
Performance review process report

Manchester Metropolitan University, 2018-21

Executive summary

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

Two areas were explored in further detail through our quality activity process. One area related to changes to staff resources, and the other about the involvement of service users and carers. The visitors also noted some areas of good practice demonstrated by the education provider regarding their partnerships with other organisations and opportunities offered to learners for interprofessional education.

This provider constitutes a low risk to how the approved programmes continue to be delivered. Our recommendation for the performance review period is five years. This report has been considered by our Education and Training Panel, who have agreed the review period.

Previous consideration	The education provider has added two new programmes to their provision in the 2018-21 period: <ul style="list-style-type: none">• Postgraduate Diploma in Forensic Psychology Practice• MSc Dietetics• MSc (Pre-Registration) Physiotherapy
Decision	The Education and Training Committee (Panel) were asked to decide; <ul style="list-style-type: none">• when the education provider's next engagement with the performance review process should be
Next steps	The education provider's next performance review will be in the 2026-27 academic year

Included within this report

Section 1: About this assessment.....	3
About us	3
Our standards	3
Our regulatory approach.....	3
The performance review process.....	3
Thematic areas reviewed	4
How we make our decisions.....	4
The assessment panel for this review.....	4
Section 2: About the education provider.....	4
The education provider context.....	5
Practice areas delivered by the education provider.....	5
Institution performance data.....	5
Section 3: Performance analysis and quality themes	6
Portfolio submission.....	6
Quality themes identified for further exploration	7
Quality theme 1 – Ensuring programme quality remains despite staff cost reductions.....	7
Quality theme 2 – Developing involvement of service users and carers post- pandemic.....	8
Section 4: Findings	8
Overall findings on performance	8
Quality theme: Institution self-reflection	9
Quality theme: Thematic reflection	12
Quality theme: Sector body assessment reflection.....	13
Quality theme: Profession specific reflection	15
Quality theme: Stakeholder feedback and actions.....	16
Data and reflections	17
Section 5: Issues identified for further review.....	18
Section 6: Decision on performance review outcomes	19
Assessment panel recommendation	19
Appendix 1 – list of open programmes at this institution.....	20

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:

Jennifer Caldwell	Lead visitor, Occupational Therapist
Garrett Kennedy	Lead visitor, Practitioner Psychologist
Ann Johnson	Service User Expert Advisor
Niall Gooch	Education Quality Officer
Sophie Bray	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 16 HCPC-approved programmes across seven professions. It is a higher education institute and has been running HCPC approved programmes since 2003.

The education provider has had Health & Care Professions Council (HCPC) provision for some time and has been gradually expanding its provision in recent years. The education provider has added two new programmes to its provision in the 2018-21 period: dietetics and practitioner psychologist. In their portfolio the education provider has also noted that they have a long-term plan to develop all their programmes and to introduce more reliable and robust income streams.

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	Biomedical scientist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2012
	Dietitian	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2022
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2003
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Speech and language therapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2015
Post-registration	Independent Prescribing / Supplementary prescribing			2006

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	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	1090	705	2022	The education provider has recruited learners in line with demand and available placement numbers. They have plans to increase provision, reflecting placement capacity and employer demand. The visitors were satisfied with the education

				provider's learner recruitment to programmes.
Learners – Aggregation of percentage not continuing	3%	2%	2019-20	The education provider is performing above the benchmark, suggesting good performance in relation to learner retention. This data point is collated from Higher Education Statistics Agency (HESA) data, via Jisc data consultancy.
Graduates – Aggregation of percentage in employment / further study	93%	92%	2019-20	The education provider is performing near the benchmark. The education provider has reflected on how some learners take a break between programme completion and working in the sector. The visitors were satisfied with this score. This data point is collated from Higher Education Statistics Agency (HESA) data, via Jisc data consultancy.
Teaching Excellence Framework (TEF) award	N/A	Silver	2017	Silver reflects good teaching with possible room for improvement. The visitors were satisfied with this result. This data is collated from the Office for Students (OfS).
National Student Survey (NSS) overall satisfaction score (Q27)	74.1%	66.3%	2021	The education provider has acknowledged their concerns surrounding low learner satisfaction and have a number of actions in place to address this. These are outlined through the portfolio and the visitors were satisfied with the education providers response. This data is collated from the Office for Students (OfS).
HCPC performance review cycle length	N/A	TBC	2018-21	The visitors have recommended a monitoring period of five years.

