
Performance review process report

University of Bradford, 2018-21

Executive summary

This report covers our performance review of the programmes offered by the University of Bradford. During this review there were no referrals made to other processes, and no risks identified which may impact on performance.

This education provider constitutes a low risk to how the approved programmes continue to be delivered. Our recommendation for the performance review period is four years. This will allow a suitable amount of time for the education provider to collect insightful data on the performance of the new programmes following completion of cohorts of learners.

This report has been considered by our Education and Training Panel who have agreed the final decision on the on the review period.

Previous consideration	The education provider went through the annual monitoring audit in 2018-19, but other than this there have been no significant quality interactions during the review period.
Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">when the education provider's next engagement with the performance review process should be
Next steps	Outline next steps / future case work with the education provider: <ul style="list-style-type: none">Subject to the Panel's decision, the education provider's next performance review will be in the 2025-26 academic year

Included within 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 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.

Education 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 education 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
- Education provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Education 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:

Colin Jennings	Lead visitor, Clinical scientist
Andrew Jones	Lead visitor, Paramedic
Hayley Hall	Service User Expert Advisor
Niall Gooch	Education Quality Officer
Sophie Bray	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 15 HCPC-approved programmes across 7 professions]. It is a higher education institute and has been running HCPC approved programmes since 1993.

The education provider delivers several HCPC professions as well as a prescribing programme. They are experienced in doing so, having run some HCPC-approved provision for thirty years. They have steadily added to this provision over time but there has not been any expansion during the review period. The key developments during the review period from our perspective are the various changes made to the structure, organisation and leadership of individual programmes.

The education provider is in a heavily populated region with numerous other large education providers nearby, for example in Sheffield, Manchester, Huddersfield and York. In at least two of the professions taught, there is heavy pressure on placements in the region: physiotherapy and paramedic.

Practice areas delivered by the education provider

The education 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	Biomedical scientist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2017
	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2005
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2016
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	1997
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	1993
Post-registration	Independent Prescribing / Supplementary prescribing		2014	

Institution performance data

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	470	440	2022	The education provider stated how they have reduced learner recruitment across some of their programmes in collaboration with Health Education England. This is related to placement capacity and previous over-recruitment, to ensure learner numbers are sustainable and appropriately resourced and supported.
Learners – Aggregation of percentage not continuing	3%	1%	2019-20	This result shows good performance by the education provider, who are achieving a higher percentage of learners continuing on the programmes than the benchmark
Graduates – Aggregation of percentage in employment / further study	93%	90%	2019-20	The education provider stated how they maintain high scores of learners continuing into education or employment compared to the relevant sector averages. However, they have plans to address their result (which is slightly below benchmark) to continually improve the number of their learners who continue to employment.
Teaching Excellence Framework (TEF) award	N/A	Silver	2017	Silver reflects good teaching with possible room for improvement, no serious issues or problems suggested by this. There is opportunity for improvement, and the education provider is preparing for future reviews by TEF.
National Student Survey (NSS) overall satisfaction score (Q27)	73.4%	89.7%	2021	A positive score, which is above the benchmark, suggested learners who feel well-supported and happy. This has been recognised as an area of good performance by the visitors.
HCPC performance review cycle length	N/A	TBC	2018-21	The visitors have recommended a monitoring period of four years, appropriate to low risk and sufficient time for the education provider to run a full cycle of all programmes. This will be confirmed by the Education and Training Panel (ETP).

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.

We sought out clarification on each quality theme via email communication to allow the education provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

We have reported on how the education provider is performing on all areas, including the areas below, through the [Summary of findings section](#).

Quality theme 1 – lack of service users and carers involvement in the development and review of programmes

Area for further exploration: The education provider outlined involvement of service users and carers (SU&C) across their programmes, which varied between programme areas. It was unclear how SU&C involvement is monitored, and how the education provider obtains and addresses feedback from SU&Cs on the programmes. The education provider stated they have recruited a new SU&C involvement lead, but it was unclear if SU&Cs were involved in the development of this role. The visitors explored how the education provider ensures SU&Cs are valued through their feedback, and how this is addressed to develop their programmes. They explored how SU&C involvement is monitored, and if they were involved in the development of the SU&C involvement lead. It is important for the education provider to ensure SU&C involvement is structured and consistent, giving them opportunities to feedback and for this to be used in a constructive way to improve performance.

