apprentice provision were requested and have validated an Operating Department Practitioner (ODP) apprenticeship provision. They continually work with practice partners to ensure sustainability and increase of their learner numbers and to meet NHS Workforce expansion plans.
- Through clarification, the education detailed how their allied health programmes (AHP) aim to work with a staff-to-learner ratio (SSR) of 1:20. Additionally, they reflect that in many instances, this is lower. They stated that in general, any additional provision considers the SSR and ensures that additional staff are provided to work within this window.
- The education provider detailed how their faculty representatives hold formal annual meetings with senior staff from major practice-based learning placement providers to discuss key workforce issues. This includes agreeing on practice-based learning placement capacity for upcoming learner intakes and helping ensure long-term planning stability. The education provider has stated that this collaboration is supported year-round through ongoing engagement to address evolving workforce needs. Such as, the launching of the ODP apprenticeship, refining the paramedic science year plan to better align practice-based learning placements with learner experiences, and developing targeted postgraduate education for paramedic science and operating department practice.
- The visitors considered all information available as part of their assessment. They do find some discrepancies, including around ongoing recruitment onto the programmes, noting how the education provider has struggled to recruit for one programme. They noted that the education provider has plans to resolve this area and recommend they reflect on this going forward and at their next performance review.

- **Partnerships with other organisations –**

- The education provider reflected on how they established relationships with multiple NHS trusts, private, voluntary, and independent providers. Their links to NHS England and regulatory

bodies are also well embedded. Additionally, the education provider's partnership with University Hospitals Dorset remains strong.

- They reflect that these partnerships are supported at all levels by personnel within their university structure. Within their Faculty of Health and Social Sciences there are roles dedicated to practice partnerships such as the Head of Practice Education and the University Practice Learning Advisor positions. They detailed how the Head of Practice Education leads on the practice education strategy in collaboration with programme leaders and the University Practice Learning Advisors are key to the implementation of the practice education strategy.
 - The education provider reflected on the known challenge of achieving sufficient practice-based learning capacity. They reflected that they are currently collaborating with another Higher Education Institution (HEI) to harmonise their practice-based learning plans for their respective physiotherapy programmes. This is planned to assist practice-based learning partners in working with both HEIs for practice-based learning provision. Linked to this, they are collaborating with large practice-based learning providers to formally assess practice-based learning capacity for Allied Health Profession (AHP) learners. They reflected on how this will enable them to have precise data upon which to agree on learner numbers, ideally identifying that capacity is higher than previously understood.
 - In December 2023, the education provider delivered an NHS England (NHSE) funded conference 'Effective Practice Education for All' to focus on inclusivity in practice-based learning. They reflected that this was a success, well attended with 150 delegates, with all their healthcare programmes represented and well evaluated. This provided an opportunity to link mostly with clinicians who support their learners, providing them with resources to support learners and recognise their importance. Their reflections show that they continue to work with partners to establish a joint clinical academic post in AHP.
 - The visitors considered all information available as part of their assessment and found there to be well-established partnerships with other organisations. Additionally, they found personnel at the education provider to support these connections. In particular, they noted the role the Head of External Engagement for Partnerships performs. They therefore found the education provider to be performing satisfactorily in this area.
- **Staff development –**
 - The education provider has reflected on how they foster a comprehensive staff development programme. This reflected what they call their Fusion philosophy. This is an integration of inspirational teaching, research, and professional expertise. This approach they reflected, promotes a dynamic exchange of ideas and continuous learning. The Faculty of Health & Social Sciences (HSS) offers staff opportunities to attend seminars, research events, and conferences both locally and internationally. New staff are mentored for guidance on educational practice, and peer review and appraisal systems help identify development needs, which are then escalated to leadership or organisational development teams. Dedicated time is allocated for

scholarly activity and teaching preparation, and mentorship is available to support academic goals such as securing a Higher Education Academy (HEA) fellowship.

- Staff development is embedded in the team and departmental culture through regular meetings and programme monitoring. Additional support is provided to programme leaders during role transitions to ensure continuity and effectiveness. HSS encourages HEA qualification attainment, tracks progress, and maintains stability in staffing for certain programmes like Paramedic Science and Operating Department Practice. Annual Peer Review of Education Practice (PREP) ensures teaching standards and development needs are addressed.
- They have reflected on recent achievements, including their staff completing advanced leadership programmes, gaining professorships, doctoral awards, and producing numerous peer-reviewed publications. A significant number of these involved learners and public engagement. They reflected on their commitment to professional growth, highlights, and sustained investment in educational excellence.
- The visitors noted the strong educational mentorship programme available for their staff and also the importance of the Annual Peer review process. They also found there to be good examples given of Staff Developments and Publications. They found the education providers' reflections indicate that staff are encouraged to keep up to date and provide opportunities to develop. They therefore found the education provider to be performing satisfactorily in this area.
- **Academic quality –**
 - The education provider reflected on how they follow a structured and ongoing quality improvement framework. This means that at the start of each academic year, Programme Leaders compile Annual Monitoring Enhancement Reviews (AMERs). They use data from the National Student Survey (NSS) and the Postgraduate Taught Education Survey (PTES). They reflected on how these reports are reviewed internally and at governance levels, including department and faculty committees. Discussions are held every two to three months to monitor progress on actions arising from these reviews. The education provider explained how they have implemented an Inclusive Curriculum Evaluation (ICE) Project over the past three years. This initiative involves staff and learners collaboratively assessing curriculum content, learning outcomes, assessments, and feedback with a focus on promoting inclusivity. The BSc (Hons) Operating Department Practice programme benefited from such a review in 2023.
 - The education provider reflected on how teaching quality is further scrutinised through annual peer reviews. These, in turn, are linked to staff appraisals and are overseen by Heads of Department, with outcomes reported to the Faculty Education Committee. External examiners also play a central role in upholding academic standards, which is confirmed in their existing internal policies. The education provider has reflected on how their policies ensure the fairness of assessment processes, comparability across institutions, and

compliance with regulatory bodies' procedures. Their feedback informs annual assessment boards and programme revalidation processes.

