Performance review process report

Canterbury Christ Church University, 2021-22

Executive summary

This report covers our review of the education provider's performance in the period between 2018-21.

Following their review of the portfolio, the visitors have recommended a (period) review period. Through the reflections they presented in their portfolio and their successful engagement with the quality activity process, we were able to gain assurance the education provider is performing well in all areas. Several areas of good practice were identified by the visitors. This includes the education provider's approach to having a dedicated committee for service users and carers; and the adoption of placement huddles to effectively manage and review placement allocations. Throughout their portfolio, the education provider has demonstrated how they have reflected at institutional and programme levels. They have an experienced challenges and explain what actions they took to address them; some of which have resulted in permanent improvement changes being implemented.

There are no referrals or issues identified from this review. This report will now be considered by our Education and Training Panel who will make the final decision on the on the review period.

Previous consideration	Not applicable – This is the education provider's first performance review process with the HCPC. There was no previous consideration leading to this performance review
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be
Next steps	• Subject to the Panel's decision, the provider's next performance review will be in the 2023-24 academic year.

Included within this report

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, if individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent, and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate, and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession, and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:
- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the provider level wherever possible and will delve into programme / profession level detail where we need to.

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

Thematic areas reviewed

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

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. 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. 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:

Tristan Henderson	Lead visitor, paramedic
Keren Cohen	Lead visitor, practitioner psychologist
Ann Johnson	Service user expert advisor
Kabir Kareem	Education Manager

Section 2: About the education provider

The education provider context

The education provider currently delivers 11 HCPC-approved programmes across 7 professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1998.

To date they are delivering HCPC approved programmes at undergraduate and postgraduate levels and one Independent Prescribing / Supplementary prescribing programme which was the last one to be approved in in 2019. Speech and language therapy is the only profession delivered at both undergraduate and post graduate level.

During the review period, the education provider underwent monitoring processes via our legacy quality assurance model, as follows:
- In 2018, a major change relating to programme admissions, programme governance, management and leadership, programme design and delivery, practice-based learning, and assessment. It was concluded the change was a change to the approved full time HCPC approved programme to incorporate an additional learning route only. The education provider was asked to ensure self-contained submission can be considered by our visitors who have not prior experience of existing approved programme.
- In 2021, a major change relating to programme admissions, programme design and delivery, practice-based learning, and assessment. It was concluded the changes were enhancements that would usually prompt us to go through the major change process. It was agreed the changes would be reviewed through the next annual monitoring audit process.

Practice areas delivered by the education provider

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

	Practice area	**Delivery level**		**Approved since**
Pre-registration	Occupational therapy	☒Undergraduate	☐Postgraduate	2000
	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2002
	Paramedic	☒Undergraduate	☐Postgraduate	2011
	Physiotherapist	☒Undergraduate	☐Postgraduate	2018
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	1998
	Radiographer	☒Undergraduate	☐Postgraduate	2000

	Speech and language therapist	☒Undergraduate	☒Postgraduate	2007
Post-registration	Independent Prescribing / Supplementary prescribing			2019

Institution performance data

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

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	366	366	2021	Learner numbers has not changed from the intended learner and the actual numbers for the current academic year. This provided reassurance around sustainability of the provider and its provision.
Learners – Aggregation of percentage not continuing	3%	5%	2018-2019	The value of learners not continuing is slightly higher than the benchmark which is notable. 3% is the benchmark across the sector. The visitor was made aware of this and considered the reflection the education provider's reflection in their portfolio submission.
Graduates – Aggregation of percentage in employment / further study	93%	94%	2018-2019	The data point shows that the percentage of learners in employment/further study is in line with the benchmark.
Teaching Excellence Framework (TEF) award	N/A	Silver	June 2017	Silver indicates that there is room for improvement, but also worth noting that award was several years ago and the TEF replacement has not yet been introduced that would provide an alternative score. Silver is also a positive score and TEF states that this shows a 'high quality' of teaching and that the

				provider 'consistently exceeds rigorous national quality requirements for UK higher education'
National Student Survey (NSS) overall satisfaction score (Q27)	75%	31%	2018-2019	The NSS scores shows a significant gap between the national benchmark the providers scored. This is an area of risk that was explored by the visitors as part of their analysis and reported on in the body of the report.

