
Performance review process report

University of Derby, 2018-21

Executive summary

This is a report on the performance review process undertaken to review HCPC-approved provision at the University of Derby. This assessment was undertaken as part of our quality assurance model in the 2021-22 academic year.

In our review, we considered that this institution is performing well, and visitors have recommended that the education provider should next be reviewed in five years' time, the 2026-27 academic year.

There is one referral to highlight. This report was considered by our Education and Training Panel on 28 February 2023 who made the final decision on the review period.

Based on all information presented to them, they decided that the education provider's next engagement with the performance review process should be in the 2026-27 academic year, and we will review the education providers progress and reflections on their new practice-based learning assessment process during this performance review.

Previous consideration	Not applicable. This performance review process was not referred to from another process interaction.
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• whether issues identified for referral through this review should be reviewed, and if so how
Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none">• Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 academic year• Subject to the Panel's decision, we will undertake further investigations as per section 5.• The Panel should be aware we also have two approval cases currently ongoing. Should these programmes gain approval, they will be incorporated in the next performance review.

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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:

Joanne Stead	Lead visitor, Occupational Therapist
Julie Allan	Lead visitor, Art Therapist
Sheba Joseph	Service User Expert Advisor
John Archibald	Education Quality Officer
Tracey Samuel-Smith	Education Manager

Section 2: About the education provider

The education provider context

The education provider currently delivers 19 HCPC-approved programmes across six professions, including four independent and supplementary prescribing programmes. It is a higher education institution and has been running HCPC-approved programmes since 1992.

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	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2002
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1995
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2019
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2022
	Prosthetist / Orthotist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2022
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1992
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	672	677	2022	The enrolled numbers of learners across the approved HCPC provision is slightly higher than the number of learners we hold on our records. As this is such a small difference, it does not need to be explored the further.
Learners – Aggregation of percentage not continuing	3%	7%	2019-2020	The Higher Education Statistics Agency (HESA) data shows the percentage of learners not continuing is more than the benchmark. The visitors considered this and had no further questions.
Graduates – Aggregation of percentage in employment / further study	94%	96%	2019-2020	The HESA data shows the percentage in employment or further study is slightly higher as the benchmark at the education provider. This implies learners who successfully complete their learning at this institution make progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Gold	June 2017	A gold award would indicate that the education provider is doing well.
National Student Survey (NSS) overall satisfaction score (Q27)	76.0%	79.7%	2022	This score indicates that the percentage of learners who are satisfied with their learning is higher than benchmark.

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 – streamlining of the assessment of placement quality

Area for further exploration: The education provider informed us that programmes operate a system of placement audit prior to learners being allocated to the area. These are reviewed on a two-year cycle. Feedback from placements is gathered through multiple mechanisms such as audits, halfway calls, final reports, and a placement educator's day. The visitors understood the education provider felt they "could" streamline the placement evaluation process. However, it was unclear why the education provider was considering this and how they planned on taking this forward. The visitors consequently sought more information about why streamlining the placement evaluation process was being reflected upon.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed the visitors that placement evaluations could be streamlined, for example, by sharing audit information with the nursing programmes. The visitors understood the education provider has recently appointed a new placement lead. However, this work has not yet progressed. Following this quality activity, we recognised there were no further questions at this time. However, we recommend this is an area for consideration through the next performance review.

Quality theme 2 – reflection on the implementation of the interprofessional education (IPE) strategy

Area for further exploration: The visitors noted the education provider supplied a comprehensive outline of their IPE strategy. They understood the education provider works with a philosophy where learners co-design curricula or elements of it. All

learners were offered the opportunity to participate in the interprofessional education strategy 2019-2024. This strategy includes IPE opportunities for each stage of undergraduate and postgraduate programmes. However, the visitors were unable to find information about how IPE engagement was monitored, how it was reflected upon, and any actions taken forward from this.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: In response, the education provider submitted a narrative about their approach to IPE, the various ways learners participate and how their involvement is monitored via engagement analytics. To demonstrate how learners co-design curricula, or elements of it, the education provider submitted a script led by learners outlining inclusive and meaningful IPL across a range of professions. The education provider recognised the benefits of allowing learners to lead on this, albeit with appropriate academic oversight. The visitors were therefore satisfied about how activities relating to IPE were reflected upon. Following this quality activity, we had no further questions going forward.

