
Performance review process report

University of East Anglia, 2018-2021

Executive summary

This is a report on the performance review process undertaken to review HCPC-approved provision at the University of East Anglia. This assessment was undertaken as part of our quality assurance model in the 2021-22 academic year. During this review there were no referrals made to other processes, and no risks identified which may impact on performance.

Two areas were explored in further detail through our quality activity process after which the visitors were satisfied the education provider has continued to performed well in all areas. The visitors have determined the education provider constitutes a low risk to how they deliver HCPC approved programmes. Therefore, our recommendation for the performance review period is five years from the year of submission.

This report will now be considered by our Education and Training Panel who will make the final decision in March 2023 on the on the review period.

Previous consideration	This is the education provider's first engagement with the HCPC's performance review process. 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 education provider's next performance review will be in the 2026-27 academic year.

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Section 1: About this assessment

About us

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

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

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

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

The performance review process

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

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

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

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

Thematic areas reviewed

We normally focus on the following areas:

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

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support a review of this education provider:

Lucy Myers	Lead visitor, Speech and Language Therapist
Sarah Illingworth	Lead visitor, Dietitian
Catherine Rice	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 13 HCPC-approved programmes across seven professions and including one Supplementary and Independent Prescribing programme. It is a Higher Education Institution and has been running HCPC approved programmes since 1992. Their HCPC approved provision is split into two groups:

- Post Graduate Research (PGR) programmes which are the Doctorate in Clinical Psychology (ClinPsyD) situated in the Faculty of Medicine and Health Sciences and the Doctorate in Educational Psychology (EdPsyD) situated in the School of Education within the Faculty of Social Sciences.
- Pre-registration programmes and an Independent and Supplementary Prescribing (Level 7) which are all hosted in the School of Health Sciences (HSC) within the Faculty of Medicine and Health Sciences.

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	Dietitian	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2022
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2001
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2016
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1997
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1992
	Speech and language therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2004
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	563	478	2022	The enrolled number of learners supplied by the education provider are lower than the approved numbers we have on our records. Through their review of the portfolio, together with a review of data and intelligence, the visitors did not have any concerns around sustainability. Therefore, we take assurance that the education provider continues to be sustainable.
Learners – Aggregation of percentage not continuing	3%	3%	2019-2020	The data point from the Higher Education Statistics Agency (HESA) shows the percentage of learners not continuing is the same as the benchmark. Therefore, we are reassured continuity rate is as expected.
Graduates – Aggregation of percentage in employment / further study	94%	97%	2019-2020	The data point from the Higher Education Statistics Agency (HESA) shows the percentage in employment/further study is higher than the benchmark which implies learners who successfully complete their learning at this institution make significant progress after their studies.
Teaching Excellence Framework (TEF) award	N/A	Gold	August 2017	This is the most recent and the highest award issued by the TEF. TEF has however advised that this award was made under their initial scheme and may not provide

				up-to-date reflection of teaching quality.
National Student Survey (NSS) overall satisfaction score (Q27)	75.4%	57.4%	2022	This is a significantly low NSS score and reflects a drop from the previous year which was 68.9%. Through initial portfolio review and a quality activity, we are reassured the education provider has reflected on their NSS scores and are taking active steps to address the issues identified.

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 – drop in National Student Survey (NSS) scores

Area for further exploration: We noted the education provider's reflection considered performance around specific NSS questions, identifying individual questions where their score fell below the benchmark. Responses to the question *'It is clear how students' feedback on the course has been acted on'* were picked up in actions within Speech and Language Therapy and Physiotherapy programmes where a significant drop in responses to this question had been observed.

Paramedics also discussed work towards improving learners' understanding of assessment processes. In addition, there were some activities aiming to help develop a better understanding of learner concerns around assessment and feedback which would help them to understand what actions to take to improve responses to specific assessment related questions on the Paramedic programme.

Whilst the visitors appreciated this detailed reflection, they were unable to identify reflection on the institutional scores. The visitors therefore sought reflection on

overall learner satisfaction in the institution and within all the programme specific reflections.

Quality activities agreed to explore theme further: We decided to explore this further through an email response. We considered this would give the education provider the opportunity to elaborate more on information previously sent.