On a positive note, they have acknowledged the magnitude of the risk and impact and they are taken steps to address them. |

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

We reviewed the information provided and worked with the education provider on our understanding of their portfolio. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider was performing well against our standards.

Quality theme 1 – Impact of low staff numbers on the delivery of the programme

Area for further exploration: Within the portfolio, the education provider reflects on the need to closely review staff to student ratios. A significant part of their business planning was with regards to learner number planning which allows examination of the staff to learner ratio. The aim is to ensure there is appropriate staffing resource in terms of numbers and skills mix to assure the learner experience.

The visitors noted there had been an increase in learner numbers, but the staff numbers seemed lower than the visitors expected based on the programme specifications and requirements. It was not clear if there had been an increase in

staff numbers to reflect this increase. We explored how the education provider will address the impact of the low staff numbers on the delivery of the programme. This was explored to understand the education providers approach to ensuring consistency of staff to learner ratio.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The exploration of the further information submitted shows the education provider has a systematic process for reviewing staff resources strategically and operationally. They submitted an explanation which demonstrated how they ensure the appropriate 'student to staff ratio' (SSR). They provider further granular details of the rationale of SSR for specific programmes and plans for the long term recruitment of staff. There are currently recruiting staff to meet the required ratio to reflect the increase in leaner number. We have explored information which suggests there is effective governance oversight and scrutiny of staffing to ensure levels are appropriate. All course plans for undergraduate programmes now include data on learner to staff ratio. These are reviewed at both school and institutional levels to provide opportunities for professional and operational oversight.

Quality theme 2 – Learner involvement in programme review and development

Area for further exploration: The visitors wanted to explore how the education provider ensures learners contribute to the development of their programmes. The information presented in the portfolio shows the National Student Survey outcomes fell significantly below the sector average in 2021. The Faculty Executive Team agreed a formal way forward to reflect on contribution, agree areas for development and co-ordinate this in a way that would have a meaningful impact on the NSS 2022 outcomes. The portfolio also explains the education provider's approach for monitoring and enhancing the practice learning environment and proactively responding to issues.

The visitors noted the education provider had processes in place to continuously review and improve their programmes, but there was little information about learner's involvement with regards to these processes. They decided to explore:
- how learner feedback on the quality of placements is considered and evidence of actions taken and their outcomes;
- learner's input on the actions taken in response to the NSS 2021 outcomes.

It is important the learner's voice is considered because they will be directly impacted by the improvement changes being made. The visitors wanted further clarification about how the current processes are effective for gathering, reviewing, and taking actions based on learner feedback.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitors explored the updates the education provider submitted which explains how learners contribute to improving the quality academic

programmes and placements. There is a dedicated department who are responsible for the monitoring of placements. They also investigate when concerns are raised within placement evaluation process which includes speaking with learners. The visitor explored the examples of the actions the education provider submitted which included action taken when a learner raised concerns about patient safety. Individual learners can provide feedback on placements through module evaluations. They are also invited to participate at school level scrutiny meetings to offer feedback related to their experience within placements.

The visitors also explored the information submitted to demonstrate learner involvement in the changes implemented in response to low NSS scores. The actions put in place was discussed with the Public Health Professions Student Liaison Council. Learners were involved with the exploration of responses from the 20/21 academic year and a 'You said we did" strategy was implemented to ensure all learners were updated on the improvements being made. The evidence suggests the changes put in place has been successful. Overall, there has been an improvement in learner satisfaction for the 21/22 academic year.

The visitors are satisfied the education provider has appropriate processes in place to enable leaner input to quality improvement changes. They agreed procedures on placement quality evaluations have been clarified and the learner's voice have been considered in response to the NSS outcomes. The narrative and evidence demonstrated there is an awareness of the importance of learner feedback as part of their quality assurance processes.

Quality theme 3 – Assessment of Interprofessional Education Days

Area for further exploration: The information submitted shows the education provider has an established approach to interprofessional education. The Interprofessional Education (IPE) course has expanded and evolved since it was established in 2009. The objective of the course is to develop multi-disciplinary learning to enable learners from different disciplines to share teaching sessions. The information reviewed by the visitors did not show how IPE days are assessed. The visitors explored how IPE days are assessed within module outcomes. Changes have been made to the course since it was introduced, so the visitors are seeking confirmation there are processes in place to effectively assess and monitor the quality of interprofessional education effectively and continuously.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitors agreed their queries regarding the assessment of IPE days have been addressed satisfactorily. The updates submitted by the provider confirmed the IPE days are evaluated by facilitators who conduct formative evaluations of students' learning experiences and impacts. They provided a summary of learner feedback which are positive.