Quality theme 3 – implementing the equality and diversity agenda across the range of programmes approved

Area for further exploration: The visitors noted the range of initiatives undertaken at the school and institution level regarding the Equality and Diversity agenda. These included the 5-year plan which includes staff training, de-colonising the curriculum, and an assessment strategy review. The visitors recognised the progress made in the arts therapy and occupational therapy programmes. However, the visitors were unable to determine how learning from these professions had been taken forward for the other approved programmes.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The visitors noted a narrative outlining how experiences had been shared across the art therapy profession. In addition, a narrative was provided about an initiative undertaken by the diagnostic radiography and operating department practice programmes. Coming together as a group, they considered “Diversity at every level” of the education provider awarding gap action plan. This identified areas of good practice and how individuals could improve their own practice to better represent the diversity of the learner community. This demonstrated how initiatives had been considered and taken forward across the wider programmes offered. Following this quality activity, we had no further questions going forward.

Quality theme 4 – how the impact of practice education providers by external bodies is demonstrated

Area for further exploration: The visitors noted how Care Quality Commission (CQC) reports are reviewed and followed up with practice partners, as necessary. The education provider also outlined the review process established for responding to the National Education and Training Survey (NETS) data. The visitors noted the education provider had adopted review processes to instigate when data is received. This means all Allied Health Professional (AHP) groups come together to discuss feedback at an institution level. The visitors noted that findings from these discussions had been in line with the education provider's own intelligence about placement provision and experiences. However, they were unclear about how these reflections have been taken forward over the period in question. The visitors therefore sought further information about the education providers reflections on CQC reports such as the actions identified and how they were taken forward.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider reflected that they had received one notification about a local NHS Trust which had received a "poor rating" from the CQC. This specifically related to leadership and management. The education provider outlined how they have considered this information from the viewpoint of whether this would impact on any work-based learners. The education provider recognised that learners on practice-based learning were less likely to be impacted. However, to ensure no learners were disadvantaged, all programme teams using this Trust were required to follow up with individual learners and provide additional Personal Academic Tutorial support, if required. Following this quality activity, we had no further questions.

Quality theme 5 – engagement across the range of professional bodies

Area for further exploration: The visitors noted the reflection outlining the comprehensive engagement with the Nursing and Midwifery Council (NMC) and the General Pharmaceutical Council (GPhC), regarding non-medical prescribing changes. In addition, the visitors recognised how the education provider had engaged with the College of Paramedics (CoP) with respect to their definitions of advanced practice. However, the visitors were unable to determine any reflection about how the education provider had engaged with the other professional bodies who develop curriculum guidance and / or accredit programmes to enhance relevant programmes.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: In response, the education provider submitted a range of evidence outlining the engagement / reflection undertaken with the relevant professional bodies. For example, for the drama therapy programme, the visitors noted how the professional body executive committee is invited to speak with learners on the programme and how this enhances the knowledge of the professional body. The visitors are therefore clear about how the education provider engages across the professional bodies and the changes / developments this has created for the relevant programmes. Following this quality activity, we had no further questions going forward.

Quality theme 6 – reasons for implementation of Blended Applied Learning Model (BALM) of programme delivery

Area for further exploration: The visitors noted how the COVID-19 pandemic required a revised approach to programme delivery. This resulted in the introduction of the BALM. The education provider noted the BALM was continuing to be used following the pandemic. However, the visitors were unable to determine how the success of BALM had been considered or reflected upon and any changes required for the ongoing delivery of this model.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: In response, the education provider submitted analysis of survey outcomes specifically relating to the inclusion of BALM. These outlined how over two thirds of the delivery was live / interactive. The remaining delivery was roughly shared between recorded learning or evenly split between the two delivery methods. Further details were considered by the visitors which showed how the BALM of delivery had been evaluated, and how the outcomes of this had been incorporated into the curriculum going forward. The visitors were therefore confident that new approaches to programme delivery had been considered going forward. Following this quality activity, we had no further questions going forward.