Outcomes of exploration: Feedback from academics, learners and SU&C is obtained after each interaction/ activity. The education provider collates and presents this back to all stakeholders, and any actions or recommendations are utilised for development and improvement of the programme. The education provider outlined how they have improved SU&C training to include discussions, biography, simulation, groupwork and presentations in response to SU&C feedback. They explained the different areas of the programme that involve SU&Cs, including recruitment, simulation scenario design, specialised learning sessions and roleplay.

The education provider stated how SU&C were involved in the recruitment process of the Service User and Carer Involvement Lead. This included developing/creating the job description, identifying questions and being on the interview panel.

The visitors were satisfied there is a suitable amount of activity and involvement with SU&C on the programme. They agreed there has been a significant increase in SU&C contribution during the review period, and the education provider presented appropriate examples of how they are involved. They were satisfied their concerns have been addressed and the education provider is performing well in this area.

Quality theme 2 – Ensuring sufficient placement capacity for learners

Area for further exploration: The education provider has identified there are placement capacity issues across all programmes. Whilst they have identified a risk, it is unclear how they are addressing these issues during the current academic year how they are supporting learners on current programmes. . The education provider also expressed aspirations to increase learner numbers, however it is unclear how this is being planned for and sustainability ensured considering their current issues with placement capacity.

For the paramedic and physiotherapy programmes the evidence provided suggested placement providers were setting the demand for learner numbers, and the education provider is trying to ensure they have learners to fill these. It is unclear how the relationship is working between the education provider and placement providers to ensure capacity and provision as education provider demand increases. The visitors explored if the education provider foresees any challenges with capacity on the programmes in relation to the demand for placement. The visitors explored how for each programme the education provider is addressing placement issues, and how they intend to address this regarding their intentions to increase learner numbers in the future. It is important the education provider can ensure there is sufficient placement capacity to support current and future learners.

Outcomes of exploration: The education provider outlined how their relationship with Health Education England (HEE) has ensured they have secured placements for their learners for the next three years, highlighting this as a positive development. This has alleviated the previous concerns with placement capacity as the placements are now secured and permanently offered by several organisations linked to the education provider. The education provider stated how placements are managed at programme level in their response, using bespoke responses which are suitable for each programme. For Occupational Therapy and Physiotherapy programmes, they have reduced learner numbers recruited to the programmes in collaboration with HEE. The aim of this is to ensure demand for placements is not exceeding learner number. They have also increased placement opportunities by introducing a new module to the curriculum and reducing placement hours across the programme.

They have conducted risk assessments for programmes with low placement capacity and have actioned a plan to address the different needs of each cohort. Learners who are not able to complete placement hours due to the impact of the pandemic will

undertake additional hours within the university's clinic. The programme teams work closely with the admissions team to monitor learner numbers and adjust target numbers to be sustainable and achievable. From the evidence and further narrative provided by the education provider, the visitors were satisfied they are effectively monitoring and addressing placement capacity issues across the programmes.

Quality theme 3 – Providing appropriate support to practice placement educators

Area for further exploration: The education provider highlights there has been recruitment of several new staff in post. Also, explored in [quality theme 2](#) there has been a pressure on placement educators due to demand for placements. It was unclear how the education provider is appropriately supporting placement educators, and if there are any concerns on the seemingly high turnover of placement educators. The visitors explored how the education provider is ensuring programme staff are appropriately supported for their role in supporting placement educators. they also requested more detailed reflection on the high turnover of placement educators and what this means for the education provider. It is important the education provider is ensuring quality, consistency, relevant training and appropriate support for learners. They can do this through the support they provide to placement educators, ensuring staff are suitably trained to provide this.

Outcomes of exploration: The education provider supplied further narrative of the mechanisms in place to support placement educators. They stated support for new and experienced placement educators is provided across all programmes. There is training and inductions available, with online or face-to-face options. The radiography team developed a three-level training programme for placement educators to support them with supervising, assessing and supporting learners. The occupational therapy team hold sessions across placement areas which encourages shared practice. They also deliver bespoke training to individual placement areas when requested. The visitors were satisfied there is adequate support available for placement educators, with programme specific enhancements. They were reassured this support will decrease pressure on placement educators, and therefore reduce turnover rates. They were assured this, alongside the education provider's approach to ensuring placement capacity (explored in [quality theme 2](#)) will ensure appropriate support to placement educators.

