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## Performance review process report

University of Worcester, 2018-22

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### **Executive summary**

This is a report of the process to review the performance of University of Worcester. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have

- Reviewed the institution's portfolio submission against our institution level standards and found our standards are met in this area following exploration of key themes through quality activities
- Undertook quality activities to arrive at our judgement on performance, including when the institution should next be reviewed
- Recommended when the institution should next be reviewed
- Decided when the institution should next be reviewed

Through this assessment, we have noted:

- the education provider had provided clear and sufficient information about how they had responded to the OfS conditions of registration
- the education provider had the mechanisms to respond to cases from the Office of the Independent Adjudicator for Higher Education (OIA) in order to make improvements following a review of OIA outcomes
- the education provider had undertaken appropriate reflection on the engagement with the National Education Training Survey (NETS) and had promoted engagement with the survey.
- the education provider had undertaken appropriate reflection about whether they are adequately staffed, and considered they were.

The provider should next engage with monitoring in five years, the 2027-28 academic year, because they:

- are committed to quality assurance
  - responded positively to the challenges of COVID-19
  - are responsive to recommendations from external regulators and professional bodies
  - identified areas which needed attention and reflected on their plans to address them
  - have implemented strategies to facilitate and respond to feedback from stakeholder.
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|------------------------|---|
| Previous consideration | Not applicable. The performance review process was not referred from another process.   |
| Decision               | The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"><li>• when the education provider's next engagement with the performance review process should be</li></ul>  |
| Next steps             | Outline next steps / future case work with the provider: <ul style="list-style-type: none"><li>• Subject to the Panel's decision, the provider's next performance review will be in the 2027-28 academic year</li><li>• The education provider is currently seeking HCPC approval for a BSc (Hons) Diagnostic Radiography programme</li></ul> |

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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:

|                |                                      |
|----------------|--------------------------------------|
| Dawn Blenkin   | Lead visitor, Occupational Therapist |
| Sue Boardman   | Lead visitor, Paramedic              |
| Sheba Joseph   | Service User Expert Advisor          |
| John Archibald | Education Quality Officer            |

## Section 2: About the education provider

### The education provider context

The education provider currently delivers six HCPC-approved programmes across three professions, including one prescribing programme. It is a higher education provider and has been running HCPC approved programmes since 2007.

### 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 |
|--------------------------|---|---|--|----------------|
| <b>Pre-registration</b>  | Occupational therapy                                | <input checked="" type="checkbox"/> Undergraduate | <input checked="" type="checkbox"/> Postgraduate | 2013           |
|                          | Paramedic   | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate            | 2015           |
|                          | Physiotherapist                                     | <input checked="" type="checkbox"/> Undergraduate | <input checked="" type="checkbox"/> Postgraduate | 2013           |
| <b>Post-registration</b> | Independent Prescribing / Supplementary prescribing |   |  | 2014           |

### Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to 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 | 672        | 672   | 2022 | The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through |

|   |     |     |             |  |
|---|-----|-----|-------------|--|
| enrolment numbers                                   |     |     |             | <p>previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission.</p> <p>The education provider is recruiting learners at the benchmark.</p>   |
| Learners – Aggregation of percentage not continuing | 3%  | 4%  | 2019 - 2020 | <p>This Higher Education Statistics Agency (HESA) data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year’s data point, the education provider’s performance has been maintained.</p> <p>We explored this by assessing the education provider’s analysis of the data point. We were satisfied with how the education provider is performing in this area.</p> |
| Graduates – Aggregation of percentage in employment | 94% | 97% | 2019 - 2020 | <p>This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p>  |

|  |       |        |           |   |
|--|-------|--------|-----------|---|
| / further study  |       |        |           | <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 1%.</p> <p>We explored this by assessing the education provider's analysis of the data point. We were satisfied with how the education provider is performing in this area.</p> |
| Teaching Excellence Framework (TEF) award                      | n/a   | Silver | June 2017 | <p>The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education."</p> <p>We explored this by assessing the education provider's analysis of the data point. We were satisfied with how the education provider is performing in this area.</p>                                   |
| National Student Survey (NSS) overall satisfaction score (Q27) | 74.9% | 72.2%  | 2022      | <p>This NSS data was sourced at the summary. This means the data is the provider-level public data.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point,</p>   |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <p>the education provider's performance has dropped by 23%. It should be noted the previous year's data point was sourced at the subject level. This means the data is for HCPC-related subjects rather than the current years data being sourced at an institution level.</p> <p>We explored this by assessing the education provider's analysis of the data point. We were satisfied with how the education provider is performing in this area.</p> |
|--|--|--|--|--|