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

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

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

Quality theme 1 – Ensuring programme quality through appropriate staffing

Area for further exploration: There has been significant expansion within the education provider in terms of programmes and numbers of learners. The education provider states a staff review has led to a reduction in the number of academic staff to decrease costs and increase in support staff across the service department. It was unclear what impact this has had and will have on the quality of the programme and learners. The visitors explored how the education provider will ensure quality of the learning experience is not reduced when there is a reduction in academic staff, and how learners will be supported. It is important the education provider ensures changes in response to financial security do not negatively impact on the programmes, quality, or learners.

Outcomes of exploration: The education provider outlined how staff to learner ratios for preregistration programmes are monitored annually. This ensures the numbers remain in line with professional body expectations. They explained how learners received academic support, personal tutoring and support while on placements from the academic staff team. There are also an appropriate staff who are available to support learners with health and well-being, financial issues, accommodation and housing, counselling, and mental health issues.

The education provider states learners receive valuable input in their programmes from specialist associate academics (clinical practitioners) who deliver on aspects of the curriculum. The education provider has a strategic budget to invest in specialist clinical staff to enhance the learner experience and quality of programmes. The education provider monitors learner feedback to ensure high levels satisfied with teaching and appropriately supported. The visitors were satisfied the education provider is suitably maintaining the quality of teaching in line with increased learner

numbers and areas of staff cost reductions. They agreed the education provider is monitoring learner feedback to ensure learners are satisfied with their experiences.

Quality theme 2 – Developing involvement of service users and carers post-pandemic

Area for further exploration: The education provider stated service users and carers (SU&C) are involved in assessment, programme design, and curriculum development. The visitors considered this involvement to be in an advisory capacity, and some areas of SU&C involvement were negatively impacted by the pandemic. It was unclear how SU&Cs are involved in the delivery of the programmes and how this has changed post-pandemic. The visitors explored how the education provider plans to involve service users in the delivery of programmes, particularly post pandemic. They identified the need for firm evidence of service user involvement across the programme. It is important the education provider demonstrates how to utilise SU&C into their programmes post-pandemic and have processes in place to ensure the consistent and structured involvement of SU&C on their programmes.

Outcomes of exploration: The education provider has supplied evidence of interactions with several different SU&C, demonstrating their involvement in the programmes. This includes input through presenting to learners, interacting, and giving feedback about their skills and future needs from a client perspective. Some SU&C interactions were done virtually during the pandemic, but the learners were briefed on the sessions before interaction with the SU&C. The education provider is developing training for SU&Cs This will include key induction information about the faculty, data protection, the roles of those involved. Furthermore, specific training around tasks such as observation of teaching, programme approval or review, interviewing applicants, assessment.