Quality theme 4 – Impact of equality and diversity policies

Area for further exploration: Within the portfolio, the education provider has reflected on their approach to ensuring they provide equal opportunities to all through their Access and Participation Plan (APP). They have mechanisms in place to evaluate curricula in relation to equality, diversity, and inclusion data. The visitors explored how the equality and diversity policies being implemented were making a difference with regards to equality and diversity. They wanted information to demonstrate the effectiveness of these policies. It is important to see evidence the equality and diversity policies the education provider had in place was being applied and their impact on areas such as diversity on specific programmes and admissions.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitors explored the narrative submitted by the education provider to demonstrate how they have implemented their equality and diversity policies. They explored the admissions data for the under-graduate pre-registration programme which demonstrated consistent recruitment patterns in relation to equality, diversity, and inclusion. The information explored explains how the education provider ensures the trainee learners groups are representative of the diverse communities they work with. Staff are involved in local and national initiatives to increase the diversity of those applying for areas such as psychology training. The annual ethnicity data suggests an increasing number of learners are from a non-white ethnicity.

The visitors are satisfied with the updates submitted by the education provider in response to their queries. They agreed the education provider has submitted information which shows the impact on their equality and diversity policies. This included an explanation of the ethnicity data collected annually for one of their programmes which included numbers of applicants offered interview, offered place and those accepting places. The visitors are confident the education provider's equality and diversity policies are being implemented across all programmes.

Quality theme 5 – Planning for the near / long term future.

Area for further exploration: Within the portfolio, the education provider reflected on the challenges within the regulated health and care sector due to issues around placement capacity. The aim is to continue recruiting to target despite the challenges. The information submitted is primarily focused on the current challenges and they did not provide any explanations about their near or long term planning. The visitors wanted to explore the education's provider's approach to planning for the future. For example, the current challenges around placement will need to be addressed because it is important to plan for the future to ensure the sustainability of the HCPC approved programmes. The education provider will need to consider and demonstrate how they will address any future challenges and / or opportunities.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The education provider submitted updates which explained how placement challenges will be managed. Periodic Course Reviews will be used to continuously review and refresh the structure, content, and delivery of programmes. For examples, they 'designed out' some challenges to student experience including timing of placements and progressions. The undergraduate pre-registration programmes will be transferred to a campus at a central location which will increase the number and range of learner's placements.

The provider submitted examples which gives us confidence about their ability to ensure placement issues do not impact the delivery of the programme and learning. They have demonstrated their ability for the effective long and short planning to ensure the sustainability of the programme. We have no concerns for this area.

Quality theme 6 – Changes post COVID-19 pandemic

Area for further exploration: Within the portfolio, we considered how the education provider adapted to the impact of the Covid 19 pandemic. It contains details of the changes made to assessment and regulation and how the ensured ongoing and effective communication with learners. Examples of the key changes include the specific support provided to BAME learners and support to learners with financial hardship. Despite the detailed and specific information about the extensive measures developed to support learners through the pandemic, we wanted to explore how or if the education provider has any plans to return to pre-pandemic status. There is a risk to the delivery of the programmes if there is no effective plan in place to return to normality or to keep the changes implemented due to the pandemic.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: We explored the updates submitted by the education provider which explains the post-pandemic changes they have implemented and those which have been retained. We explored the impact of the changes which have been retained in some areas of practice which have worked well and enhanced the student experience. An example this includes the use of monthly Clinical Placements Huddles to regularly review the organisation of placements. They have also retained the option to take-home exams for programmes and the online digital option to access student support and wellbeing services. We also explored how they aim to develop their blended learning approach with an increased focus on a return to campus for a minimum of 80% of learning and teaching. The narrative and the specific examples submitted gives us confidence the education provider has fully reflected and planned for the post pandemic delivery of the HCPC programmes. We have no concerns for this area.