Quality theme 4 – Sustainability of apprenticeship provision with low learner numbers

Area for further exploration: The education provider has outlined there are low learner numbers on their apprenticeship provision, and they are considering introducing distance learning to address this. The visitors had concerns about how the education provider is addressing the low learner numbers to ensure sustainability of the provision. The visitors explored this by asking for further detail on the education providers general approach to apprenticeships and how they are addressing the low learner numbers. They explored their intentions for the future and requested for further information on the plan and resourcing for distance learning. It is important the education provider is addressing low learner numbers which may impact on sustainability of apprenticeship provisions by putting appropriate actions in place.

Outcomes of exploration: The education provider outlined their intentions to move to distance learning as a result of requests and needs of local employers. Due to restricted capacity, employers would use distance learning to enable them to ensure capacity with reference to staff rotas and the needs of learners. They described how learners will have regular sessions timetabled in, but the majority of learning can be scheduled around employer's needs. This reduces the timetabling pressures on employers which was restricting their ability to support learners. The move to distance learning also enables learner from further locations to enrol on the programmes due to lessened location restrictions. This is intended to increase learner numbers on these programmes.

The education provider stated they have secured twelve apprenticeship placements over the next few years to ensure sustainability of the apprenticeship provision. The visitors agreed they were encouraged to learn how the education provider is managing apprenticeships and addressing low learner numbers.

Quality theme 5 – Addressing the findings from external body quality assessments

Area for further exploration: The education provider refer to several external bodies who provide external quality assessments of their programmes. These include the:

- UK quality code for higher education,
- Office for Standards in Education,
- Children's Services and Skills (Ofsted) inspection,
- the Yorkshire Ambulance Service (YAS), and
- Care Quality Commission (CQC) report.

The reflection on the results of these assessments and actions moving forward were limited in the portfolio. It was unclear how the education provider uses these assessments to improve the programme performance and reduce risk. The visitors explored further narrative from the education provider regarding how they address results from external assessments and use these to improve their programmes and performance. It is important the education provider is considering how the findings of assessments from external bodies may impact their programmes and use this to continually improve and enhance their provision.

Outcomes of exploration: The education provider outlined how they ensure alignment with regulatory bodies, frameworks and assessments through three key quality processes:

- Faculty level academic scrutiny and validation of new and/or redesigned provision
- Central academic scrutiny and validation of new and/or redesigned provision
- Faculty-led annual monitoring of existing provision, with central oversight and reporting.

They described how programme teams consider performance data via a tailored dashboard, and feedback is received from learners, external examiners and external bodies. Reports and action plans are produced as part of this process. The education provider gave an example of how they are responding to the new ongoing Office for Students (OfS) conditions relating to "Quality, reliable standards and positive outcomes for all students".

They are introducing an Academic Portfolio Lifecycle which is an end-to-end process for designing, developing, implementing and monitoring programmes utilising a risk-based methodology. The education provider explained process improvements include monthly tracking meetings for apprenticeship programmes. These occur with the programme leader, compliance manager, Head of Academic Quality and Portfolio Management with mechanisms to escalate concerns to senior leaders. The visitors were satisfied the education provider is monitoring and appropriately addressing external body reviews, guidance and changes.

Quality theme 6 – Ensuring external examiner feedback is addressed appropriately

Area for further exploration: The education provider has supplied external examiner (EE) reports, including some positive feedback. The visitors considered there to be an inconsistent level of reflection detail across the programmes. It is unclear how feedback is being addressed and actioned following receipt of the reports. The visitors explored how the education provider addresses external examiner feedback, requesting further detail and reflections on this. It is important the education provider values the feedback given from external examiners and utilises this moving forward to ensure development of their programmes and addresses and risks.