### 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 – Office for Students conditions of registration

**Area for further exploration:** The education provider stated they had evaluated their own performance against the Office for Students (OfS) revised ongoing conditions of registration. The visitors noted the education provider had provided

reflections about how they had responded to conditions of registration B2 (Resources, support and student engagement), B4 (Assessment and awards) and B5 (Sector-recognised standards). This had resulted in the education provider updating some policies, for example the assessment policy. The visitors also noted the education provider was to demonstrate to the OfS how they met the revised ongoing condition of registration B1 (Academic experience). However, the visitors were unable to identify any reflection on how the education provider had done this. They therefore sought further information about this.

**Quality activities agreed to explore theme further:** We decided to explore this 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 they had responded to OfS ongoing condition of registration B1 about assuring learners received a high-quality experience. They reflected upon how they ensured this through several ways, including by:

- Stated it explicitly as a criteria for course approval and review;
- Made use of feedback from learners to develop programmes; and
- Provided several staff development sessions to ensure they are aware of the expectations arising from the OfS conditions of registration.

The visitors considered the education provider had provided clear and sufficient reflection about how they had responded to the OfS condition of registration B1. They were satisfied with the education provider's performance in this area.

### Quality theme 2 – improvements made following OIA outcomes

**Area for further exploration:** The education provider reflected upon how they had a very small number of cases considered justified or partly justified by the OIA. The visitors were informed the outcomes are reviewed to identify further improvements. However, the visitors were unsure whether improvements had been made following this review. The visitors therefore sought further information about these areas.

**Quality activities agreed to explore theme further:** We decided to explore this 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 clarified to the visitors they have had one complaint referred to the OIA, and none upheld. They stated complaints and appeals are managed and dealt with at school level. One complaint from a paramedic learner was received. This was reviewed and reflected upon and a document was produced to conclude the process. The education provider met with the learner to explain what they had done and how the issues raised, and the actions

taken, would improve the programme. The visitors were informed as a consequence, following the changes made to the programme, the Course Experience Survey results for this academic year had improved, and communication between learners, staff and the Head of school was open and transparent.

The visitors considered the education provider had the mechanisms to respond to cases from the OIA and had appropriately reflected upon, and taken action, in response to the complaint. The visitors were satisfied with the education provider's performance in this area.

### Quality theme 3 – promoting engagement of the NETS

**Area for further exploration:** The education provider informed the visitors the NETS had been challenging to implement and to promote. They considered this to be consistent with other education providers in the UK, as response rates were currently, and historically, low. Although the visitors were informed the education provider has a process for communicating and disseminating the survey to all their health professions learners, they were unclear what work had been undertaken to further promote engagement with the NETS. The visitors therefore sought further reflection on promoting engagement of NETS.

**Quality activities agreed to explore theme further:** We decided to explore this 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 were informed the education provider has been proactive in the promotion of NETS. Learners were informed about the survey from both the education provider and practice partner perspectives. The education provider ran sessions about NETS with undergraduate and pre-registration learners to promote the survey and encourage completion. Specifically, it has been promoted across all AHP programmes as paramedic learners had not previously been targeted to take part. The education provider reflected they will continue to ensure learners in all AHP professions understand the reason behind the NETS.

The visitors considered the education provider had undertaken appropriate activities and reflection to enhance engagement with NETS. The visitors were therefore satisfied with the education provider's performance in this area.

### Quality theme 4 – plans to increase staffing

**Area for further exploration:** The visitors were informed the staff:student ratios (SSR) for physiotherapy and occupational therapy were both above the relevant professional body recommendations. The visitors were informed the physiotherapy provision had "a good SSR for all practical classes that meets the CSP [Chartered Society of Physiotherapy] requirements". They also identified that the education provider was committed to improving the situation with the occupational therapy

provision. The visitors recognised the reflections regarding the need to increase staffing levels for physiotherapy and occupational therapy. However, the visitors were unsure of the education provider reflections about how and when they will be undertaking work to increase staffing in physiotherapy and occupational therapy. The visitors therefore sought more information about this.

**Quality activities agreed to explore theme further:** We decided to explore this 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 they considered they have adequate qualified and experienced staff to deliver the physiotherapy and occupational therapy programmes. The education provider informed us the staff:student ratio calculations are higher than what is required by the CSP and the Royal College of Occupational Therapy (RCOT). The education provider acknowledged recruiting staff into academic posts in occupational therapy has been challenging, however, they had been successful in recruiting.