Quality theme 7 – managing the capacity of practice-based learning

Area for further exploration: Through the portfolio and documentation, the visitors noted that some capacity in practice-based learning had been lost, particularly from smaller sites due to the way the placement tariff had been funded. As such, the education provider has proposed a Red, Amber, Green (RAG) rating system with the intention to hopefully offer funding to sites in a timelier fashion. In addition, the

visitors noted the administration of practice-based learning was an “enduring discussion”. As such, the education provider has proposed a dedicated placement hub which will support all Allied Health Professional programmes and continue to expand the range of placement opportunities. However, the visitors were unable to determine reflections which demonstrated why these proposals have been put forward.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The visitors noted the narrative from the College Registrar regarding the support for managing the capacity of practice-based learning over the period under review. Reflection outlined the impact of the pandemic and why this resulted in the increase of resources / services for managing practice-based learning. This included the development of a new Placement Hub. This is a dedicated service supporting learners, staff and practice educators across the cycle of practice-based learning. In addition, the Placement Hub has, and continues to, support the delivery of clinical expansion and working with private, independent and voluntary organisations (PIVO). Following this quality activity, we had no further questions going forward.

Quality theme 8 – extending partnerships with local, independent organisations for practice-based learning

Area for further exploration: The visitors noted the education provider had robust and established working relationships with the Integrated Care System, local Trusts and commissioners in Derbyshire and more widely. In addition, they noted good links Health Education England (HEE).

As outlined in the [quality theme above](#), the visitors noted a loss of some practice-based learning capacity. The education provider outlined that, while they already had some links with local independent health and social care agencies, more could be done. The visitors sought their reflections on these relationships to understand the plans in place and any progress made in this area.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: We noted the education provider’s process to establish relationships with new contemporary providers. We also noted how the education provider has generated additional placements as part of their clinical placement expansion project. In addition, the education provider employs a private independent voluntary organisations (PIVO) placement expansion team. This team was

established as part of their clinical placement expansion funding from HEE. Many of these practice-based learning opportunities are shared across programmes, both HCPC approved and not. For example, nursing homes are used for nursing and occupational therapy programmes. The education provider outlined the benefits of this, for example, introducing learners to new areas of practice which may be of interest in future employment as well as expanding learning opportunities. Practice placements within PIVO's will continue to be developed as appropriate. Following this quality activity, we had 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 reconsidered their Financial Strategy in light of the current Higher Education environment. We understood how it continues to reflect the belief that financial stability follows academic stability and focusses on long term stability.
 - The education provider has effective relationships in place with commissioners and Health Education England (HEE) to ensure appropriate funding.
 - We noted, as part of this, the education provider had reflected upon, and implemented, a range of additional and enhanced resources for individual programmes. For example, refurbishment of academic facilities and development of theatre suites.
 - We were satisfied the education provider is performing well in this area.
- **Partnerships with other organisations**
 - In addition, to HEE, the education provider has effective partnership arrangements with a range of organisations within the local region and wider area. For example, the Derbyshire Workforce Steering Group and on the newly established, People and Culture Board of the Integrated Care System (ICS).
 - We also noted the education provider's involvement with the Council of Deans to share information and intelligence.
 - We recognise the effective collaborations different programmes have as members of groups or working parties relevant to their profession.
 - We were satisfied the education provider is performing well in this area.