- The education provider has also reflected on how in academic year 2023–24 several programmes successfully underwent internal revalidation. These included degrees in Occupational Therapy, Operating Department Practice, including the apprenticeship route, Paramedic Science, and Physiotherapy.
- The education provider has also reflected on how programmes are expected to review the quality of provision, feedback from National Student Survey (NSS) and Postgraduate taught education survey (PTES) and their own institutional data sets as part of their ongoing programme reviews.
- They noted how a key success in 2024 was the increase in Paramedic Science admissions and collaboration with the South-Western Ambulance Service NHS Foundation Trust (SWASFT) to support practice-based learning placement needs. Additionally, the education provider is working on establishing a Physiotherapy Clinic on campus to aid the NHS and create further practice-based learning placement opportunities. Throughout all these developments, they reflect that they continue to advance their “Fusion” approach.
- The visitors note how the education providers' annual monitoring allows them to review and monitor their programmes. This also helps inform their programmes' overall demographics and stability. The visitors also find this monitoring to observe risk and implement actions to mitigate any issues, such as challenges with practice-based learning placements.
- The visitors recommend that the education provider supply further information on the AMER process and ensure that the information available is more programme-specific.
- The visitors noted the processes in place to continually monitor quality and involve the programme leads to ensure they meet the curricula. Therefore, they found the education provider to be performing satisfactorily in this area.
- **Quality of practice-based learning –**
 - The education provider has reflected on their practice education strategy, which they regard as well established, and includes mechanisms to manage any threats to practice-based learning quality. They have put these in place so that appropriate plans can be made should any problems arise. These actions are articulated in the education provider's Protocol for Raising and Managing Concerns in Practice Placements. The protocol was used to inform actions around practice-based learning quality when the maternity services in a large practice-based learning providers were assessed by the Care Quality Commission (CQC) as inadequate in March 2023. The education provider reflected that this led to distinct actions to review the ability of the service to provide the requirements of a learning environment for learners, including paramedic science learners. They reflected that this protocol was used to inform their actions to assess the feasibility of the learning environment, along with health and safety responsibilities for all learners, including paramedic science learners.

- Examples where they have taken specific action to assure the quality of practice-based learning include a review of the practice-based learning evaluation questionnaire that learners complete at the end of their practice-based learning placement. The education provider has reflected on how they revised the questions to streamline the process. This revision also means the questions reflect the themes of the Safe Learning Environment Charter and respond to a request from large practice-based learning placement providers that the evaluation data from all HEIs is consistent. They reflected that this has been achieved through collaboration with other HEIs and will be further informed through learner feedback on the revised format.
- The education provider has discussed how they identified that the measurement of practice-based learning placement capacity for specific learners could benefit from refinement. From this, they are now collaborating with a group of NHS trusts and another HEI to undertake scoping of services and learner numbers in those services. Building upon this activity, they are supporting contemporary models of practice-based learning placement provision, such as long arm supervision and assessment for physiotherapy learners in care homes. This is subject to formal evaluation and is part of a funded cross-HEI research project.
- They reflect that since their last HCPC performance review assessment, they have enhanced their simulation areas. The aim of this was to enable safe practice learning prior to, during, and after practice-based learning.
- The education provider has also reflected on a specific focus on the practice-based learning experience of learners on the paramedic science programme. This is following their review of the reviews undertaken by NHS England. They reflect that they have supported learners to participate in dedicated focus groups to share experiences and concerns. They have collaborated with their practice-education providers for this programme to ensure the quality of the practice-based learning provision.
- The education provider has also discussed how they are utilising the 'NHS Futures' online platform in collaboration with other HEIs. The aim of this is to simplify the storage and resources that support practice education of learners, with the aim of improving the ability of stakeholders to support a range of learners from different HEIs. They reflect that this includes some common assessment documents and the commitment to developing more if feasible.
- Through clarification, the education provider has detailed how they conduct annual strategic reviews with their practice education providers to formally assess and agree on the quality and capacity of practice-based learning. They reflect that this process is reinforced by their operational framework, which includes biennial audits using an educational tool to evaluate learning environments, identify challenges, and ensure capacity for all learners. They reflect that in cases of negative regulatory feedback, learner concerns, or critical incidents, immediate re-audits are triggered under the university's established protocol.

- The education provider has explained how oversight is managed by their University Practice Learning Advisors. These are qualified healthcare professionals who serve as the bridge between the education provider and practice-based learning areas. This, they reflect, ensures consistent quality assurance and proactively developing new practice-based learning to enhance the overall portfolio.
- The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area. They noted how the additional information supplied through clarification and the documentation on long arm supervision adds extra practice-based learning placement capacity. The visitors found it to be clear how this supports learners and overall capacity.
- **Learner support –**
 - The education provider reflected that learner wellbeing and support is key to them as an institution and at faculty levels. They have introduced and embedded a formal Personal Tutor Policy and defined the purpose of the Personal Tutor (PT) role. The objective of this is to provide individual support for each learner as part of the aim to deliver an authentic, supportive, personalised learning experience. This includes the PT's note-taking system, they reflect that staff are required to use this to record interactions.
 - The education provider has reflected that to support PTs in their role (and allow them to support learners further), they have developed a package of information called 'Support for staff supporting students'. This enables staff to gain up-to-date information regarding signposting learners to appropriate support across the institution. The education provider reflected that they also run monthly workshops to enable staff to gain an overview of the range of support on offer. These services include;
 - Learner wellbeing.
 - Financial wellbeing.
 - Links to the latest learner newsletter.
 - Links to relevant policies relating to academic matters, Carers, staff and learner behaviour.
 - Information on prevention and suicide prevention.
 - Data disclosures.
 - They also have a section called 'What to do if your student...'. This is an information package on a range of issues, including supporting learners feeling homesick, low self-esteem, health issues, feeling they picked the wrong programme, having financial or housing issues, among others.
 - The education provider also reflect that they have introduced an Academic Engagement and Attendance Policy. Additionally, in 2024 this was updated and a new operational process to manage learner engagement was implemented. This included an attendance system (JISC) whereby at each taught session learners need to record attendance. The percentage of attendance is then reported on the education providers dashboard and monitored via Programme leaders

and reported at Faculty Educations committee. This would be reviewed to see if an action is needed at the programme level to enhance attendance. Individual learner low or non-attendance is managed by a digital 'engage' application. This the education provider reflected is a personalised approach for staff to follow up on low attendance and to check learner wellbeing.

- The education provider also discussed how the learner voice is a key valued aspect of learner engagement and is embedded through their 'Student Engagement and Feedback Policy and Procedure'. This outlines the various approaches and mechanisms employed within the institution to enable the collection of learner feedback and, in turn, the response to this feedback by the education provider structures. Learner feedback via the Student Union representation system is called the Simple Online feedback tool (SimOn). SUBU (student union at BU) report their findings to the Faculty Education Committee and BU Education Committee, but prior to that, feedback is instantly sent to the programme leaders or other relevant services (i.e. Library) so action can be taken in a timely manner.
- The education provider has reflected how learner representation is encouraged across all levels of the institution to help coordinate feedback from learners. Learner-staff forums are responsible for considering and acting upon learner feedback at the programme level and seeking views on a range of issues, including the academic quality of their programme. The Programme Management Team are responsible for considering and acting upon learner representative reports and other forms of feedback.
- The visitors recognised how the Formal Personal Tutor Policy is now in place and a supporting package of information is available for these tutors. Personal tutors are in place and have opportunities to provide feedback. They also noted how monthly workshops for staff on resources available to support Learners. They therefore found the education provider to be performing satisfactorily in this area.
- **Interprofessional education –**
 - The education provider has reflected on how, due to the successful recruitment of learners on their programmes, interprofessional education (IPE) occurs on every level of their programmes. During their last performance review, the education provider shared the Interprofessional Education (IPE) approach across the faculty. However, following programme reviews and revalidations, it was agreed that moving IPE to the department level would better benefit learners. They reflect that this does not deter from the ethos of IPE and their learners still learn with and from each other. This is primarily through undertaking shared units with other professional groups.
 - The education provider has reflected that the focus of their IPE remains within professional practice, through interactions with service users and also includes multi-professional research. Their Faculty of Health and Social Sciences (FHSS / HSS) believes it is important for future professionals to understand their own role in health and social care settings. It also emphasises the value of recognising the role of the inter-professional team across both traditional and evolving contexts.