The visitors recognised the education provider has undertaken appropriate reflection about whether they are adequately staffed, and considered they were. The visitors were satisfied with how the education provider had performed in this area.

## Section 4: Summary of findings

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

### Overall findings on performance

Quality theme: Institution self-reflection

#### Findings of the assessment panel:

- **Resourcing, including financial stability –**
  - Each school has a nominated Finance Manager, who is a member of the senior management team. Each Head of School is responsible for ensuring effective budget management and financial stability across their school.
  - The Board of Governors receives reports on the education provider's financial performance, learner numbers and admissions, and by exception on any significant changes in relation to these. The education provider's financial position remains strong.

- The education provider anticipates learner recruitment to increase. They also anticipate an increased recruitment of international and postgraduate learners.
- As detailed in [quality theme 4](#), the education provider has undertaken appropriate reflection about whether they are adequately staffed, and considered they were.
- The education provider was named Sustainability Institution of the Year in the 2019 Green Gown Awards, detailed later in this report as an area of good practice.
- We were satisfied how the education provider is performing in this area.
- **Partnerships with other organisations –**
  - The education provider has effective partnership arrangements with local health and social care agencies such as the Herefordshire and Worcestershire Integrated Care System (ICS). The ICS includes NHS, local authority, independent sector organisations and the voluntary sector.
  - We noted the education provider had a close working relationship with NHS England.
  - The education provider is an active member of the Herefordshire and Worcestershire Allied Health Professions Council. The council is an important means for discussing practice-based learning capacity and changes and innovation in practice.
  - We were satisfied how the education provider is performing in this area.
- **Academic and placement quality –**
  - We noted the mechanisms the education provider used to review academic and practice-based learning quality. For example, programme’s annual evaluation report and learner practice-based learning evaluations.
  - We were satisfied how the education provider is performing in this area.
- **Interprofessional education (IPE) –**
  - The education provider ensures IPE gives learners relevant and appropriate opportunities through which they learn with, from, and about other healthcare professions. It informs learners current and future practice for the benefit of service users.
  - We noted the skills and simulation facilities now provide opportunities for interprofessional simulations.
  - We were satisfied how the education provider is performing 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 recognise the education provider has a service users and carers group called IMPACT. We noted IMPACT members are involved throughout,

including recruitment, teaching, learning and research and how feedback is acted upon.

- We understand the education provider's approach to this engagement is maintained as a key element of the governance, management and leadership of all HCPC-regulated programmes.
- We were satisfied how the education provider is performing in this area.
- **Equality and diversity –**
  - The education provider's commitment to equality, diversity and inclusion (EDI) is underpinned by their strategic plan. The governance of EDI is undertaken by the education provider's Equality, Diversity, and Inclusion Committee, and works with staff and learner networks and communities.
  - We noted the education provider has an inclusion toolkit, which supports staff to ensure there is inclusion across all aspects of learning and teaching.
  - We were satisfied how the education provider is performing in this area.
- **Horizon scanning –**
  - We noted the education provider has a strategic plan for expansion of allied health profession (AHP) programmes which have been identified between the education provider and their local ICS partners. The education provider sees the expansion of their portfolio offers opportunities to develop shared practice educator training across AHPs and embed further inter-professional education.
  - The education provider has strong working relationships with other stakeholders, such as NHS and non-NHS partners, which inform programme development discussions.
  - 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 education provider informed us they had won Sustainability Institution of the Year in the 2019 Green Gown Awards. These awards recognise exceptional sustainability initiatives being undertaken by education providers. The visitors considered this demonstrated recognition for the education provider's continued commitment and work on sustainability.

The visitors noted three members of staff at the education provider were named in the late Queen's Birthday and New Year's Honours. The visitors considered this showed outstanding recognition of these staff members at the education provider.