Outcomes of exploration: As part of their reflection, the education provider highlighted factors that may have contributed to the low scores. These included disruptions to practice-based learning and online learning as a result of Covid-19. We understood the NSS results have been discussed by the Schools Executive Team, as well as all pre-registration Course Directors and Professional Leads, and all are determined to improve learner experiences on the programmes. The education provider also noted individual meetings held with each Course Director to both reflect and co-construct an NSS action plan with short, medium, and long term goals. The education provider provided a list of actions across programmes, aimed at improving the learner experience and NSS scores. Some of these include:

- Meeting with the Educational Leadership Group including the Director of Education and Associate Directors of Student Experience & Progression and Course Directors to discuss programme level results and construct appropriate action plans to improve learner experience.
- Development of templates for assessment briefs, debriefs, mid-module evaluation surveys, meet the marker and closing the feedback loop.
- An online End of Semester survey providing programme level data which Course Directors analyse and along with NSS results utilise to develop an action plan.

In addition to these, the education provider also submitted detailed individual reflection on NSS scores for each of the programmes identified to have had low NSS scores. For example, for the Occupational Therapy programme, the education provider noted the NSS scores were lower than the previous years and therefore discussed how this could be improved. As part of their actions, all Personal Advisers (PAs) were reminded of the need to reply to learners in a timely fashion (within 48 hours). All learners were seen by their PAs on a weekly basis and a new section was added to the End of Semester Survey, assessing learner experience of their PAs. This provided an opportunity to feedback any key issues and share changes that had been made in response to learner feedback. The visitors considered the education provider's response was detailed and highlighted the strategic intent, as well as the operational aspects, from the programme teams. Following this quality activity, the visitors had no further questions.

Quality theme 2 – adapting to the new professional body curriculum guidance for the Paramedic programme

Area for further exploration: There was description of extensive curriculum updates within Paramedic Science to update the curriculum to the 2019 5th Edition Paramedic Curriculum Guidance. The visitors sought further information around how the team worked with the professional body to ensure that they responded to the most current guidance and practice from the College of Paramedics (CoP).

Quality activities agreed to explore theme further: We sought further information through an email response to allow the education provider to elaborate on previous information submitted.

Outcomes of exploration: In their response, the education provider reflected on how they ensured their Quality Assurance processes allowed for contemporary curriculum development.

As regards specific updates within Paramedic Science, we understood there were three revisions to the CoP curriculum guidance between 2014 and 2019. The BSc (Hons) Paramedic programme was approved in 2014 before the publication of the 3rd and 4th edition of the CoP guidance occurring within the first 5 years of the programme. We understood changes to the CoP guidance in the 3rd and 4th edition were incorporated into teaching throughout the programme. However, the programme and curriculum documents were not re-endorsed by the College of Paramedics neither were programme learning outcomes changed until after publication of the 5th edition of the CoP guidance in 2019. Incorporation of the 5th edition of the CoP guidance into the BSc (Hons) Paramedic Science curriculum was endorsed/approved in 2020. The education provider described the changes which were mainly improvements and developments to teaching sessions and did not require structural modifications to the programme.

The visitors were satisfied with this response. They noted the course teams have updated the guidance but not fully implemented it within course review processes. We will expect to see further implementation in the education provider's reflection when next they engage with the performance review exercise. Following this quality activity, there were no further questions going forward.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**
 - The education provider worked closely with their financial partners and met with them on a regular basis. They noted they have been compliant with their financial requirement which includes holding a lump sum in cash or readily accessible banking facilities. They have maintained financial stability despite the significant reduction in operating cashflow during the pandemic. The education provider outlined how they have ensured each of their programmes was adequately resourced and financially stable. For example, how they

have maintained a positive staff / student ratio to ensure effective delivery of the programmes.