Consequently, they reflect that their curriculums champion inter-professional units, to allow learners to build their collaborative professional and research skills and to provide a solid foundation for learners who wish to publish work or progress to post-graduate education. For example, a level 6 'Evidence for Professional Practice' unit provides an opportunity to co-create work with academics for conference presentations and academic publications. Complimenting the learners' final year to prepare for the responsibilities and expectations of registration into their professional practice.

- The visitors noted how, since their last performance review, IPE has now been moved and sits at the departmental level. Additionally, they note how focus groups are in place for Professional Practice, Service Users and Multi-Professional Research. Additionally, Curricula groups now have IPE units. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Service users and carers –**
 - The education provider has provided reflections on their Public Involvement in Education and Research (PIER) Partnership group. They reflect that this continues to be strong with the HSS department. The ability to draw on the institution-wide PIER Partnership group to involve service users in taught sessions and also to advise on recruitment processes and consult around curriculum development and content has been key to their professional programmes. The PIER Leaders produce a yearly report for the University Leadership team and Board Members.
 - They reflect that their PIER group averages approximately 100 services users. PIER have been involved in all the newly revalidated programmes and spoken of their involvement in the curriculum during revalidation events. During the programme delivery PIER members give many real-life experiences of issues through their sessions. Over the last three years, Operating Department Practitioner (ODP) learners have had three sessions per year. Paramedic Science have had between five and six sessions per year, whilst Occupational Therapy (OT) learners have had five sessions per year and three shared with Physiotherapy learners who alone have had 12 sessions per year. Feedback post sessions are gathered from learners and PIER members and the value of the sessions is highly rated. In the non-medical prescribing programme (NMP) service users spend a half day with the cohort to share their experiences of a non-medical prescriber. They reflect that this is a well-evaluated session by learners and service users.
 - The visitors considered all information available as part of their assessment and the report supplied by the Service User Expert Advisor (SUEA) on this case. The visitors also noted the work done to involve service users and carers in the education providers processes. This includes their involvement in taught sessions and how they advise on recruitment process and curriculum development. Following their investigation, the visitors found the education provider to be performing satisfactorily in this area.

- **Equality, diversity and inclusion (EDI) –**

- The education provider has stated that inclusivity is one of their core values which underpins them as an institution. They aim to create a study environment for learners, staff and visitors where different values and beliefs can be freely expressed and openly discussed and will do what it can to encourage open and respectful debate around equality and diversity issues.
- The education provider's Quality and Diversity Committee (led by a member of their University Leadership Team) has overall responsibility for developing and embedding the strategic commitment to EDI. They reflect that there are a number of policies, procedures and codes of practice that sit alongside the Equality and Diversity Policy. They reflect that from a programme level; the programme leaders and programme team must show that they have addressed key definitions and values within programme documentation and taught sessions to ensure they respect and value people's differences. They reflect that during admission processes; they will make reasonable adjustments for learners with disabilities. These are viewed by their contracted Occupational Health Service, whose advice is reviewed at their HSS Disclosure panel. Where necessary, they explore specified reasonable adjustments with practice partners to see if they can accommodate needs. They also state that reasonable adjustments for faith requirements are also upheld.
- The education provider has stated that learners are also signposted regarding how to report any forms of discrimination, bullying, harassment, racial harassment, victimisation, and Antisemitism. This also covers incidents that occur either at the education provider or in practice-based learning sites. The education provider has also signed up to a number of Equality Charter Marks and Commitments (i.e. AccessAble, Athena SWAN, Disability Confident, Race Equality Charter, NHS Safe Learning Charter). They have also appointed Dignity and Wellbeing advisers, learner support, and engagement staff.
- The education provider also reflected that understanding equality legislation and application to their own practice is embedded in all their professional programme specifications. This is because they view it as key to professional standards required by their professional and regulatory bodies. They demonstrate the importance of this as it is embedded in several units at several levels and in the Practice Assessment Documentation (which draws on the HCPC's standards of proficiency).
- In their HSS department, they reflect that they also have an Inclusivity Lead who provides strategic leadership across HSS and who works under the strategic direction of the Deputy Dean (education). They explained how this role ensures that an excellent learner experience is maintained and enhanced through a positive and proactive approach. The Inclusivity Lead reflects collaboratively with feedback from learners and practice partners on issues related to Equality and Diversity.
- The education provider reflected that they have also been part of an NHS Southwest project funded by the University of West England's Inclusive Training Practice Project (ITPP). This was aimed at promoting

inclusivity in professional settings, with resources including self-led tools, e-learning packages, and trainer-led programmes. This was launched in October 2024 and made openly available via the NHS Learning Hub by December. This they reflect continues their ongoing commitment to equality, diversity, and inclusion (EDI). They have also participated in events such as a “Celebrating Neurodiversity” regional event in September 2024, and played key roles in launching the institution-wide PRIDE Network’s first welcome event of the academic year for LGBTQ+ staff and allies.

- Through clarification, the education provider submitted further information on their annual programme monitoring process. The additional information also included their ODP Action Plan their paramedic science action plan, and their action plan for their physiotherapy programme.
- The visitors welcomed this expansion and found their access and participation plan to be useful for their assessment. The visitors would like to feedback that going forward, they would have found further programme-level reflections useful.
- The visitors noted how the education provider Quality and Diversity Committee are responsible for embedding EDI policies. They also found policies to be in place for learners on the approved programmes. They noted how learner demographics are reviewed yearly with the education providers' PRIME team. Therefore, they found the education provider to be performing satisfactorily in this area.
- **Horizon scanning –**
 - The education provider has discussed how they are in the Southwest of England and serve a combination of coastal communities and a rural conurbation with high levels of deprivation. They reflect that there are 11 areas in Dorset within the top 20% most deprived nationally for multiple deprivation, up from 10% in 2015 (10 of these are in Weymouth and Portland), 29% of residents are 65+, and over 7,000 people in Dorset are living with dementia. The age demographic within this local population is expected to get older. They reflect that they proactively use such data to inform their curriculum development to ensure their future graduates are in a position to meet the needs of the population they serve. They reflect that the lessons learnt in Dorset have the potential to inform the national curriculum, as the changes that are taking place in Dorset are likely to be seen nationally in the near future.
 - Their faculty’s Deputy Dean for Education is part of the Dorset Health Inequalities Steering Group which meets bimonthly to explore ongoing actions to address health inequalities in Dorset and the Deputy Dean feeds this back into curriculum teams to ensure the horizon focused actions are also the embed in their curriculum delivery.
 - The education provider reflected that the growth of data-driven health care and the innovations in AI mean that future graduates need to be digitally capable. They reflect that they have established new Masters-level programmes to support the data science skills of graduates in Allied Health, Nursing, Midwifery, and care. They reflect that they expect that the lessons learnt from the delivery of these programmes

will inform the future syllabi of their undergraduate and postgraduate programmes. They also intend this to ensure that their graduates, in addition to the traditional research skills, will also be competent in the fundamentals of data science.