Quality theme 7 – Apprenticeships in England

Area for further exploration: The information in the portfolio presented a reflection of the education provider's approach to developing apprenticeship programmes with their partners. Their apprenticeship programmes have expanded since the first

course commenced in January 2020 and there is evidence this expansion with will continue in the near future. The education provider has explained how they will make improvements based on recommendations in the Ofsted report. The recommendations from the report focused around enhancing communication between the education provider and their employees and learners. Despite this intention, they have not provided an explanation about how they will ensure there is sufficient and appropriate resources to continue with the expansion of their apprenticeship programmes.

We explored their approach for the planning for recruitment for staff because we were concerned the expansion could have a significant impact on resources. We are seeking assurances the education provider will have an appropriate number of staff to support learners on the apprenticeship programmes.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: We received further information which outlined the education provider's recruitment plans for new staff to support the expansion of their apprenticeship programmes. We explored how staff have been and will be recruited for different apprenticeship programmes. They explained how they use their annual business planning to determine whether there is a need to increase staffing levels. This process ensures appropriate staffing ratios are maintained. The appointment of staff for two apprenticeship programmes has been designed to enable colleagues to work across programmes. This would enable apprentices to have access to a full range of staff expertise and experience.

In addition to these, we further explored the specific members and numbers of staff which have been recruitment for the apprenticeship programmes. These include members of teaching faculty, administration, and practice learning support roles. The information and evidence we have explored sufficiently demonstrated how the education provider has planned for the expansion of their apprenticeship programmes. We are confident the investment in the recruitment of staff for apprenticeships will ensure there are sufficient staff to support the learners and associated administrative process. We have no concerns for this area.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability** –
  - o The education provider has demonstrated there is long term commitment to ensuring appropriate funding for all programmes. They have processes in place to successfully raise funds which has resulted in investments in what they have described as "subject specific state of the art building and equipment" within the past two years.
  - o Finances are reviewed monthly, and they are currently in a positive financial position. The pandemic resulted in a loss of income linked primarily to the accommodation and other campus services. They explained the steps they took to ensure the regulated programmes were not adversely affected.
  - o The visitors agreed the effective formal process for oversight of programme development should ensure sustainability of the ongoing educational programmes delivered by the education provider.
- **Partnerships with other organisations** –
  - o The education provider has explained how partnership collaboration and joint working with different organisation occurs at both strategic and operational levels.
  - o They have an established structure to facilitate dialogue with partners which enables things such as effective practice partnership working. This engagement is managed through established governance procedures.
  - o An example of successful partnership working this include the development and implementation of their Student Fitness to Practice Policy and Procedures with placement practice partners.
  - o The visitors agreed the education provider is performing well in this area with links to Health Education England and placement providers.
  - o There is a wide range of partnerships and there are good mechanisms in place to maintain them. The provider was performing well in this area.
- **Academic and placement quality** –
  - o The education provider considered their approach to programme monitoring and enhancement did not enable a dynamic approach to real-time responsiveness and enhancement. As a result, they implemented a continuous improvement approach to facilitate the ongoing enhancement of course design and delivery.
  - o It enabled regular monitoring and targeted course analysis to identify where enhancement of courses and modules should be focused. The information also demonstrates there is appropriate governance oversight for this area. For example, there are committees who review progression data and another who focus on student success with semester one and two. The visitors agreed the education provider is performing well in this area.
- **Interprofessional education** –
  - o The education provider developed the Interprofessional Education (IPE) programme in 2009 and it has gone through two re-validation processes since then. They provided an explanation of how the programme is structured and delivered.
  - o One of the key challenges they reflected on related to the need to ensure IPE was embedded in professional programmes. They

recognised the need to reflect changes within the health and social care sector and the needs of individuals.

- o In response, individual programmes developed their own IPE learning strategies. This approach enabled learners to explore interprofessional working and their own professional identify and the roles of fellow health and social care professionals.
- o The education provider reports the changes in the way IPE is addressed has been beneficial to learners and service users. Specific successes in this period relating to IPE have been the provision of 'core' IPE days. This enables learners to engage in classroom-based IPE activities as an essential component of their course. The process for assessing IPE was explored through quality activity 3. The visitors agreed interprofessional learning is embedded within all programmes and are appropriately addressed.