- The visitors noted how healthcare programmes are embedded within the institutional strategic plan and how learner numbers informed staffing levels. There was clear consideration of sector challenges as well as the specific challenges related to the education provider's estate. Proactive financial planning measures have been taken to address estate needs. The ability of staff members to work in practice as well as within the education provider has been identified to have enhanced learner experience and partnerships with local practice providers.
- The visitors therefore considered the education provider has performed well in this area.
- **Partnerships with other organisations –**
 - The education provider noted they have close links with a range of partners both formally and informally and at all levels. An example is the Strategic Transformation Partnerships / Integrated Care Systems, which they stated has allowed them to develop a number of new initiatives, including the introduction of degree apprenticeships. The partnership also supported continued delivery through the Covid-19 pandemic.
 - The education provider noted their relationships with their partners have continued to grow and strengthen. For example, they stated their "continued partnership working with Royal Marsden School (RMS) has brought about high achievement of learners on the Independent Prescribing module at RMS."
 - The visitors noted the education provider's broad portfolio of programmes has necessitated partnership with a wide range of partner organisations. They considered there was expansion of apprenticeships programmes with local employers. Profession specific evaluation describes some strong partnerships with local services whilst also recognising the need to broaden these partnerships as a way of addressing challenges in securing placement capacity.
 - The visitors are satisfied the education provider has performed well in this area.
- **Academic and placement quality –**
 - The Internal Quality Assurance Policy and Procedures is used for Module and Course Review. The education provider's processes were required to comply with the Office for Students (OfS) Conditions and the Expectations and Practices of the Quality Assurance Agency (QAA) Quality Code for Higher Education. There is a University Policy on Placements which helps to ensure quality of practice-based learning for all learners. There is also accompanying guidance specifically for research learners and a risk assessment tool for learners sourcing their own placements. The education provider described in detail how academic and placement quality is ensured on all of their programmes.
 - The education provider reflected on the challenges some learners had accessing placements due to the region's geography and road networks. For example, placements in Norfolk. To support learner experience and access to practice-based learning, the education

provider has put in place some support, including The Vice Chancellor's fund provision – to support international learners on travel / accommodation costs.

- The education provider reflected on the need for a placement management system. They considered once this is in place, it will improve the management of placement activity for regulated programmes within the institution. The education provider also reflected on several other developments they have put in place to improve academic and placement quality.
- The visitors noted that the Placement policy provided clear expectations of processes in relation to learner placements which should ensure the quality of placements and they considered the processes robust to ensure academic and placement quality. Therefore, the visitors are satisfied the education provider has performed well in this area.
- **Interprofessional education –**
 - The education provider noted learners are supported and encouraged to engage with external opportunities and activities that facilitate their learning from other professions, for example professional conferences and external training / events.
 - The education provider has a Centre for Interprofessional Practice (CIPP). We noted the CIPP, academic staff and learners have continued to meet and discuss new interprofessional education (IPE) activities. The education provider is now integrating IPE in learners' curricula so that learners can be competent in applying their interprofessional collaborative skills.
 - The visitors noted that many programmes within the School of Health Sciences had opportunities to learn with other learners and from other professionals, although they noted IPE was less developed in the Doctorate in Educational Psychology programme. The visitors considered the education provider has continued to have a thorough approach to IPE.
 - Overall, the visitors considered the education provider has performed well in this area.
- **Service users and carers –**
 - The education provider reflected on a review undertaken by their School of Health Sciences Service User Engagement Leads in 2021. Following the review, the education provider noted a gap in staff knowledge around the involvement of service users (School of Health Sciences Service User group) within their programmes. We understood the review highlighted the need for staff to revisit the processes involved in approaching service users for their involvement in curriculum development, teaching and other aspects of the programme. The review has led to updating of the HSC Service User Handbook to include information such as involving service users. Service users have now been consistently involved in the curriculum development process and this has ensured that the patient experience was central component to the programmes.
 - The education provider provided a detailed reflection on how they have involved service users in the different programmes they offer. It was

clear that service user involvement was integral to all the programmes and that services users have contributed to the programmes in a meaningful way.