## Quality theme: Thematic reflection

### **Findings of the assessment panel:**

- **Impact of COVID-19 –**
  - The education provider stated COVID-19 impacted their programmes significantly, in relation to teaching, learning, assessment, practice-based learning and learner support.
  - We noted the education provider provided flexibility in their approach. This enhanced their confidence in the use of technology and in embedding flexibility in teaching and learning.
  - We noted the education provider was able to manage and mitigate for practice-based learning shortages and cancellations for all learners. First- and second-year occupational therapy and physiotherapy learners faced challenges relating to access to practice-based learning, cancellation, and last-minute changes. The education provider facilitated catch-up practice-based learning in the summer and learner progression was not affected.
  - We were informed there were positive changes in teaching and learning made due to COVID-19. For example, in occupational therapy, the video sharing software Panopto was used to record all sessions where appropriate.
  - We were satisfied how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
  - The education provider stated they have incorporated new methods and approaches to teaching including technology for the benefit of learners. The use of technology for learning and teaching is ongoing and developing.
  - An increase in online provision during COVID-19 has now reverted mostly to face to face teaching.
  - The Personal Academic Tutoring process has been enhanced by the offer and use of online appointments and tutorials, giving flexibility using Whereby or MS Teams.
  - We recognised the education provider has always included simulation in occupational therapy, physiotherapy and paramedic science teaching and learning in relation to practice assessment, role plays and practice of skills.
  - We were satisfied how the education provider is performing in this area.
- **Apprenticeships –**
  - The education provider stated opportunities to grow the apprenticeship provision will be based on a clear business case, sustainability, and financial management. Any new apprenticeship programmes will be subject to the same criteria as any other new programme development.

- The education provider has developed an Apprenticeship five-year strategy. They anticipated future development of apprenticeship programmes will be in occupational therapy and radiography.
- 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 recognised the education provider used the Personal Academic Tutoring process across all HCPC approved programmes. They considered this had been enhanced by the offer and use of online appointments and tutorials, giving flexibility using Whereby or MS Teams.

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - We recognise the education provider's last Quality Assurance Agency (QAA) institutional audit was carried out almost 13 years ago. The education provider understands there is a new OfS led regulatory framework. We were informed the education provider is adapting their processes to reflect this.
  - We noted the education provider has embedded the principles of the 2018 version of the Quality Code's expectations for setting and maintaining standards and for managing the quality of provision in its quality management processes. They explained they make use of advice and guidance publications when policies and procedures are being reviewed.
  - We understood the mapping exercises are regularly reviewed annually to ensure no gaps emerge because of changing processes.
  - We were satisfied how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies –**
  - The education provider has a robust process for ensuring information intelligence related to Care Quality Commission (CQC) reports is obtained and reviewed. This intelligence is then used to inform decisions related to whether a practice setting is used for learning.
  - We noted there have been a number of education provider's placement settings who have had CQC inspections. The education provider stated in many cases, CQC have identified areas that require improvements, and they take assurance the reports have identified the quality of care in these organisations as being at least 'Good'.



- We were satisfied how the education provider is performing in this area.
- **Office for Students monitoring –**
  - We noted the new conditions of registration have prompted developments such as updating quality management processes, particularly the annual monitoring and evaluation processes.
  - They also presented the education provider with some challenges. For example, implementing a programme of staff development to ensure staff understand changes to policy relating to disabled learners and in relation to the assessment of grammar.
  - As detailed in [quality theme 1](#), the visitors considered the education provider had provided clear and sufficient reflection about how they had responded to the OfS condition of registration B1.
  - We were satisfied how the education provider is performing in this area.
- **Other professional regulators / professional bodies –**
  - We noted the education provider engages with relevant professional bodies. They are committed to maintaining all standards for education through the professional body or professional statutory regulator's annual quality assurance requirements. The visitors considered the education provider had the mechanisms to respond to cases from the OIA, as detailed in [quality theme 2](#).
  - 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 –**
  - We noted the education provider redesigned several programmes, including a curriculum review. A variety of changes were made and approved to a range of programmes. For example, the education provider has made minor changes relating to learning outcomes and assessments based on learner and staff feedback.
  - We noted learners are able to undertake a skills audit, a self-assessment with links to pathways in each skills area. The skills pathways have learning activities including articles, videos, reflection, and further activity.
  - We were satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance –**

- We noted the education provider takes responsibility and communicates with respective professional bodies to ensure any necessary changes in curricula content are made. We noted a variety of changes were made and approved throughout the period in response to professional body guidance.
- For example, there has been a joint piece of work between RCOT and CSP to provide clear principles for practice-based learning which was launched last year. These have been integrated into the preparation for practice for learners and practice educator training.
- Although not accredited with the College of Paramedics, the paramedic programme follows the curriculum guidance framework set by the professional body.
- We were satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning –**
  - We noted the education provider experienced challenges with practice-based learning capacity in physiotherapy and occupational therapy.
  - We noted the education provider had to close its learner clinic for physiotherapy and occupational therapy during the pandemic. This has now been reopened.
  - The education provider informed us they are proactive regarding practice-based learning capacity and have developed it so it has increased overall throughout the period of review. We understand staffing is challenging in relation to sourcing 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' understood learners are able to undertake a skills audit. This is a self-assessment with links to pathways in each skills area. The skills pathways each have nine learning activities including articles, videos, reflection, and further activity. Pathways can be taken as standalone activity or in conjunction with the skills audit.