- The education provider reflected on how they are working with their trust partners, the private and voluntary sector, and the integrated care systems to explore new models of training. This is to ensure that they are able to meet the ambitious growth plans articulated in the recently published NHS Long Term Workforce plan. They are engaging with the Chief People Officers in the region to identify ways of attracting learners and workforce to the region. The education provider acknowledges the significant cost of housing in their region being a barrier to recruitment and retention. Their local trusts, in partnership with us, are speaking to local councils to identify ways of providing low-cost housing to new graduates and young professionals in allied health, nursing, midwifery and care. They are also engaging in conversations with their partners to explore ways in which they can further develop a local workforce.
- Through clarification, the education provider has detailed how they maintain strong partnerships with key providers in Dorset, Hampshire, the Isle of Wight, and Somerset. They do this by working closely with these partners to ensure their educational offerings align with evolving local workforce needs, such as the introduction of an ODP apprenticeship programme. They reflect that their curriculum is designed to be forward-thinking, incorporating initiatives like the Insight programme to embed data science into research training and emphasising service improvement across programmes. Postgraduate training supports NHS specialist demands, while uncertainty around changes to the apprentice levy has prompted preliminary mitigation efforts, including expansion of the ECP portfolio. In addition, they are developing several new MSc programmes focused on community-based care and preventative treatment to prepare for a healthcare shift from hospital-based to community-oriented models.
- The visitors found the initial reflections to be limited, particularly in the area of programme growth and how this will impact their existing provision. They found the expansions provided via the points of clarification to be helpful and to provide further reflection on the education provider's overall horizon scanning. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: Recruitment on the education providers programmes. We note from the education providers reflections that they have struggled to recruit learners onto their apprenticeship ODP programme. We note that they have since recruited onto this programme but have capacity / resources for around double the number of learners they have. We therefore are referring this matter and the recruitment onto their programmes to their next performance review.

We recommend the education provider continue to monitor and reflect on this area and contact the HCPC for further engagement.

Outstanding issues for follow up: Details and reflections on the education providers' AMER process. The visitors recognise that annual monitoring of the education providers' programmes occurs through their AMER process. However, much of the information provided / reflected on was not programme-specific. We recommend that the education providers, in their next performance review they provide programme-level reflections on their annual programme monitoring and development.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
 - The education provider has reflected on a programme level how they have embedded the revised SOPs. These reflections are as follows:
 - the education provider reflected how their BSc (Hons) Operating Department Practice programme was revised to align with updated HCPC Standards of Proficiency. Their academic team carried out a comprehensive mapping exercise, modifying unit content and revising practice assessment documents for all learner cohorts. First-year learners began with the changes implemented, while second and third-year learners participated in seminars to explore the updates. These changes were also communicated at the bi-annual perioperative forum, and local practice policies were updated in collaboration with practice-education providers to ensure learners could develop and demonstrate new competencies.
 - the BSc (Hons) Physiotherapy and Occupational Therapy programmes they reflect, similarly, integrated the revised SOPs through a detailed mapping process. Teaching content and assessments were adjusted where gaps were identified. In support of equality, diversity, and inclusion (EDI), the curriculum incorporated recorded conversations highlighting lived experiences of marginalised individuals. This, the education provider reflected, allows learners to engage with perspectives that inform compassionate and person-centred care. These materials are used within unit content and paired with reflective activities to deepen learner understanding.
 - for the BSc (Hons) Paramedic Science, the education provider reflected that the programme team evaluated the existing curriculum against updated HCPC standards and identified areas for enhancement. Curriculum revisions were made at both unit and programme levels, informed by consultations with diverse stakeholders including students, alumni, service users, and practice education providers. The team used a focus group approach to ensure inclusive dialogue and used this feedback to strengthen curricular alignment ahead of a planned programme

re-approval process, ensuring the integration was not only effective but also reflective of the wider community's needs.

- The visitors found the education provider to have conducted an extensive mapping exercise to embed the revised SOPs. They noted the evidence presented of changes made following review of curricula and SOPs and this to be well mapped. They therefore considered all information available as part of their assessment and found the education provider to have embedded the revised SOPs into their programmes and processes.
- **Embedding the revised HCPC standards of conduct, performance and ethics across professions –**
 - The education provider has reflected how across their approved programmes, active mapping exercises were conducted to align current teaching and assessments with updated Standards of Conduct, Performance and Ethics. They state that where gaps were found, content was amended or introduced to ensure full integration of these standards. Key themes added include managing long-term health conditions in educational and practice settings, environmental sustainability's impact on health, and effective communication via social media. Occupational Health (OH) processes were reinforced to support learners with health conditions, highlighting a commitment to holistic and inclusive learning environments.
 - They reflect that promoting health and preventing ill-health were central to their curriculum updates across disciplines. In Operating Department Practice and Paramedic Science programmes, this theme was embedded through specific unit assignments, practice assessment documents, and critical patient interaction analyses. The Physiotherapy and Occupational Therapy programmes also integrated public health themes, with OT in particular reinforcing wellness and self-care concepts as core to its philosophy. Independent and Supplementary Prescribing has maintained a consistent focus on public health promotion in both its learning outcomes and assessments since 2023.
 - Equality, Diversity and Inclusion (EDI) was another critical area addressed across all programmes. Their examples include the Operating Department Practice programme's curriculum review with input from the faculty's learners from minority backgrounds, leading to enhancements such as diverse case study names and alternative measurement units. In Paramedic Science, EDI standards were assessed through practice documentation and academic units, supported by a visiting fellow with national expertise. EDI considerations also feature in the Physiotherapy, Occupational Therapy and Prescribing courses through tailored unit content and reflective assessments.
 - The education provider has discussed how digital skills are deeply embedded across FHSS programmes. This, they reflect, ensures that their learners are prepared for contemporary healthcare environments. This ranges from basic competencies like submitting work via the Virtual Learning Environment (VLE) to advanced simulation tools such as iSimulate, Laerdal V-Sim, and the Blended Learning Interactive Simulation (BLIS) suite. They reflect on how learners engage with