- The visitors therefore considered the education provider has performed well in this area.
- **Equality and diversity –**
 - The education provider has a Code of Practice designed to promote equality for all learners and to ensure that individual educational decisions are related only to the relevant merits, abilities, and potential of individuals. The education provider has several other policies and framework that ensure equality and diversity.
 - The education provider also submitted extensive equality, diversity and inclusion (EDI) data for the review period and reflected on how they have used this data to improve EDI across their provision. For example, the data showed gaps between Inclusive Education Policy target groups and other learners. Although they noted the largest gap remained between Black and Minority Ethnic (BAME) learners and white learners, they considered this gap is also now closing. To achieve this, the EDI and Widening Participation / Inclusion Teams worked closely together on all aspects of equality, diversity and inclusion. The education provider noted there is an action plan to ensure this, and it is underpinned by the education provider's Access and Participation Plan funding.
 - The visitors noted the detailed information on EDI, which included developments and actions which they considered helpful to understand the impact this has had on metrics. There was clear institutional focus on closing attainment gap and the oversight processes were clearly outlined.
 - There were sufficient reasons for the visitors to have considered the education provider is performing well in this area.
- **Horizon scanning –**
 - The education provider reflected on how they have maintained flexibility with entry routes into their degree programmes, as part of their horizon scanning. They noted how they are ensuring their Health Science programmes are able to accept the new relevant The Next Level (T- level) Qualification.
 - Their reflection showed they have reviewed the syllabi for the T level programmes and have started advertising that applicants holding these qualifications will be considered for entry.
 - The visitors are satisfied with the education provider's performance in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**

- The education provider outlined the measures they put in place to move to a fully online delivery as part of their response to the impact of Covid-19, amongst other areas of their reflection. The measures included:
 - The development/enhancement of educational technology.
 - The preparation of staff with appropriate support and training.
 - The preparation of learners with appropriate support and training to make the most out of online learning.
- The education provider noted the rapid response to the national lockdown and the developments made to digital learning successfully helped them in supporting learners to continue and progress with their learning. They noted learning and development from the response are now embedded within their practice and have provided opportunity to be more inclusive. They also reflected on how the actions taken in response to Covid-19 provided a safe and managed environment to return to in-person events which is a key learning they have taken forward.
- The education provider also reflected on how they have maintained admission onto their Health Science programmes during the pandemic years by switching to online interviews and providing applicants virtual offer holder days.
- The visitors noted the education provider's reflection provided a broad consideration of the impact of Covid and the institutional response. Data presented on learner progression suggested that the pandemic did not negatively impact on learner continuation or completion although some programme teams have identified that the pandemic cohorts may need more support when they enter the workforce. The visitors also considered the reflection clearly outlined how each profession had managed the impact of Covid-19. For example, Occupational Therapy reflected on how they had to apply to the Royal College of Occupational Therapy (RCOT) to approve the inclusion of hours provided by online simulated learning to allow learners to complete on time.
- The visitors considered the education provider's reflection has adequately demonstrated they have managed the impact of Covid-19 effectively and as such have performed well in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - The education provider noted one of the challenges they have had as regards the use of technology is the requirement to streamline technology for digital teaching and learning and to use this consistently. They noted their virtual learning environment platform, Blackboard, has been used primarily for delivery of asynchronous and synchronous content, coursework submission and exams. As part of their reflection, the education provider noted not all Blackboard sites are used in the same way.
 - The education provider also reflected on several other areas where they have used technology to improve learning, teaching and assessment. They noted the creation of a Sim Group has helped to address the complexity of integrating simulation-based education

across multiple programme teams. This was made possible by addressing current issues with the school's simulation-based education agenda whilst also promoting creativity, innovation, and research potential in and around simulation-based education.