- **Academic and placement quality –**
 - We noted the range of ways of capturing learner feedback from the academic and practice-based learning settings and how this was taken forward and acted upon.
 - We recognised the education provider has reflected upon how they ensure academic quality. For example, module learning outcomes were previously considered at the end of each module while taking into consideration learner performance. They are now considered as part of the subject programme committees. This means that learners, practice educators and staff all contribute to ensuring the quality of delivery / learning.
 - The visitors also noted how quarterly meetings with practice partners ensured effective opportunities for stakeholders to consider overarching themes and individuals concerns. For example, feedback from practice partners to using the full capacity of an electronic portfolio.
 - Through [quality activity 1](#), we also noted how the education provider was considering introducing a new practice placement assessment, for example by sharing information with the nursing programmes. We will review the education providers progress and reflections on this during the next performance review.
 - We were satisfied the education provider is performing well in this area.
- **Interprofessional education –**
 - We noted the education providers comprehensive outline of their Interprofessional Education (IPE) strategy.
 - Through [quality theme 2](#), the visitors received a narrative detailing how the education provider had monitored their strategy. From this, they noted the reflections on the various ways in which learners participate in IPE and engagement analytics.
 - We were satisfied the education provider is performing well in this area.
- **Service users and carers –**
 - The education provider is committed to service user and carer engagement in all aspects of their programmes. We noted service users and carers are involved throughout, including recruitment, teaching, learning and how feedback is acted upon.
 - The visitors recognised the education providers reflections about how involving service users and carers become more challenging during the pandemic. Based on this, the education provider demonstrated how they plan to return to the range of pre-pandemic activities as quickly as possible.
 - We were satisfied the education provider is performing well in this area.
- **Equality and diversity –**
 - The education provider has an Access and Participation Plan, which includes work around Equality and Diversity. As part of this, there are plans to de-colonise the curriculum, close the awarding and attainment

gap and ensure appropriate staff training. The education provider is currently in year two of the five-year plan.

- The visitors noted a range of initiatives and progress made within the art therapy and occupational therapy programmes. Through [quality theme 3](#), the visitors recognised how learning from these programmes had been shared across the Allied Health Professional programmes.
- It was clear from this, positive developments were being shared at a programme level and at an individual level.
- We were satisfied the education provider is performing well in this area.
- **Horizon scanning –**
 - The education provider uses effective and appropriate processes to determine any challenges or developments in the future.
 - As an example, these processes identified placement capacity as a continued challenge, particularly during the pandemic. The education provider won a bid from Health Education England (HEE) around practice-based learning to develop innovations, build capacity in the third, private, voluntary and independent sectors and increase the use of simulation.
 - The education provider keeps their portfolio of programmes under continual review, looking at content, delivery mode and delivery sites. We noted this ensures new opportunities can be explored and current open programmes remain viable and responsive to current / projected needs as national and local workforce demands change.
 - We also noted how the education provider engages with regional workforce development activities to gain deeper understanding of workforce needs and training requirements.
 - We 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.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**
 - The education provider reflected upon how, at the start of the pandemic, they established “rapid response management teams”. These teams focussed on the mitigation of risk across the stakeholders and delivery of the programmes.
 - The visitors also noted the development of a safety net which turned into a no detriment policy. Considering the introduction of this, the education provider noted no significant decrease in the number of good degrees awarded.
 - We noted that teaching and learning methods of academic components changed in response to government guidelines. For example, through [quality activity 6](#), we understood the benefits of the Blended and

Applied Learning Model (BALM). The visitors noted the positive learner feedback and why the education provider has continued with a hybrid module of delivery.

- The visitors recognised how programmes had been required to make profession specific adjustments to ensure continued effective learning / assessment. For example, the prescribing programmes experienced a loss of some practice educators due to redeployment. Solutions to this were considered on a case-by-case basis and options included observed remote consultations (by the practice educator) or extensions to the placement.
- We were satisfied the education provider is performing well in this area.
- **Use of technology: Changing learning, teaching and assessment methods**
 - Many of the technological changes over the period were due to the pandemic. The education provider reflected upon how programmes had implemented a range of online activities appropriate to their profession.
 - For example, the diagnostic radiography programme moved completely online initially, while they are now undertaking a blended approach. As part of this, the programme has increased the use of virtual reality (VR) and augmented reality (AR). This was possible following funding from Health Education England (HEE) allowing these learners to practice clinical skills in the AR or VR environment when access to practice-based learning was restricted.
 - The education provider also reflected on those areas of technological development which are continued following the end of the pandemic. For example, in the art therapy programmes, changes to assessments meant pre-recorded submissions could be accepted in place of live assessments. This approach is being taken forward based on the successful engagement from learners and feedback from the External Examiner.
 - We were satisfied how the education provider is performing in this area.
- **Apprenticeships**
 - The education provider currently runs an operating department practitioner degree apprenticeship programme. The model has been popular with employers and numbers are expanding. They are also starting to develop a prosthetics and orthotics degree apprenticeship programme.
 - We noted the reflections that, for smaller professions, the model of degree apprenticeships is advantageous. As learners are only on campus for “short blocks” they can be dispersed around the country. This has helped to reduce the local geographical impact on practice-based learning.
 - We were satisfied how the education provider is performing in this area.