technology in realistic, safe clinical scenarios. Additionally, their programmes incorporate digital platforms for assessment (OPAL), communication, and patient documentation. This, they reflect, is reinforced through seminars, simulations, and the use of digital resources like anatomy software and clinical guidelines. Tools like Safe Medicate support learners in demonstrating applied knowledge in practice. The education provider has reflected on how leadership development is woven throughout their curricula, growing progressively from first-year introductions to complex third-year responsibilities. In programmes like Operating Department Practice, learners move from participating in quality audits to leading operating lists and contributing to departmental management discussions. These activities, they reflect, nurture decision-making, collaboration, and resource management within multidisciplinary teams. The Independent and Supplementary Prescribing course also emphasises autonomous leadership through advanced clinical roles. The faculty of Health and Social Sciences (FHSS) actively supports external opportunities such as the Council of Deans for Health Leadership programme, with students routinely selected to participate. Together, digital proficiency and leadership training prepare students for qualified practice and continued professional development.

- The visitors found the initial reflections to be limited and the mapping to the new standards to be missing. They found the expansions provided via the points of clarification and the new mapping document to be helpful. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Impact of workforce planning –**
 - The education provider has discussed how practice-based learning capacity is key to any consideration of an increase in learner numbers. They reflect on how they have established processes to map practice-based learning capacity and to inform target intake numbers. Furthermore, to support capacity, they have established contemporary practice-based learning models such as indirect supervision arrangements, with learner physiotherapists undertaking practice-based learning placements in care home settings and health promotion settings. The practice-based learning model is well-received by learners and practice-based learning placement providers.
 - In addition, they reflect that they have partnered with a virtual practice education provider to support practice-based learning for increased learner numbers.
 - The education provider has also reflected on their University Practice Learning Advisors. These postholders have a remit to expand practice education providers and, as such, assess any practice education provider for provision across all healthcare programmes. This leads to significant cross-use of practice-based learning in services such as private hospitals, special schools, and care homes.
 - To further support assessment of practice-based learning opportunities, they are collaborating with major practice education

providers and a local HEI to review capacity and practice-based learning needs to inform learner numbers going forward.

- Through clarification, the education provider supplied further information. This further evidence included information of the Dorset Education Providers and Employer Partnership Meeting (DEPEP) and the associated terms of reference. The education provider also supplied a sample agenda of annual strategic meetings that they hold with NHS practice partners. They also supplied their Virtual Placement Handbook, Indirect Supervision Placement sample learner and assessor handbooks.
- The visitors welcomed this expansion. They found the additional documents listed to demonstrate and detail local workforce planning, engagement, and information on long-arm supervision virtual practice-based learning placements.
- The visitors noted how the education provider reflected on the ambition to grow the learner numbers on their programmes, but also how this would impact their practice-based learning placement capacity. Additionally, they noted the work the education provider has reflected on with their partners on the NHS Workforce Plan. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - The education provider has stated that simulation-based education is central to faculty's healthcare programmes, supporting the development of clinical competencies through realistic, digitally enhanced scenarios. They reflected on the innovative tools they use as part of this, including iSimulate, Laerdal V-Sim, and Oxford Medical Simulation. These are widely used across their approved provision. The education provider BLIS suite, which was developed from NHS England funding, offers mixed-reality simulation for rare or complex clinical scenarios and is actively used by their practice partners, including University Hospitals Dorset.
 - The education provider reflected how the Occupational Therapy and Physiotherapy embrace a whole-programme approach to simulation, incorporating professional standards, public engagement, and role-play techniques with performing arts groups. Additional digital strategies include virtual learning environments, podcasts, and structured digital platforms like OPAL for tracking prescribing competencies.
 - The education reflected that the integration of AI into teaching is evolving, balancing its potential to foster critical thinking with concerns over academic integrity. They reflect that innovation units in Occupational Therapy and Physiotherapy enable learners to explore the future of healthcare through AI, virtual reality, and digital health technologies. Assignments are designed to resist undue influence from AI, focusing on clinical decision-making and reflective practice. Challenges include managing lecture attendance and adapting to diverse clinical IT systems during practice-based learning, which the faculty is addressing through simulation. Looking ahead, development plans align with the newly revalidated curriculum, including expanded

simulated placements and inclusive digital learning environments, further enhancing readiness for clinical practice.

- The visitors noted the education providers reflections on embracing new technology such as iStimulate, Laerdal V-sim and BLIS suites. They considered all information and reflections available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Apprenticeships in England –**
 - The education provider reflected how, in May 2024, Ofsted reviewed their apprentice provision and awarded them the status of 'Outstanding Provider'. For HSS, the programmes involved were Nursing and Advanced Practice.
 - They reflect that whilst this review was occurring, they were in the process of setting up a BSc (Hons) ODP Apprentice provision which commenced in September 2024. The programme now falls under the BU Apprentice review process, which includes a termly Faculty Apprentice Oversight Group, Faculty Education Committee and BU Apprentice Board. The Programme leader for ODP Apprentice is supported by the HSS Apprenticeship Leader.
 - The education provider reflected that they have also recently been awarded money from the Office for Students to develop other Apprenticeship provision (Midwifery and Social Work for HSS). They are also exploring if there is appetite for Paramedic Science apprentice route.
 - Through clarification, the education provider explained how they have seven apprentices in the 2024-25 intake and are presently recruiting for 2025 intake. They anticipate there will be 12 to 15 learners in the upcoming intake and have an aspirational number of 20 per year. They do note that with recent changes to funding, this could see a reduction in learners. The education provider also notes that 60 ODP places are available, which include years two and three of the programme.
 - The visitors noted how the education provider has reflected on the success they have had on their Nursing and Midwifery Council (NMC) programmes. However, they also note that the ODP programme is currently on its first academic year and it is difficult to make a judgement on that programme. The visitors have found the education provider to be performing satisfactorily in this area.

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 has discussed how, as part of their validation or revalidation processes, programmes conduct a strategic review of assessments, which are mapped against the UK Quality Code. They reflect that their assessments are mapped to the UK quality code and

act as a measurement of learner performance. They reflect that these assessments provide a measure of learner performance and provides learners with exposure to a range of assessment methods appropriate to the discipline and / or profession. Furthermore, it informs learners' development through feedback and feedforward, and acts as a tool to monitor learners' progress.