Outcomes of exploration: The education provider outlined how there is an institutional approach to the involvement of EEs across the programmes. This ensures EEs have the following duties:

- reviewing and feeding back on proposed assessment tasks
- reviewing samples of learner's work
- endorsing the outcomes of module marking and moderation
- attending assessment committees and/or board of examiners meetings
- producing an annual report
- providing ongoing feedback to programme/module teams through informal dialogue
- addressing professional, statutory, and regulatory body requirements, where applicable

They explain how EE feedback is addressed informally through continuous dialogue with the Programme Team and formally through our programme monitoring and enhancement processes. The education provider's central Academic Quality team maintains oversight of all EE reports and annually identifies cross-institutional themes emerging from the EE feedback. The visitors were satisfied there are appropriate processes in place to ensure EE feedback is received and addressed to develop programmes.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability**
 - During the pandemic, the Yorkshire Ambulance Service (YAS) NHS Trust who were contracted to provide all practical teaching for the paramedic programme at their training and education facility were unable to support the required number of learners. In response, the education provider invested in facility refurbishment and equipment. The education provider secured investment from local businesses to fund additional specialist equipment for the programme which supported increased learner numbers and training. The practical teaching of the paramedic learners at YAS was in place prior to the pandemic. They stated the move of practical teaching onto their own facilities was post-pandemic after the scheduled developments were completed.
 - The education provider also found there was a learner number increase on programmes, which was not supported adequately by staff. This resulted in recruitment to reflect learner numbers, and further planning growth of the staff team. The visitors were satisfied the education provider is monitoring and managing resourcing of their programmes appropriately, providing useful examples of this.

- **Partnerships with other organisations**
 - The education provider outlined how their paramedic programme has a unique partnership arrangement between the education provider and Yorkshire Ambulance Service (YAS) NHS Trust. It gives learners with an opportunity to undertake paid employment during the programme. The education provider states this is a significant advantage over other paramedic graduates by virtue of demonstrable work experience. Whilst this is viewed as a selling point of the programme, the education provider has worked with the trust to ensure learners are prepared for the autonomous practice and have undertaken appropriate courses (for example blue light driving courses).
 - The education provider has a relationship with West Yorkshire Fire and Rescue Service to secure use of their training facility. This offers opportunities for learners to experience training alongside the fire service. The visitors were satisfied the education provider is demonstrating maintenance of good partnerships with other organisations for the benefit of learners.

- **Academic and placement quality**
 - The education provider outlines how quality of their programmes is assured and enhanced by adhering to existing institutional wide procedures. They state how they use the results from the National Student Survey (NSS) to identify academic and placement quality themes. In 2020, they identified the need to improve online sites to

ensure accessibility, secure a wider range of placement areas and give clarity to assessments. The NSS results improved significantly after these areas were developed.

- They also noted the need to provide support and training to practice educators. This was provided to ensure quality placement provision, and the programme team will continue to work closely with placement educators to improve learner's experience. The education provider works with local NHS practitioners and values their input in their quality assurance and enhancement processes. Annually the programme leader produces a programme enhancement plan which is informed by learner progression and achievement, learner feedback and external examiner feedback.
- The visitors were satisfied the education provider has reflected on their actions to improve learner satisfaction rates and processes to address concerns raised. They agreed there are appropriate inputs into the programme and placements to ensure quality, and a clear strategic drive to improve performance.

- **Interprofessional education**

- The education provider has outlined there are multiple opportunities for learners on the paramedic and healthcare science programme to experience interprofessional education (IPE). This includes different disciplines including nursing, midwifery, pharmacy and radiography. They intend to continue to increase these opportunities as they develop the curriculum.
- Learners have the opportunity to attend an IPE event, which staff are actively trying to promote. They have also introduced the opportunity in placement preparation sessions. This is in response to a low participation rate due to timetabling and an overlap with placement commitments of learners. The visitors agreed there are positive developments and the actions will allow all learners opportunities for IPE.

- **Service users and carers**

- The education provider outlines how service users and carers (SU&C) are involved in each of their programmes. This ranges from involvement with recruitment issues, teaching activities, feedback, advisory groups and curriculum development. The involvement of SU&C varies across the programmes; however, the visitors were satisfied all programmes have a well-established SU&C strategy in operation. The visitors explored how SU&C feedback is used through [quality theme 1](#). The education provider reassured them there are appropriate processes in place to obtain and address SU&C feedback into the programmes. SU&C were also involved in the development and recruitment of a Service User and Carer Involvement Lead.
- The visitors were satisfied there is active involvement of SU&C at the education provider, and they are continuing to develop this when possible.