- **Service users and carers** –
  - o The education provider explained how the availability of service users and carers was impacted by the pandemic in 2020. As a result, most of their work was completed remotely. They are currently refreshing their service user and carer involvement strategy under a new more inclusive title of Experts by Experience subcommittee.
  - o They have successfully drawn on the service user experience in areas such as admissions, curriculum design and teaching & assessment. The visitors agreed the education provider is performing well here. There is appropriate engagement with service users and the awareness of their importance.

- **Equality and diversity** –
  - o The education provider has explained their approach and commitment to providing equal opportunities to all. They have provided description and examples of their strategies and mechanising to ensure they are meeting their equality and diversity commitments. Despite this, a challenge has been their attainment gap which particularly affects black learners and is relevant to HCPC programmes.
  - o They implemented a Closing Our Gap campaign which aims to support the reduction of the attainment gap between white students and BAME (Black Asian Minority Ethnic) learners.
  - o They explored multiple areas in their efforts to identify opportunities for improvements. They have provided detailed and specific examples of the successes of the actions taken because of the closing the gap campaign. An example of this includes the development of a strategy aimed at increasing awareness of the attainment gap to practice partner providers and supporting them to explore the issues within practice and seek to address them.
  - o The assessment of impact of equality and diversity policies was explored in quality theme four. The visitors agreed the education provider is performing well in this area. There are good policies in place and there is good explanation of the approaches to promote equality and diversity for learners and staff.

- **Horizon scanning** –
  - o The education provider explained how their growth within the regulated health and care sector remains limited primarily by placement capacity.

This was explored as part of quality activity 5. In response to this challenge, they have worked strategically with stakeholder like the NHS / care partners and Further Education institutions.

- o Their approach to planning for the future has resulted in the improved collaborative working with learners to explore the key strengths and areas for improvements. This has enabled the education provider to hear the 'student voice' and work in partnerships to bring about improvements.
- o The visitors agreed there is good investment infrastructure and education provider have a wide range of horizon scanning activities taking place.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors identified the area of service users and carers as an area of good practice. The education provider has a dedicated Service User and Carer Sub-committee whose role is to coordinate the Faculty's work in relation to service user and carer involvement and activity. The Committee have a strategy which includes a good practice guide to support programme teams in embedding service user and career involvement in core aspects of the curriculum. To support service user and carer involvement the Faculty has an explicit payment policy.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Impact of COVID-19** –
  - o The education provider explained how the Covid-19 pandemic impacted all their regulated health courses in relation to practice learning, on campus teaching and simulation / clinical skills teaching. This has meant they had to adapt quickly to a new reality and lots of guidance and regulation changes within quick succession. In response this challenge, they introduced several assessment regulation and procedural changes. This aimed to mitigate the impact of lockdown on learners learning; wellbeing and success.
  - o Communication with learners was a key part of their response and included strong focus on wellbeing and support. They have also set out within their portfolio, the specific action taken with regards to areas such as learner's mental health provision.
  - o They have demonstrated the success of the changes they made during the pandemic which included being able to place 45 learners on the front-line by NHS Trusts. Learners responded positively to virtual learning placements, it gave them the opportunity to gain new and additional into the strategic and organisational structures they will be working. The visitors agreed the education provider is performing well in this area. They reviewed detailed information of extensive measures developed to support learner through the Covid-19 pandemic.