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 considered the use of technology, including the embracement of virtual reality, and finding new ways of working, to be forward-thinking and proactive.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - We noted there had been no specific assessments undertaken during the period against the UK Quality Code for Higher Education.
 - However, we noted the education provider's reflection upon the introduction of the revised model of educational delivery which was rolled out over the last 18 months. We noted how programme delivery continued to be undertaken in a fair and inclusive manner and how partnership working continued to ensure learners met the relevant standards.
 - We also noted the education provider's reflection about how, most of their challenges, were related to the pandemic and how they have overcome, and reflected, upon these.
 - We were satisfied how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies**
 - Through [quality activity 4](#), the education provider outlined how they had reflected upon when the Care Quality Commission (CQC) published a report highlighting specific failures at an NHS Trust who was hosting practice-based learning.
 - The education provider also reflected on the use of NETs information, which they have received since it was available. They recognised the data is becoming more refined, which has allowed local data to be surfaced. Upon comparison, the education provider reflected this supported their own data / intelligence.
 - We were satisfied how the education provider is performing in this area.
- **National Student Survey (NSS) outcomes**
 - The education provider reflected upon NSS scores for individual professions. For example, they stated how the overall satisfaction for the occupational therapy programmes remained over 90 percent.
 - However, they also stated they had noticed fluctuations in the overall satisfaction rates for programmes. For example, the diagnostic radiography programme returned a score of 83 percent in 2020-21 as opposed to scoring over 90 percent in the years either side.

- The education provider recognised how over the last two years, the NSS scores had taken place against the backdrop of the pandemic, national lockdowns and restrictions.
- We noted how the education provider had responded to the scores and put in place mechanisms to react to the feedback received.
- We were satisfied how the education provider is performing in this area.
- **Office for Students monitoring**
 - We noted the Office for Students (OfS) conducted a Quality and Standards Review in December 2019. This focussed on part time provision and the four topics relating to the Quality Code. The education provider met all the criteria, such as Q1 – the provider has a reliable, fair and inclusive admissions system. However, they are unable to share the outcome or report due to the request of the OfS.
 - The education provider outlined how they had put in place reviews and changes following the introduction of the new OfS regulatory framework. In addition, they outlined how they worked with the OfS during the pandemic to manage the challenges posed and mitigations to put in place.
 - We were satisfied how the education provider is performing in this area.
- **Other professional regulators / professional bodies**
 - The visitors noted the good engagement with the relevant professional bodies in relation to the non-medical prescribing changes to programmes.
 - Through [quality activity 5](#), the visitors learnt about how the education provider had engaged with the wider range of professional bodies for their programmes and how these had resulted in changes to the programmes.
 - We were satisfied how the education provider is performing 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 identified a gap in the attainment data. As such, they looked across the approved programmes to identify the reasons for this and considered ways to reduce this. Outcomes primarily focussed on Black and Minority Ethnic learners and those with a disability.