- **Equality and diversity**

- During the review period the education provider has improved their ability to capture data about learners to support reflections and enhancement planning. They state this has enabled programme teams to engage more deeply with the performance of learners and consider equality and diversity issues more explicitly. The education provider states 50% of learners are from deprived areas and 70% black, Asian, and minority ethnic learners. They identified how attainment and progression issues persist for some groups of learners and have introduced an institutional Access and Participation Plan. This plan focuses on supporting learners with protected characteristics.
 - The education provider states how the programme design, development and approval process has evolved. This is to reflect upon the impact of curriculum design choices from a perspective of welcoming diversity and embedding accessibility and inclusivity. They continue to work on this to improve their commitment to equality, diversity and inclusivity. The visitors agreed the data acquisition is a good source to develop the programmes, and equality and diversity is being considered to a good level. They were satisfied with the education providers approach to equality and diversity, noting it as an area of good practice due to their clear vision to continually improve performance.
- **Horizon scanning**
 - The education provider identified challenges for some programmes relating to increasing learner numbers. This is aligned to external drivers such as HEE and NHS Long Term Plan, despite limited placement capacity. The concerns regarding placement capacity for learners was explored by the visitors in [quality theme 2](#). The visitors were reassured the education provider has suitable plans in place to address these issues. They are working with other organisations and placement education providers, to ensure suitable capacity of placements for learners over the next few years. They are also adjusting cohort numbers in response to placement availability to ensure learners have adequate support.
 - The visitors were satisfied there are appropriate plans in place to address placement capacity presently and in the future for learners. They are assured the education provider is monitoring the issues and supporting learners.

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 noted the education provider's approach to embedding equality and diversity into their programmes as an area of good practice.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19**

- In response to the restrictions posed by the pandemic, the education provider invested in campus facilities. This enabled learners to continue face-to-face practical skills and got positive feedback from learners. Some aspects of the programmes were moved online, such as video-based assessment which they stated was beneficial for learner anxiety and appropriate assessment.
- Some programmes underwent review and restructure to ensure they were compliant with restriction requirements. The education provider introduced University Emergency Assessment Regulations which supported learners with assessment extensions. Where face-to-face placements were not possible, the education provider introduced a simulated placement.
- Programme staff have reflected on the change to blended/ online learning and developed a range of interactive learning objects to support learners. Many of these changes have continued to be implemented post-pandemic. The visitors were satisfied the education provider supplied some good examples of altered assessments and continued face-to-face provision where possible. They agreed it was good to see the retention of some adaptations to the programmes post-pandemic.

- **Use of technology: Changing learning, teaching and assessment methods**

- The education provider outlined how the paramedic team received investment to equip a clinical skills suite within their facilities. They purchased specialist equipment and moved to use online platforms for learning and assessment. This received good feedback from learners and increased accessibility for learners despite illness or need to isolate.
- The education provider has moved to blended learning post-pandemic and are continually reviewing the delivery of their programmes. They are considering which learning opportunities need to occur face-to-face and which are more suited to online delivery. The visitors were satisfied the education provider has incorporated technology into their programmes to benefit learners.

- **Apprenticeships**

- The education provider has acknowledged the number of learners on apprenticeships have declined. The visitors explored the sustainability of this provision through [quality theme 4](#). The education provider reassured the visitors there is an appropriate action plan in place to ensure this provision remains sustainable. The education provider has secured several apprenticeship places already and have introduced distance learning. This will ensure the apprenticeships are more flexible and accessible to invite more learners and employers to enrol. The visitors were satisfied after quality activity the education provider has reflected on their challenges so far and have appropriate measures in place to address the concerns.

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 noted the education providers use of technology and investment in equipment to be an area of good practice. They commended the education provider's reflections on the learners needs and how they are using blended learning moving forward.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education**
 - The education provider ensures they continually assess their programmes against the UK Quality Code for Higher Education. They do this through the programme approval and review process. The education provider plans to become more risk based in their approach to protecting and maintaining quality standards. The visitors explored their approach to this in [quality theme 5](#).
 - The education provider stated how during ongoing monitoring, programme teams complete and maintain documentation, relevant Subject Benchmark Statements and any relevant accreditation and/or other professional framework/ standards. There are several key processes at both faculty and institution level to scrutinise and monitor programmes. It is during these processes that assessment by external bodies gets addressed. The visitors were satisfied the education provider has appropriate processes and plans in place to achieve this.