- **Use of technology: Changing learning, teaching and assessment methods** –
  - The pandemic has impacted the way the education provider uses technology within learning and teaching. They have adopted a fully blended learning approach within programmes to benefit from the best of digital learning opportunities.
  - All HCPC programmes use simulation embedded in their curricula to prepare students for practice learning, develop skills and to provide a safe space to learn. The explanation shows there has been significant investment in technology which will enable learners to prepare and hone their skills. Examples of these include Virtual and Augmented reality headsets and software and a new simulation suite. They report learners' feedback on this new technology has been positive.
  - The visitors agreed the education provider is performing well in this area and there is a good technology investment structure and application.
- **Apprenticeships** –
  - The education provider had their last Office for Students (OFS) inspection in February which was focused on their apprenticeships. The final report identified several areas of good practices and opportunities for improvement. The have reflected on this in their portfolio submission.
  - The education provider explained how apprenticeships fits well with their commitment to widening and diversifying access to higher education. They have developed multiple courses in collaboration with their partners. They are planning to include new apprenticeship provisions to add to those already established.
  - They have reflected on the challenge of enhancing communication between themselves as trainers, employers, and learners. The success which has been highlighted in this area relates to bringing different organisations together to form a consortium to enable individuals to provide sufficient learners to learn from a single cohort.
  - The visitors agreed the provider is performing well in this area based the information they review in the portfolio and the findings in the final OFS report. The positives highlighted in the report included working well with different stakeholders to tailor their apprenticeship provision to meet employers needs.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: Use of technology: Changing learning, teaching and assessment methods as an area of good practice. The developments in this area were necessary because of the Covid-19 pandemic. The education provider has fully implemented the full blended approach, new equipment was purchased and the use of technologies such as Virtual Reality for simulation has been beneficial.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
    - The education provider note they are "committed to delivering high quality experience which meets all external requirements". Their policies and procedures are designed to meet the UK Quality Code Expectations and Practice. Each of the Academic Board Committees are required to give due consideration to external requirements including the quality code.
    - The visitors agreed the education provider is performing well in this area. External Examiner reports suggests they keep to the quality standards.
- **Assessment of practice education providers by external bodies** –
    - The information reviewed shows there are effective processes for monitoring placements including audit and monitoring in the event of issues raised by the Care Quality Commission. This includes regular meetings with providers and sharing of audit data with other HEIs as well as student feedback. The visitors agreed the education provider is performing well in this area.
- **National Student Survey (NSS) outcomes** –
    - The education provider reflected on the reasons and the impact of the significant drop of NSS 2021 results which fell significantly below the sector average. Their analysis suggested larger courses experienced more difficulties in meet learner expectations in response to the Covid-19 pandemic. The education provider commissioned a report from KPMG in 2022 on their approaches to the recommendation identified because of the NSS scores.
    - The report identified a need for a more 'joined up' and strategic approach. In response to these challenges, the Faculty Executive Team agreed a formal way to reflect and agree on areas for development. They explained other specific actions they took to enable a meaningful impact on the NSS 2022 outcomes. There has been a significant growth in response rates the NSS area, but they had not received the findings at the time of submitting their portfolio.
    - The visitors explored the learner's input to address the issues relating to low NSS scores as part of quality theme 2. They also agreed the education provider had implemented a good plan to address the low NSS scores.
- **Office for Students monitoring** –
    - The education provider has full registration with the office for student (OFS). They meet all the OfS requirements in areas which include the quality and standards of its courses, equality of opportunity for students, financial sustainability, and good governance. The education provider had their last inspection in February 2022 and they received an overall effectiveness rating of 'Good' in the final report.
    - The Senior Management Team and the Governing Body receive regular reports to consider how the education provider continues to meet all the conditions of registration. They undertake ongoing monitoring of changes in the OfS regulatory landscape and have an OfS Data Quality Action Plan to improve quality if the student data they

hold. They visitors agreed the education provider is performing well in this area because they have demonstrated an ongoing commitment to monitoring.

- **Other professional regulators / professional bodies** –
  - o The HCPC approved programmes delivered by the provider have approval/accreditation with the following professional and/or Statutory Regulatory bodies
    - Royal College of Occupational Therapists (RCOT),
    - Chartered Society of Physiotherapy (CSP),
    - Royal College of Speech and Language Therapy (RCSLT),
    - College of Operating Department Practitioner (CODP),
    - the Nursing and Midwifery Council (NMC) (This relates to the Prescribing programme) and
    - the British Psychological Society (BPS).
  - o They education provider submitted information about their engagement with different bodies during the pandemic. This was because their programme required several changes such as moving to online learning and extraction of placement from theoretical modules for learners. The visitors agreed the education provider has good interaction with regulatory and professional bodies.