- Through further clarification, we understood how the simulated practice suite was used effectively across the different professions. We also received further clarity on the way Blackboard was used in assessment and marking across the programmes.
- The visitors considered the education provider's reflection had adequately outlined how the e-learning platform and clinical simulation have been used to improve teaching, learning and assessment across the programmes.
- Overall, the visitors considered the education provider is performing well in this area.
- **Apprenticeships –**
 - The education provider noted their apprenticeship provision was launched in February 2018 with their first HCPC approved Degree Apprenticeship programme commencing in 2019.
 - The education provider relies on close and strong relationships with employer partners, as well as offering opportunities for enhanced partnership working with local and regional education partners in the development of progression routes.
 - The education provider noted their greatest challenge is the additional regulation by Ofsted of all apprenticeship provision. They considered work is needed to support and enable staff's performance during an Ofsted inspection, and appropriately represent the quality of their provision. As part of the interventions put in place to address this, the education provider now has a range of preparation and training activities across the institution to raise awareness of requirements of Ofsted. They have also identified Apprenticeship lead in Schools running apprenticeships to act as the conduit for both information, preparation, training and planning.
 - The visitors considered apprenticeship provision was well developed and is part of the education provider's strategic priorities. Therefore, we have considered the education provider is performing well in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –** The education provider is a member of the Quality Assurance Agency for Higher Education (QAA) and is signed up to both core and enhancement services and engaged with the support and guidance offered. The education provider noted how they ensured they follow the QAA Quality Code across the 12 themes and embed the expectations

and practices for standards and quality in all policy and process reviews.

- The education provider reflected on how they have made considerable changes to their assessment methodologies as a result of the pandemic and national lockdown which meant moving to online assessment as part of adhering to QAA standards. Details of this is outlined in the [Thematic reflections](#) above.
- The education provider also reflected on how they are framing their review to ensure focus on the six guiding principles detailed in the QAA guidance. For example, the guiding principle 'Providers ensure that external experts are given sufficient and timely evidence and training to enable them to carry out their responsibilities'. The education provider is examining this through a renewed focus on building a community of external experts with access to key resources and opportunities to engage with the education provider and other external experts. They intend to do this through induction training and an annual conference.
- The visitors were satisfied the education provider's performance in this area is satisfactory.
- **Assessment of practice education providers by external bodies –**
 - The education provider reflected on how they approached circumstances where the Care Quality Commission (CQC) reports a service provider as failing or inadequately performing. Their reflection did not indicate there had been previous assessments.
 - We understood the School of Health Sciences Co-Directors of Practice Education will instigate an action plan meeting with the partner organisation involved to ensure the quality of practice learning and support learners, practice educators and staff.
 - We noted their Psychology reflection described the challenges of keeping up to date with CQC judgements. Through further clarification, we received further reflection on how the Psychology placement providers are assessed to ensure quality. We understood where services or organisations receive a poor rating, the programme openly communicates this to learners and ensures mechanisms for escalating any local concerns are highlighted. The education provider also closely monitors feedback from placements.
 - The visitors considered the education provider's reflection demonstrated they continue to use appropriate systems to monitor CQC guidance. Therefore, the visitors considered the education provider has performed well in this area.
- **National Student Survey (NSS) outcomes –**
 - The education provider reflected on their NSS 2021 results. Their reflection demonstrated they performed below the sector benchmark in some areas, such as 'Feedback on my work has been timely' (with a score of 57% compared to a benchmark score of 64%). They also noted the result in this area meant a 16% drop compared to their 2020 scores.
 - The education provider noted some of their programmes, including Occupational Therapy and Physiotherapy had scored highly in this area, with scores of 71% or above. They considered learning from these areas may help to create a best practice approach for them as

an institution and develop a better understanding of the context for each area and the underpinning support.