- **Assessment of practice education providers by external bodies**
 - The education provider outlines how their programmes are assessed by relevant external bodies. For example, the paramedic programmes are assessed by Yorkshire Ambulance Service NHS Trust Care Quality Commission (CQC). They outlined that the healthcare sciences programmes were inspected by Ofsted and whilst there were "required improvement". The visitors explored how the education provider is responding to external feedback in [quality theme 5](#).
 - The education provider stated the Self-Assessment Report (SAR) is in the process of being finalised as are the Quality Improvement Plans at programme level. They review the results from assessments and the impact this has on learners. Process improvements include monthly tracking meetings with programme leader, compliance manager, Head of Academic Quality and Portfolio Management with mechanisms to escalate concerns to senior leaders.
 - The visitors were satisfied the education provider is adequately reviewing external body assessments and has processes in place to address concerns.

- **National Student Survey (NSS) outcomes**
 - The education provider has outlined how some programmes have received excellent NSS learner satisfaction rates (95% and above).

They have had staff from these programmes support colleagues within their own faculty, and across the University more broadly. They intend to share some of the good practice which has led to continually high learner satisfaction.

- For their programmes with lower NSS score, the education provider has highlighted areas for focus. They are going to work to improve satisfaction relating to Assessment and Feedback, Organisation and Management and Learner Voice. The visitors were satisfied programmes are receiving excellent or satisfactory scores, which is particularly commendable during a period of significant turmoil and uncertainty during the pandemic.
- **Office for Students (OfS) monitoring**
 - The education provider complies with the OfS ongoing conditions of registration and submits statutory data returns via Higher Education Statistics Agency (HESA) as required. The education provider is undertaking a situational analysis based on the OfS requirements in preparation for any future monitoring activity. There is currently no data available related to OfS, however the visitors were satisfied the education provider is preparing suitably for monitoring.
- **Other professional regulators / professional bodies**
 - The education provider has outlined how each programme seeks approval/ reaccreditation from the relevant professional bodies and regulators. Where programmes are approved with conditions and recommendations, they have stated they have met these conditions within the months proceeding review to achieve full programme approval. The visitors were satisfied the education provider is meeting regulatory requirements for their programmes.

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 noted the education provider has achieved some excellent NSS scores on some of their programmes. They highlighted this as good practice as during the pandemic the education provider experienced significant turmoil and uncertainty.

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development**
 - The education provider develops the programme's curriculums in line with an institutional Curriculum Framework. The framework follows these principles:
 - Programme-focussed approach
 - Co-creation of curriculum
 - Use of the University academic themes (Health and Care, The Engineered Environment, Sustainable Societies)

- Active and collaborative learning
 - Enquiry based learning
 - Programme-focussed assessment
 - Real work and experiential learning
 - Transition to learner autonomy
 - The education provider has aspirations to apply for College of Paramedics Curriculum approval, which will refresh the programme and enhance provision on the Paramedic Science programme.
 - The visitors were satisfied there are appropriate processes in place to ensure timely and relevant curriculum development.
- **Development to reflect changes in professional body guidance**
 - In relation to physiotherapy programmes, the education provider has responded to the revised Chartered Society of Physiotherapy (CSP) Accreditation of Qualifying Programmes: Quality Assurance Processes. Practice educator training has been delivered to key placement education providers and further online live sessions are planned.
 - The education provider has integrated new guidance from the Society of Radiographers (SoR) into their programmes regarding pregnancy status, investigation of physical abuse in children, services during the pandemic, and using shielding on patients.
 - Programme specifications and handbooks have been updated to reflect changes. These changes are communicated to learners and new learning and development standards integrated into the programme. The visitors were satisfied the education provider has given several examples where professional guidance has changed, and their response has been appropriate.
 - **Capacity of practice-based learning**
 - The education provider outlines how placement work differently across their programmes. for the paramedic programme, the education provider has a contract with Yorkshire Ambulance Service (YAS) and the programme is integral to the YAS workforce development plan. This partnership is approaching a review point, which will provide an opportunity to discuss capacity and longer-term plans for the expansion of the relationship to support continuing professional development education.
 - With other programmes, placement capacity has been outlined as an issue. The education provider identified a lack of placements for their other programme. They are working with the placement lead within Faculty and their clinical partners to generate solutions. This was explored in [quality theme 2](#), where the education provider assured the visitors there are appropriate actions in place to ensure placement capacity.
 - The education provider has created and implemented simulation training and assessment on campus to enable learners to complete assessments and progress between stages. All learners were able to complete placement hours and assessments as a result. They also introduced a scheduled summer placement period to enable learners to

'catch up' any trailed placement. Scheduling this placement in advance enables it to be included in the placement request trawl and for appropriate planning and preparation to be completed.