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** –
  - o The education provider reflected on how the pandemic adversely impacted the learning opportunities for learners, specifically learning activities within larger groups or within simulated practice. This forced rapid transformation to alternative forms of teaching and assessment; the development and utilisation of innovative education strategies. Course Continuous Improvement Plans were required to have an action around 'academic and professional development to ensure the currency of the programmes.
  - o The visitors agreed the provider is performing well in this area they have processes in place to review and implement changes to the curriculums.
- **Development to reflect changes in professional body guidance** –
  - o The education provider has explained the changes they made based on revised professional body guidance because of the pandemic. For example, they adapted their approach with regards to maintaining safeguards within clinical environments.
  - o The visitors agreed the education provider made changes in line with professional body recommendations especially around Covid related adjustments.
- **Capacity of practice-based learning** –

- o The education provider has a dedicated Practice Learning Unit comprising of support staff and an academic placement lead. Their objective is to arrange placements for students, which will meet their educational needs. They explained the challenges experienced during the pandemic and the actions taken to address these challenges. For some programmes, changes were made because of the pandemic has been sustained to increase capacity for learning.
  - o The education provider has adopted 'placement huddles' as a monthly forum for Practice Learning Unit and course practice leads to review the allocation of placements, to identify risks to capacity and appropriate mitigations, and to share good practice around liaison with service partners.
  - o The visitors agreed the education provider was performing well in this area because there is evidence of established partnerships and there is evidence of issues being responded to effectively.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- • **Learners** –
  - o The education provider presented information on their approach to managing complaints, responding to learn feedback and examples of the changes which have been made in response to learner feedback. They place an emphasis on resolving complaints both through early resolution and at the formal investigative stage. Examples of change of changes which have been implemented because of learner feedback include:
    - ▪ Additional and optional 2-week placements for speech and language therapy students; and
    - ▪ Developing 'what I would like to have known' pre-placement information (all courses)
  - o As a result of their processes, escalation of learner concerns from practice placement remains low. Data analysis shows concerns are generally acted on quickly and learners are kept informed of progress. The visitors agreed the education provider is performing well in this area because learners are invited to feedback modules placement to monitor quality / identify issues. Opportunities also exist to appeal assessment grades and outcomes. Evidence shows they use NSS scores to generate improvement and plans to improve learner experience.
  - o They visitors agreed the education provider is performing well in this area because the information and evidence suggests there are processes in place to monitor placements and raise concerns.
- • **Practice placement educators** –
  - o The information shows learners would be supported and guided through their clinical placement by a qualified practice educator. The

education provider has a process to engage with placement practice providers and learners.

- o This enables recognition of concerns about placements or learner's progression towards meeting their outcomes. Practice educators can access practice education resources via the education provider's virtual learning environment.
- **External examiners** –
  - o The education provider's portfolio submissions explained the external examiner roles for ensuring requirements of relevant and / or statutory bodies are met. There is an established process for which external reports are reviewed by heads of schools and faculty directors. They provided an example of concerns made by external examiners and how their response using the established process.
  - o Examples of areas of good practice identified by the external examiners were also provided. They visitors agreed the education provider is performing well in this area because there is evidence of external examiner involvement and there is a process in place for the recruitment of external examiners.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors identified the area of practice placement educators as an area of good practice. The education provider has adopted 'placement huddles' as a monthly forum to review allocation of placements to identify risks to capacity and appropriate mitigations and to share good practice around liaison with service partners. This shows there are good processes in place to monitor placements and raise concerns.

Data and reflections

Findings of the assessment panel: The visitors noted the impact of the data around NSS scores and the quality/availability of placement specifically with regards to the increase in learner numbers. These areas were explored within quality theme 1 and quality theme 2. The education provider has reflected positively on the data relating to learners not continuing and the NSS scores. They have implemented a number of actions to enable improvements in these areas.

Risks identified which may impact on performance: 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).

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the education provider's next engagement with the performance review process should be in the <mark>2024-25 academic</mark> year.

Reason for this recommendation: We are making this recommendation as data and intelligence shows that the education provider is performing well across many areas. Despite this, we are concerned about the NSS scores which have been highlighted in the main body of the report. We have noted the education has implemented plans to address the issues relating to this area, so we are of the opinion a three review period is appropriate. This should give the education provider appropriate time to address these issues and for us to review progress before considering a five-year review period.

Appendix 1 – 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			01/09/2000
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2009
BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic			01/09/2016
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/04/2011
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2018
Doctorate in Clinical Psychology (DClinPsychol)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1998
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/07/2004
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2018
Pg Dip Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/02/2007
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing	01/03/2019
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2019