- The visitors considered all available information and the education providers' reflections. They noted the education providers' acknowledgements of the code as part of their assessment. They found the education provider to be performing satisfactorily in this area.
- **Office for Students (OfS) –**
 - The education provider have discussed how no OfS monitoring has been required or occurred within the period of review.
 - They have detailed how they require programme leads to consider the OfS conditions of registration relating to quality and standards in their yearly continuous improvement monitoring (AMER) of their programmes. These are then scrutinised by the faculty's education committee and the education providers AMER scrutiny panel. The Pro-Vice Chancellors for Education and Student Experience monitor the OFS conditions, and regular quality enhancement sessions also occur.
 - The visitors acknowledge that no assessment / OfS review has taken place during the review period. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Other professional regulators / professional bodies –**
 - The education provider has reflected that over the review period, several successful programme validations and revalidations have taken place across the Faculty of Health and Social Sciences (FHSS).
 - Their BSc (Hons) Physiotherapy programme was also revalidated by the Chartered Society of Physiotherapy (CSP) in June 2024, receiving eight commendations for elements such as Patient Involvement in Education and Research (PIER), learner cocreation, and innovative practice-based learning placement designs. They also reflect that conditions around mapping the four pillars of practice were addressed, with full documentation submitted to CSP.
 - The education provider also reflected on how their BSc (Hons) Occupational Therapy programme was successfully revalidated by the Royal College of Occupational Therapists (RCOT) in November 2025, with all requested amendments completed and approved. Paramedic Science also saw programme approvals by the College of Paramedics in 2015 and 2019, with the 2024 curriculum built to align with the latest Curriculum Guidance. They reflect that their non-medical prescribing programme continues to run inter-professionally, accommodating learners registered with either the HCPC or the NMC.
 - The visitors noted the interactions the education provider has reflected on with other professional regulations and bodies during the review period. This included the validation of their new apprenticeship programme. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.

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 reflected on how several approved programme revalidations and curriculum updates have taken place in 2024. They state that several BSc (Hons) programmes underwent successful revalidation from their associated professional bodies following thorough stakeholder engagement. They reflect that across their programmes revised curricula was introduced and updated units and learning outcomes, while maintaining consistency in overarching programme-level goals. They reflect that the most notable adjustment involved clinical practice-based learning placements shifting to a four-day-per-week model, complemented by a fifth day dedicated to academic support and reflective practice. This change received widespread approval from their practice partners, enhancing the integration of theory and practice.
- The Operating Department Practice programme was revalidated in April 2024 after extensive consultation with academic staff, learners, alumni, and external examiners. They reflect that the updated curriculum is based on the modified HCPC standards of proficiency and emphasises evolving learner needs. Sustainability and the climate crisis were embedded throughout, aligning learning outcomes and assessments with global healthcare challenges and preparing learners for holistic, patient-centred care delivery.
- The Paramedic Science programme, they reflect, was redesigned in June 2024 for a September start, incorporating feedback from service users, alumni, and ambulance trusts. Programme leaders collaborated with the College of Paramedics to integrate the sixth edition of curriculum guidance and newly emphasised SOPs. This was particularly focused on service user inclusion and registrant wellbeing. The curriculum adopted a spiralled structure, embedding these priorities across all levels and assessments, while expanding non-ambulance practice-based learning opportunities to enhance practical experience.
- The education provider reflected that their MSc Advanced Clinical Practice programme was updated in response to post-COVID challenges and evolving RPS standards. This continued the programme's accreditation by the Centre for Advancing Practice. They reflect that learners now demonstrate their prescribing competencies through both academic essays and digital portfolios. These revisions reflect alignment with HCPC and NMC prescribing standards, with mapping documents and assessments used to validate achievement across clinical settings.

- The visitors noted the developments that the education provider reflected on as part of their submission. This includes how their programmes have been modified to implement feedback from internal and external sources. This includes professional bodies and HCPC changes to the SOPs. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Capacity of practice-based learning (programme / profession level)**
 - The education provider has detailed how their head of practice for education meets large practice education providers annually to formally agree practice-based learning capacity for the next academic year.
 - Additionally, their Faculty of Health & Social Sciences (HSS) collaborates yearly with practice-based learning placement providers to plan learner intake. This is due to the fact that supervisor availability has limited intake growth recently. They reflect that they remain proactive, with regular meetings aimed at expanding capacity. This capacity informs the target numbers set by the education provider. They reflect that realising their target numbers for their programmes, which is fully resourced, means that they can grow their overall programme numbers. The education provider states that this has led to a growth in some programme numbers.
 - They reflect that where the learning outcomes permit, they have worked to expand practice-based learning placement opportunities and models as follows:
 - For their Paramedic Science provision, they reflect an expansion of non-ambulance practice-based learning placements. This has included experiences in primary care, cardiac care, and prospectively private ambulance services.
 - For their Occupational Therapy and Physiotherapy programmes, they have discussed how they are using a model of indirect supervision. They reflect that this is an established practice-based learning model, but they have embedded practice-based learning activities in the care home setting to the benefit of all their stakeholders. They also reflect how they have extended practice-based learning for these programmes to fully reflect the four pillars of practice, these being clinical, research, leadership and education. This expansion they reflect has been made possible by their utilising research and leadership practice-based learning placement opportunities across their healthcare providers.
 - For their Physiotherapy provision, they have discussed how they intend to pilot a learner-led practice-based learning placement to respond to learner feedback that this may assist them in specific circumstances (such as future employment, financial difficulty, or homesickness). They reflect that they have also collaborated with one of their large practice education providers to support learner activity as part of a large-scale clinic aimed at addressing long waiting times for treatment. They reflect that learners were robustly supervised, but their input in the clinic was implicit in the success of this initiative.

- The education provider has also reflected that they have expanded their Operating Department Practice provision to now include an apprenticeship route. They reflect that this was in response to local demand, collaboration with their local stakeholders and feedback from their practice-based learning education providers / employers. Practice-based learning capacity was expanded to support the introduction of this new programme.
 - Through clarification, the education provider reflected on how they work closely with practice-education providers to manage capacity. This, the reflection, is particularly relevant in their “rural” regional location, where recruitment can be more challenging. They reflect on how collaboration across departments, including their admissions team, academic staff, marketing, and the school liaison team, supports efforts to attract learners from the local population. These partnerships help ensure their programmes are well-resourced and tailored to meet both educational and workforce needs. These reflections could also be linked to practice-based learning capacity as they aim to build and develop programmes reflective of local workforce demands.
 - The visitors welcomed the expansion made during the points of clarification. They considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Learner safety in paramedic practice-based learning**
 - The education provider reflected that their institutional leadership, faculty and programme teams take the safety of learners within the university and in the practice setting seriously.
 - For their BSc (Hons) Paramedic Science programme, they reflect that there are some specific activities that have been undertaken in the review period. Within the new College of Paramedics curriculum (2024), issues around culture have been embedded into the first unit of the programme. They reflect that is learning was developed by a working group consisting of the programme lead, learners and a colleague from another HEI. They reflect that the learning from this outline identifies the issues, identifies what is appropriate and inappropriate behaviour and how to report inappropriate behaviour. They reflect that learners have been encouraged to report all behaviour they think might be inappropriate. The education provider also reflected that their programme teams have been working collegiately with practice education providers on the NHSE Safe Learning Environment Charter (SLEC).
 - The education provider has detailed how their programme lead has actively contributed to improving the safety and culture across South-Central and South-Western Ambulance Services. They have done this by supporting audits and recommendations, aligning trust and institutional processes, and enhancing learner support mechanisms. They reflect that through collaboration with key teams, including freedom to speak up, leads and practice-based learning placement coordinators, issues flagged by learners are addressed through joint meetings. Additionally, the programme lead has delivered targeted

education on culture, sexual safety, and behaviour, promoting staff awareness and support for learners, with this work being incorporated into annual educator updates and wider team training sessions. The education provider has also stated that they continue to work on raising awareness of this issue with learners and practice education providers and supporting learners in identifying and reporting inappropriate behaviour. They also recognise that there are barriers to reporting inappropriate behaviour, and they will continue to address these in support of learners' safety.