- As outlined in [quality theme 1](#), we received a detailed description of how the education provider had reflected on the low scores and the specific actions they have taken to address the issues identified.
- The visitors were satisfied the education provider's reflection, as well as their response to quality activity, demonstrated they have taken key lessons from their NSS outcome and have used these to develop ways to improve learner experience. Therefore, we considered the education provider has performed well in this area.
- **Office for Students monitoring –**
 - The education provider reflected that they are registered with the Office for Students (OfS) and meet all the conditions for registration. They noted they engaged with OfS consultations and adapted as required to the developments in the conditions. The education provider noted they have not been subject to any regulatory intervention during the review period.
 - The education provider noted their commitment to continue to meet the OfS conditions of registration and to maintain high standards. We also noted the education provider's last Teaching Excellence Framework (TEF) award showed they had a Gold rating in 2017 and this is the highest award.
 - The visitors were satisfied the education provider's reflection demonstrates they are performing well in this area.
- **Other professional regulators / professional bodies –**
 - The education provider submitted a detailed reflection on how they have continued to engage with different professional regulators and professional bodies across their provision. For example, they reflected on their engagement with the Nursing and Midwifery Council (NMC) for their Independent Prescribing Programme. Their reflection demonstrated how they managed the differences and similarities between the assessments undertaken by the HCPC and the NMC. For example, they used a combined approach to deliver the programme, thereby allowing interprofessional learning. This approach allowed them to meet the assessment requirements for both HCPC and NMC regulated healthcare professionals.
 - The education provider also reflected on their engagement with other professional bodies including the British Psychological Society. For example, we understood how the programme team, wider school and institution, professional services staff members, learners and supervisors worked together towards the accreditation of the Doctoral programmes in Educational Psychology.
 - The visitors were satisfied about the education provider's performance in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**
 - The education provider submitted a detailed individual reflection for each of their programmes in relation to curriculum development. For example, for their Doctorate in Clinical Psychology, the education provider noted how the programme had moved to a new, permanent blended learning programme structure. The education provider outlined how this has allowed module leads and clinical lecturers to select the best delivery format for each teaching session and balance the needs of learners with preferences for face-to-face or online teaching.
 - For their Educational Psychology programme, the education provider reflected on how, through learners' feedback, they developed a more articulate equality, diversity and inclusion (EDI) strategy.
 - In addition, the education provider noted the design of the MSc Physiotherapy and Occupational Therapy programmes allowed these learners to benefit from interprofessional learning. Learners on the Physiotherapy programme benefitted from a multi-professional model of teaching and learning which has enabled them to have a good understanding of other professional roles.
 - The visitors noted the education provider's reflection demonstrated there is clear evidence of curriculum development resulting from learner feedback, changes in Professional, Statutory and Regulatory Bodies (PSRB) requirements and learning from the pandemic. Three programmes describe a systematic move to blended learning following the pandemic experience in response to learner feedback. There is clear evidence of curriculum development to consider equality, diversity and inclusion across all programmes.
 - The visitors therefore considered the education provider is performing well in this area.
- **Development to reflect changes in professional body guidance –**
 - The education provider submitted a detailed individual reflection for each of their programmes in relation to the development to reflect professional body guidance. For example, on their Occupational Therapy programme, the education provider reflected on how they managed a situation where a small number of learners were unable to achieve the minimum 1000 practice placement hours required by the professional body, the Royal College of Occupational Therapists (RCOT). The Occupational Therapy teaching team liaised with the RCOT to determine whether the 75 hours from the learners' online placement 2 preparation sessions could be incorporated into their 1000 hours total. The content of these sessions was mapped to the placement 2 learning outcomes and learning was assessed via online case study presentation. RCOT approved the inclusion for the whole cohort of learners. With this adaptation, the affected learners were able to continue with their programme as normal and were not required to complete any additional placement hours.
 - The visitors noted the different programmes have had to respond to a range of changes in PRSB requirements. Some of these were

significant changes while others reflected changing themes and expectations within the profession.

- The visitors considered the education provider's reflection demonstrated they are performing well in this area.
- **Capacity of practice-based learning –**
 - The education provider submitted a detailed individual reflection for each of their programmes in relation to the capacity of practice-based learning. For their Operating Department Practice programme, the education provider reflected on how they have developed and delivered a virtual/hybrid placement following the suspension of face-to-face teaching caused by the pandemic. The education provider noted how this had impacted on clinical placement capacity and the clinical environment more generally. We understood additional independent sector placements have been sought in addition to NHS clinical placements, and this would allow for unique learning experience. For example, the education provider noted the placements offered an opportunity to develop leadership and management skills that are not available with the public sector.
 - There are also a range of initiatives across programmes to develop novel placement models with some being shared and developed across programmes. For example, the Rehabilitation Entrenched Community Integration Programme Evaluation (RECIPE) was developed by lecturers to enable first and second year MSc Occupational Therapy learners to be on placement simultaneously. This enabled continuation of the programme without disruption. Research placements are also being established across a number of programmes
 - The visitors considered the education provider's reflection demonstrated they are performing well in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - The education provider submitted a detailed individual reflection for each of their programmes as it relates to learners. For example, the education provider reflected on how they handled concerns raised by learners following the suspended placements on their Occupational Therapy and Operating Department Practice programmes. Learners raised concerns as they considered this had impacted on achievement of the required practice hours and learning outcomes. To resolve this, the education provider collaborated between its academic staff, practice partners, clinicians, and this has resulted in Peer Enhanced e-placement (PEEP) placement being developed and implemented.
 - Although the National Student Survey (NSS) scores suggested learners were not informed of responses to their feedback on time,

programme teams described a range of programme developments that resulted from learner feedback.