- The education provider outlined how learners had supported developments of programme content and curriculum.
- We also noted the education provider made changes to several programmes (such as occupational therapy and operating department practice). For example, as a result of learner feedback, the education provider expanded the depth of learning opportunities and assessment methods.
- We were satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance –**
 - We noted a variety of changes were made and approved throughout the period in response to professional body guidance.
 - For example, the Royal College of Occupational Therapists (RCOT) published revised professional standards in 2021. These changes were considered via the education providers annual monitoring process and appropriately built in.
 - We were satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning**
 - The visitors noted the education provider had robust and established working relationships with a range of organisations to assist in the management of practice-based learning. These included the Integrated Care System, local Trusts, commissioners in Derbyshire and more widely, Health Education England (HEE) other education providers in the region at an operational level.
 - Through [quality activity 7](#), we understood how the education provider had put in place increased administration resources to manage the capacity of practice-based learning. The robust administrative support processes supported these new ways of working including pre-placement and post placement support by the placement hub and should effectively support the delivery of a diverse range of placements.
 - Through [quality activity 8](#), the education outlined how they were extending the capacity and range of practice-based learning. This was specifically relating to the private independent voluntary (PIVO) organisations.
 - We noted how the education provider had successfully won a bid from Health Education England (HEE) to support practice innovation, including the development of third sector and PVI practice-based learning.
 - We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review: We noted the development of a dedicated PIVO expansion team alongside the wider clinical expansion team. In addition, we also noted the significant investment in the infrastructure to support practice-based learning and considered these areas to be best practice.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - We noted feedback from learners was gained through a range of different mechanisms. For example, the Post-graduate Taught Education Survey (PTES) outcomes, student representative meetings, mid and end of module evaluations and programme committees.
 - It is clear the education provider collects, and acts upon, learner feedback. For example, they have actively worked with learners on the newly developed operating department practice degree apprenticeship programme. This has led to a higher level of feedback for this programme. However, it is clear the reasons why this was the case and appropriate mitigations put in place.
 - We were satisfied how the education provider is performing in this area.
- **Practice placement educators**
 - We noted the education provider gathers feedback from practice educators at the programme level.
 - Feedback received about issues across many professions has led to changes and improvements. For example, practice placement educators on the diagnostic radiography programme outlined the struggles they had faced to sign off learner one day assessments. This was due to a lack of practice educators. As a result, the education provider ran evening Continuing Professional Development workshops. This resulted in practice educator numbers increasing by 50 percent.
 - We were satisfied how the education provider is performing in this area.
- **External examiners –**
 - We noted feedback from external examiners was felt by the education provider to be appropriate and constructive. When specific feedback was received, this was considered and acted upon as necessary.
 - For example, for the music therapy programme, the timings of assessments were spread out to avoid “clustering and overly intense workloads” on learners and staff.
 - We also noted positive feedback from external examiners which the provider recognised and continued to consider for future developments to programmes.
 - We were satisfied how the education provider is performing 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: We noted the comprehensive and reflective nature of how the challenges faced by the programmes during the pandemic had impacted on the data. We understood the education provider had continued to review data relating to learner continuation at regular learnership meetings. Over the pandemic this data outlined increases in learners reporting mental health issues or applying for late submission of assessments. The education provider recognised there are still challenges relating to struggling learners. They are working on developing an early warning system by using data from attendance, learner profile and performance etc to offer a timely intervention. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

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

Referrals to next scheduled performance review

New practice-based learning assessment process

We noted the education provider was considering introducing a new practice-based learning assessment. This could be influenced by a range of factors, including by sharing information with the nursing programmes. As this is an unknown at the current time, we will review the education providers progress and reflections on this during their next performance review.

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.
- the education provider responded positively to the challenges of COVID-19.
- the education provider demonstrates responsiveness to recommendations from external regulators and professional bodies.
- the education provider's self-reflection identifies areas which needed attention and they reflected upon their plans had been put in place to address them.
- programmes have implemented strategies to facilitate and respond to feedback from different stakeholders.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year
- We will review the education providers progress and reflections on their new practice-based learning assessment process during this performance review.

Reason for this decision: ETC made this decision based on the above visitors' recommendations.

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		01/09/1992
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/10/1995
BSc (Hons) Operating Department Practice	DL (Distance learning)	Operating department practitioner			01/05/2019
BSc (Hons) Operating Department Practice, Degree Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/05/2019
BSc (Hons) Prosthetics and Orthotics	FT (Full time)	Prosthetist / orthotist			01/01/2022
BSc (Hons) Prosthetics and Orthotics Degree Apprenticeship	WBL (Work based learning)	Prosthetist / orthotist			01/01/2022
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/09/2002
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2018
MSc in Diagnostic Radiography (pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/08/2016
MSc Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2009
PG Dip Occupational Therapy	FT (Full time)	Occupational therapist			01/08/2017
Post Graduate Diploma in Forensic Psychology Practice	PT (Part time)	Practitioner psychologist	Forensic psychologist		01/01/2022
Post Graduate Diploma in Forensic Psychology Practice	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/01/2022

Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Physiotherapists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014
Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Podiatrists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014
Post-graduate Practice Certificate in Independent / Supplementary Prescribing for Paramedics	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2019
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Physiotherapists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Podiatrists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020