- The visitors noted the concerns on learner safety, but also the education providers' new curriculum seeks to address this. They considered all information available as part of their assessment and found the education provider to be performing satisfactorily 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:

- **Strategic approach to feedback –**
 - The education provider has reflected on how their curriculum revalidation activity has been an opportunity to utilise stakeholder engagement and feedback to enhance their programme provision. This has included formal events to seek feedback on the programme.
 - They reflect that some elements have been altered as a result. These include:
 - Occupational therapy and Physiotherapy provisions have revised timings of practice-based learning placement blocks to include a regular day on the education providers' sites for learners while on practice-based learning placement.
 - The ODP provision has expanded to include the apprenticeship. This development was route-based upon stakeholder demand.
 - For their Paramedic Science provision, they have scoped the potential to extend their practice-based learning placement provision to other providers of pre-hospital care. This is being explored with their current providers and continues to be developed.
 - The visitors considered the information available as part of their assessment. They found this to be limited and an area for the education provider to develop on going forward. They also found the reflections available to demonstrate how feedback is used to inform development. In general, they found the education provider to be performing satisfactorily in this area.
- **Learners**
 - The education provider described their learners as significant stakeholders in their programmes. They detailed how they sought feedback on their learning, both in practice-based learning settings via

an online practice-based learning placement evaluation, along with in-person opportunities.

- They have also discussed how they were at time of their submission, introducing a revised set of online practice-based learning placement evaluation questions to reflect the themes within the Safe Learning Environment Charter. Furthermore, they are adopting a streamlined approach to the structure and an improved reporting format that captures the responses more clearly. Learner feedback on this revised structure will be sought to refine the mechanism as needed.
- The education provider has discussed how they will review responses from the National Education and Training Survey (NETs) and the practice-based learning placement-related feedback within the National Student Survey.
- The Executive are aware that the education provider has existing mechanisms for learners to provide feedback on the education provider's internal mechanisms, processes and programmes. This is detailed in their Student Engagement and Feedback: Policy and Procedure and allows for learners to provide feedback on programmes and also details how this feedback is utilised in programme development. It also outlines the opportunities for learners to participate in quality assurance and enhancement activities such as through their learner representatives on programme committees and revalidation events.
- The education provider has discussed how feedback mechanisms relating to a concern may affect the quality of practice-based learning. These are detailed in their institutional concerns protocol for managing and escalating concerns in practice-based learning placements. They have explained how their Head of Practice Education has oversight of all concerns raised via this process to assess themes and actions needed. They have an increased focus on communication skills in programmes in response to concerns raised around resilience.
- The education provider has also detailed how learners with long-term health conditions undertake occupational therapy assessments. They can then work with the education provider to define what support or adjustments they need and are supported by the education provider's existing processes and procedures.
- The visitors noted how the education provider regularly collects learner feedback on their placement experience. They also noted the education providers' reflections on their 'SimOn' system of learner representatives. The visitors considered all information available as part of their assessment and found the education provider to be performing satisfactorily in this area.
- **Practice educators –**
 - The education provider has discussed how practice educators were a part of consultation and developments discussed in other areas. They have reflected on in to in the stakeholder section above.
 - The education provider has discussed that there have been other significant developments based on feedback from practice educators. This includes:

- For their Physiotherapy programme, they adopted the Common Assessment Framework (CPAF), designed by the CSP to assist practice assessors in supporting learners from a range of HEIs.
 - For both their Occupational Therapy and Physiotherapy programmes, they reflect that they are working closely with another HEI to harmonise their practice-based learning offer. The aim of this is to assist practice educators in easily supporting students from both institutions.
 - For their Operating Department Practice programme, they have appointed a practice educator on a short-term contract to advise on precise elements of the apprenticeship programme.
 - For their Paramedic Science programme, they have discussed how their University Practice Learning Advisor (UPLA) team have continued to support practice educators. They note that from this they have observed an increase in personnel employed in their core practice education providers who, in turn, link with the UPLA team along with trust-based practitioners who support learners.
- The education provider has also reflected on the pivotal role the UPLA play in supporting practice educators to undertake their role with students and is therefore actively involved in the preparation of educators, and also when there may be concerns around the practice learning of a learner.
- The visitors noted the education providers' reflections on their area and how practice educators form part of the revalidation of programmes. Additionally, how short-term appointments are deployed to help with the ODP apprenticeship. They therefore found the education provider to be performing satisfactorily in this area.
- **External examiners –**
 - The education provider has reflected that their OT and PT programmes have received highly favourable reviews from external examiners, with multiple areas identified for enhancement and praise. Additionally, they have reflected on how their feedback systems were refined through a more coordinated approach. This has led to a standardised framework that addresses inconsistencies in marker styles and supports lower-performing learners more effectively. Adjustments included modifying the weight of the poster component in the Innovation for Occupational Therapy module and refining examiner questioning methods in the Progressing Physiotherapy Practice unit. These adaptations reflected a responsive and proactive attitude to feedback and continuous improvement in assessment practices.
 - In addition to these developments, they reflect that external examiners have commended the creativity and professionalism of learner outputs. They have noted innovation and potential for real-world impact, particularly in research and service proposals. Suggestions were also made to showcase these achievements more widely, including potential collaboration with RCOT. The report also highlighted how staff maintained high-quality teaching and support during the challenges of COVID. Complementary feedback for other programmes (ODP, Paramedic science and non-medical prescribing noted strong

assessment methods, robust feedback practices, and high levels of learner preparedness, with no required changes in response to examiner reviews.

- The visitors noted the education providers' reflections on this area and how processes are in place for external examination and receiving feedback. They therefore found the education provider to be performing satisfactorily in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The visitors are referring one area regarding the collection and use of programme-level feedback to the education providers' next performance review. We recommend that in their next performance review, the education provider supply more information on their feedback mechanisms, including what kind of feedback was gained and what developments this led to. Additionally, further details of the kind of events held and how these were received / attended.