- The visitors were therefore satisfied the education provider had performed well in this area.
- **Practice placement educators –**
 - The education provider submitted a detailed individual reflection for each of their programmes as it relates to practice placement educators. For their Operating Department Practice programme, the education provider reflected on how the introduction of an online assessment of the practice document necessitated the development of a schedule of training for practice educators. This arrangement was made for the practice educators to understand and correctly complete the assessment document using a virtual platform.
 - The visitors noted the reflection demonstrated feedback was being sought from practice partners in relation to both practice education and curriculum content and delivery. There was a range of mechanisms for receiving feedback from practice partners including formal meetings to consider programmes holistically and feedback around individual learners and placements. There was evidence of programme teams responding proactively to feedback including redesigning placement programmes, placement assessments and practice educator training.
 - Therefore, the visitors were satisfied the education provider is performing well in this area.
- **External examiners –**
 - The education provider submitted a detailed individual reflection for each of their programmes in relation to External examiners. The education provider reflected on a challenging situation they had on their Paramedic programme where several learners had failed an assessment. We noted how the education provider was able to triangulate between them, the external examiner and the internal quality assurance processes to make a decision on how fairness was ensured for learners. The education provider reflected on how the external examiner's perspective and opinion had enabled them to triangulate their thinking and validate their approach to managing the assurance of academic integrity.
 - Therefore, they considered the education provider is performing well in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel: As outlined in [quality theme 1](#), we noted the education provider has reflected on the drop in the NSS score and the actions they are taking to address issues identified. The visitors noted the data points submitted were at institutional level. They also noted the reflection on NSS scores around feedback for a range of programmes.

The education provider reflected on the slight decline in continuation rate by 1.4% in 2019/20 which they considered may have been caused by the impact of the pandemic. They considered they have maintained a steady trend of increases in continuation rate since 2016/17. They also noted that despite the pressures of Covid-19, they have continued to innovate where possible in terms of how they support their learners. As an example, the education provider reflected on the introduction of their new 'Sessional' approach to counselling offer. They considered the approach has been more client focused and provided better outcomes. The visitors considered the education provider has continued to reflect on data points and use these to improve their provision. The visitors were satisfied the education provider is performing well in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 5: Issues identified for further review

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

There were no outstanding issues to be referred to another process.

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the education provider's next engagement with the performance review process should be in the 2026-27 academic year.

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

- is clearly committed to quality assurance.
- maintains appropriate working partnerships with their stakeholders.
- takes active steps to investigate, reflect upon and address issues to ensure they are dealt with effectively.
- maintains robust systems in place which enable them to respond to challenges quickly and effectively as seen in their response to Covid-19.
- uses technology to drive improvement in learning, teaching and assessments.
- demonstrates responsiveness to recommendations from external regulators and professional bodies.

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			01/09/2001
BSc (Hons) Occupational Therapy Degree Apprenticeship	FLX (Flexible)	Occupational therapist			01/09/2019
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2014
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2004
DipHE Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2003
DipHE Paramedic Science	FT (Full time)	Paramedic			01/04/2016
Doctorate in Clinical Psychology (ClinPsyD)	FT (Full time)	Practitioner psychologist		Clinical psychologist	01/01/1992
Doctorate in Educational Psychology - EdPsyD	FT (Full time)	Practitioner psychologist		Educational psychologist	01/08/2018
Independent and Supplementary Prescribing for PA, PH and TRad	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2019
MSc Dietetics	FTA (Full time accelerated)	Dietitian			01/02/2022
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/02/2005
MSc Physiotherapy	FT (Full time)	Physiotherapist			01/02/2004
MSci Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2020