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - We noted feedback from learners is gained through different mechanisms. For example, informal (tutor-led mid-module), and formal end of module evaluation.
  - For example, there was a decrease in learner satisfaction for the occupational therapy programme between 2019-20 and 2021-22. The

programme team have planned for closer engagement with learners, such as formalising feedback from the staff student learning committee to the whole cohort. They also plan to introduce whole cohort meetings with the programme leader and to 'close the loop' on module evaluations to inform learners how feedback has been used.

- As detailed in [quality theme 3](#), the visitors considered the education provider had undertaken appropriate reflection on the engagement with NETS and had promoted engagement with the survey.
- 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 in many ways, both formally and informally.
  - Feedback received about issues across many professions has led to changes and improvements. For example, in paramedic science, there were concerns from the Student Leads about access to staff and to consistent information about learners. There was also dissatisfaction about support from the education provider. In response, a new Work-based Learning Co-ordinator for Paramedic Science was appointed. They had a directive to identify how best to communicate with the practice learning hubs and to put this into place. A central contact point, with access to consistent messaging and improved response times was put into place, with a specific paramedic science email that is monitored and responded to.
  - We were satisfied how the education provider is performing in this area.
- **External examiners –**
  - We noted feedback from external examiners was generally positive. Feedback from the external examiner for BSc (Hons) Physiotherapy identified good practice related to the “excellent variety of assessment tasks, detailed feedback, and thoroughness of moderation”.
  - Where external examiners have made recommendations for further enhancements to a programme, programme leaders responded directly to each recommendation. These recommendations are then captured in the course enhancement plan for the coming year. For instance, the paramedic science external examiner made recommendations to improve the content and assessment of specific modules, process of moderation and format and layout of the practice assessment document. These recommendations were actioned within the course annual evaluation report enhancement plan.
  - 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:**

**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.

The education provider reflected that there were several areas where their data point was better than the benchmark. For example, those who complete a programme and are in further study or employment.

However, they also identified where non-continuation rates have risen and need careful monitoring. They were assured these rates are reducing and have confidence retention measures are beginning to demonstrate a positive impact on the attrition data.

### **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 2027-28 academic year

**Reason for this recommendation:** We have come to this recommendation because we consider:

- the education provider is committed to quality assurance.
- the education provider responded positively to the challenges of COVID-19.
- the education provider is responsive to recommendations from external regulators and professional bodies.
- the education provider's reflection identifies areas which needed attention and they reflected upon their plans 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 2027-28 academic year

**Reason for this decision:** The Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report that the education provider and its programmes next engage with the performance review process along the timeframe stated above.

Appendix 1 – list of open programmes at this institution

| <b>Name</b>  | <b>Mode of study</b>        | <b>Profession</b>      | <b>Modality</b> | <b>Annotation</b>                                  | <b>First intake date</b> |
|--|-----------------------------|------------------------|-----------------|--|--------------------------|
| BSc (Hons) Occupational Therapy  | FT (Full time)              | Occupational therapist |                 |  | 01/09/2013               |
| MSc (Pre-registration) Occupational Therapy                            | FTA (Full time accelerated) | Occupational therapist |                 |  | 01/07/2021               |
| BSc (Hons) Paramedic Science   | FT (Full time)              | Paramedic              |                 |  | 01/09/2017               |
| FdSc Paramedic Science (Tech to Para)                                  | FT (Full time)              | Paramedic              |                 |  | 01/09/2015               |
| BSc (Hons) Physiotherapy   | FT (Full time)              | Physiotherapist        |                 |  | 01/09/2013               |
| MSc (Pre-registration) Physiotherapy                                   | FTA (Full time accelerated) | Physiotherapist        |                 |  | 01/07/2021               |
| V300 Non-Medical (Independent and Supplementary) Prescribing Programme | PT (Part time)              |                        |                 | Supplementary prescribing; Independent prescribing | 01/02/2014               |