Data and reflections

Findings of the assessment panel:

- **Learner non-continuation:**

- The education provider has supplied comments and reflections on the data available that show their rate of learner non-continuation. They have discussed how the data shows that non-continuation on HCPC programmes is lower than the benchmark, which is 6.3% whereas BU non-continuation is 5.6%. They also state that further analysis shows that there tends to be a slightly higher non-continuation in OT rather than other HCPC programmes. They have discussed how they are monitoring this and will be working to reduce this rate to below 5%.
- The visitors considered all information available and the education providers' reflections on this data point as part of their assessment. They therefore found the education provider to be performing satisfactorily in this area.

- **Outcomes for those who complete programmes:**

- The education provider has reflected how the outcome for those who complete, as well as the general completion rate, is high. They also reflect that whilst this rate remains high across their programmes, they note it is highest for their Physiotherapy programmes.
- The visitors considered all information available and the education providers reflections on this data point as part of their assessment. They therefore found the education provider to be performing satisfactorily in this area.

- **Learner satisfaction:**

- The education provider has discussed how they collect learner feedback regularly. Furthermore, they act upon the thoughts, needs and feedback outcomes on the VLE. Additionally, the Students Union at the education provider actively collect feedback too.
- The education provider reflected that the 2024 National Student Survey (NSS) score shows very high levels of learner satisfaction in Physiotherapy, ODP & Paramedic Science. Additionally, they reflect

that their OT provision showed a growing level of satisfaction in most areas but fell below expectations on 'Organisation and Management' . This, the education provider reflected, is being addressed in their 'Annual Review and Monitoring' (AMER) of the programmes.

- They also reflect that several programmes showed a slightly lower rate than they would have liked on question 8 of the NSS. This asks to what extent your course has the right balance of directed and independent study? The education provider reflected that this has shown this to be 'average' for many of their programmes. They reflect that they feel that the terminology used in the survey is not what they use within their institution / faculty. Therefore, learners lacked understanding of the question and therefore scored an 'average' mark. They state that analysis of the qualitative feedback gave no indication otherwise and that this area is now being addressed.
- The visitors considered all information available and the education providers reflections on this data point as part of their assessment. They therefore found the education provider to be performing satisfactorily in this area.
- **Programme level data:**
 - The education provider has also stated that they have successfully developed and implemented ODP Apprenticeships.
 - The visitors considered all information available and the education providers reflections on this data point as part of their assessment. They therefore found the education provider to be performing satisfactorily in this area.

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

Recruitment onto their approved programmes

Summary of issue: We note from the education providers' reflections that they have struggled to recruit learners onto their apprenticeship ODP programme. We note that they have since recruited onto this programme but have capacity / resources for around double the number of learners they have. We therefore are referring this matter and the recruitment onto their programmes to their next performance review. We recommend the education provider continue to monitor and reflect on this area and contact the HCPC for further engagement.

Providing programme-level reflections on programmes' annual monitoring.

Summary of issue: The visitors recognised that the education providers' programmes are monitored annually through their AMER process. However, much of the information provided/reflected on was not programme specific. We recommend that the education providers provide programme-level reflections on their annual programme monitoring and development for their next performance review.

Having a strategic approach to feedback.

Summary of issue: The visitors recognise that formal events are held to secure feedback from stakeholders in order to further develop their programmes. But the visitors would have appreciated a more detailed set of reflections for this area. Details including what kind of feedback was gained and what developments this led to would be useful for the education providers next performance review. Additional further details of the kind of events held and how these were received / attended.

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 2028-29 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 include learners, service users, practice educators, partner organisations, and external examiners.
- External input into quality assurance and enhancement
 - The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision.
 - The education provider engaged with other relevant professional or system regulators, including the NMC, RCOT and OfS. They considered the findings of these 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 4-year monitoring period is:

- The visitors are recommending a four-year ongoing monitoring period following their assessment of the performance review submission.
- This recommendation is in reflection of the information supplied by the education provider and considering the challenges they reflected upon in terms of programme growth.
- The education provider has reflected that they are planning to grow their programmes, but local factors have impacted this. This is an issue we have also identified in the data we have available for the education provider.
- We therefore find 4 years to be an appropriate length of time to monitor the ongoing development of the programmes at the education provider. We also find this to be an appropriate length of time for the education provider to continue their internal efforts to develop and grow their programmes further.

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 2028-29 academic year
- The issues identified for referral through this review should be carried out as detailed in section 5 of this report and reflected upon at the education providers next performance review.

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

Appendix 1 – summary report

Education provider	Bournemouth University		
Case reference	CAS-01552-F9R2T1	Lead visitors	Joanna Finney Kathryn Campbell
Review period recommended	Four years		
Reason for recommendation			
<ul style="list-style-type: none">The provider should next engage with monitoring in 4 years, the 2028-29 academic year, because:<ul style="list-style-type: none">The visitors are recommending a four-year ongoing monitoring period following their assessment of the performance review submission.This recommendation is in reflection of the information supplied by the education provider and considering the challenges they reflected upon in terms of programme growth.The education provider has reflected that they are planning to grow their programmes , but local factors have impacted this. This is an issue we have also identified in the data we have available for the education provider.We therefore find 4 years to be an appropriate length of time to monitor the ongoing development of the programmes at the education provider. We also find this to be an appropriate length of time for the education provider to continue their internal efforts to develop and grow their programmes further.			
Referrals			
Referrals to next scheduled performance review:			
<ul style="list-style-type: none">Recruitment onto their approved programmes<ul style="list-style-type: none">Summary of issue: We note from the education providers' reflections that they have struggled to recruit learners onto their apprenticeship ODP programme. We note that they have since recruited onto this programme but have capacity / resources for around double the number of learners they have. We therefore are referring this matter and the recruitment onto their programmes to their next performance review. \We recommend the education provider continue to monitor and reflect on this area and contact the HCPC for further engagement.Providing programme-level reflections on programmes' annual monitoring.<ul style="list-style-type: none">Summary of issue: The visitors recognise that annual monitoring of the education providers programmes occurs through their AMER process. However much of the information provided / reflected on was not programme specific.			

We recommend for the education providers next performance review they provide programme-level reflections on their annual programme monitoring and development.

- Having a strategic approach to feedback.
 - **Summary of issue:** The visitors recognise that formal events are held to secure feedback from stakeholders in order to further develop their programmes. But the visitors would have appreciated a more detailed set of reflections for this area. Details including what kind of feedback was gained and what developments this led to would be useful for the education providers next performance review. Additional further details of the kind of events held and how these were received / attended.

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2005
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2019
BSc (Hons) Operating Department Practice (Apprenticeship)	FT (Full time)	Operating department practitioner			03/09/2024
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2015
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2005
Supplementary and Independent Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2019
Supplementary Prescribing for Allied Health Professionals (Non Medical Prescribing)	PT (Part time)			Supplementary prescribing	01/06/2006