- The visitors were satisfied the education provider has appropriate processes in place to ensure they have secured and can sustain placement capacity to support learners in the future.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners**

- The education provider has used the feedback from the NSS survey to review areas for improvement across their programmes. Where they have highlighted areas identified by learners, they have addressed the issues. For example, learners fed back regarding a lack of organisation and management. The programme staff considered how improvements can be made and create an action plan. To ensure quality and consistency they have requested a Faculty/Institution review of processes to streamline workflows.
- The education provider has review programmes in terms of support, administration, organisation, assessment, and staffing, and made changes where appropriate. The visitors were satisfied there are sufficient learner feedback processes in place and a responsive approach has been taken to address learner support and satisfaction.

- **Practice placement educators**

- The education provider states how there are regular meetings between placements and education provider. The placement manager is able to feedback any issues or concerns. These are addressed following meetings or individual contacts and often resolved through tripartite meetings,
- The education provider supports practice educators through training courses, making these more accessible by moving them online. This training has been developed, with the aim to support reduced numbers of staff. The visitors explored the impact of reduced numbers of staff leading to increased pressure on placement educators through [quality theme 3](#). The education provider assured the visitors there are support mechanisms across all the programmes for practice educators. The visitors were satisfied practice educators are being appropriately supported in their roles.

- **External examiners**

- The education provider outlined how they have received positive feedback from external examiners (EEs). The areas of good practice identified include quality of feedback provided, consistent structure and presentation of materials within modules, clear progression through the

levels of study and research options within the final year. There was a lack of narrative around actions to address EE feedback, which the visitors explored in [quality theme 6](#). This outlined how EE feedback is monitored informally and formally, and then integrated into the programme development. The visitors were satisfied EE have an appropriate role in programme development, suitable opportunities to feedback and are valued by the education provider.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel:

- **Aggregation of percentage of learners not continuing:**

The education provider outlined how non-continuation rates have improved over the review period. They state this is likely due to their 'no-detriment policy' over the pandemic. They outline how they experience very low rate of non-continuation across health-related programmes due to the highly competitive programmes, vocational nature and recognised professional registration. The visitors were satisfied the education provider is performing well here.
- **Aggregation of percentage of those who complete programmes in employment / further study:**

The education provider highlights they have consistently high numbers of learners who complete further study or go into improvement. They are striving to reduce the number of unemployed graduates further. They outline the key challenges include the volatility of the employment market and the limitations of graduate employment within the Bradford region. The visitors were satisfied the education provider is performing close to the benchmark and has appropriate aims in place to improve.
- **Teaching Excellence Framework (TEF) award:**

The education provider states they recruit and retain high-calibre learners and staff from all regions and countries, irrespective of their background or characteristics. To satisfy OfS condition B6, the education provider is working to produce their TEF submission, the deadline for which is January 2023. The visitors were satisfied the education provider is performing adequately and is planning appropriately for the future.
- **National Student Survey (NSS) overall satisfaction score (Q27):**

The results of the NSS were significantly higher than the benchmark for some programmes, and satisfactory for others. This is discussed in greater detail in the [Stakeholder feedback and actions](#) section of this report. The visitors were satisfied the results are satisfactory given the challenges the education provider has had to overcome during the pandemic.

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 noted commendable NSS results for some programmes. Significantly higher than the benchmark, despite challenges during the pandemic.

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 2025-26 academic year

Reason for next engagement recommendation: The visitors recommended a monitoring period of four years. They agreed this was appropriate due to the low risk posed by the education provider running HCPC-approved programmes. The visitors recommended the education provider should be reviewed once all programmes have had sufficiently time to run fully from admissions to award. This will allow the education provider to collect data following programme competition and reflect upon performance effectively.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1993
BSc (Hons) Healthcare Science (Life Sciences) with Blood Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Blood Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Cellular Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Cellular Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Genetics Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Genetics Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Infection Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Infection Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2005

BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/08/2016
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
MPhysio Sport and Exercise Medicine	FT (Full time)	Physiotherapist			01/09/2017
Practice Certificate in Supplementary Prescribing	PT (Part time)			Supplementary prescribing	01/02/2014
Prescribing for Healthcare Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014