The education provider outlined how in 2022 they merged two faculties into a new Faculty of Health and Education. This resulted in merging workstreams which were operating successfully. They are creating a framework for their community engagement activities involving SU&Cs. The framework intends to give the education provider an overall strategy and roadmap for the involvement of SU&Cs across their portfolio and provide clear terms of engagement, payments for time and expenses etc. This will occur at faculty, department, and programme level. From the reflections and evidence provided from the education provider, the visitors are satisfied there is a clear plan for moving forward. They agreed the education provider has acknowledged SU&C involvement and have already made progress to improve this and the processes relating to it.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**
 - All of the education provider's faculties and departments complete an annual cycle of planning which involves setting learner number targets, financial budgets, and strategic plans. Their academic teams work closely with partnership organisations including Health Education England (HEE) and National Health Service (NHS) Trusts. This is to understand the ongoing needs and workforce demand which helps to inform their learner number targets. This is considered alongside staffing resources, facilities, learner feedback and finances.
 - The education provider's Faculty of Health and Education is expecting to grow income from £67m in 2018-19, to £77m in 2021, and up to £90m by 2026-27. To ensure sustainability, they have increased learner numbers across programmes and continue to reduce staff costs. The visitors explored how this will impact on quality of provision in [quality theme 1](#). The education provider reassured the visitors they are investing in quality teaching staff, and there are suitable resources in place to support learners and ensure quality of their programmes. The visitors were satisfied with the ongoing monitoring and sustainability of resourcing at the education provider.

- **Partnerships with other organisations –**
 - The education provider works with all sectors (NHS trusts, private/independent education providers, voluntary organisations) across the region who have supported development of new programmes with further development planned. For allied health programmes, the education provider works with the Northwest Practice Education Group. This aims to bring practice and academia together with a range of joint projects demonstrating collaborative working, good working relationships and leadership.
 - The education provider has reflected on how their positive relationships with practice placements have ensured high-quality environments for learners. It has ensured relationships have been maintained despite the growth in learner numbers and challenges posed by the pandemic.
 - The education provider stated collaboration and good working relationships was necessary during the pandemic to ensure placements for learners. The visitors were satisfied there are appropriate and regularly monitored partnerships in place with relevant organisations.

- **Academic and placement quality –**
 - The education provider's academic provision is subject to internal and external quality assurance processes. Assessments are internally verified and moderated in line with the institutional level policies. All programmes have an external examiner, who ensures institutional and subject level maintenance of threshold academic standards, in accordance with the Framework for Higher Education Qualifications (FHEQ) and Subject Benchmark Statements.

- The education provider annually reviews the performance of academic programmes through data-informed Education Annual Review, which references key performance indicators such as learner progression, learner satisfaction, awarding gaps, and graduate outcomes. Progress on actions arising from Education Annual Review are reported monthly to the Faculty Education Committee. The education provider acknowledged the challenges of the last two years due to the pandemic regarding assessments and how they have addressed these challenges in response to learner feedback including a new data management system. They reflected on the low rates of feedback received from learners during the pandemic. To address this, the education provider evaluated qualitative comments from the NSS results to identify themes to develop action plans.
 - Placement organisations are reviewed and audited on a three yearly basis. The education provider is implementing the Northwest Quality Assurance and Evaluation Framework. This is a system for auditing placements which identified any placement which “falls below the set standard”. There is a process to identify those areas which are causing concern, and this is followed up by programme staff. The regular reviews of placements also celebrate best practice, and there are appropriate processes in place to capture both concerns and areas of success. The online educator’s course has facilitated an increase in practice educators and helps support those already in post. The education provider reflects on how feedback from learners shows they have an excellent experience but there is room for improvement.
 - The visitors were satisfied there are a range of appropriate quality assurance methods in place. These effectively ensure academic and placement quality remains high and is monitored regularly.
- **Interprofessional education –**
 - The education provider has worked with external stakeholders to develop opportunities for interprofessional learning (IPL) for learners. They have developed a range of resources for learners including a virtual environment. This enables learners to rehearse skills such as empathy, communication, and collaboration so that they are fully prepared to continue their development in the clinical practice setting. Through learners’ evaluation data the education provider has received positive feedback on the opportunities offered to learners.
 - The education provider has continued to develop these resources and opportunities to meet learners needs and reflect changes in health and social care practice. The visitors were satisfied with the opportunities offered to learners regarding IPE and recognised their performance as an area of good practice.
- **Service users and carers –**
 - The education provider’s HCPC approved programmes work across two schools which work with service users and carers (SU&C) in different capacities. In Life Sciences, SU&C attend annual employer liaison / advisory meetings. Feedback on programme developments and practice provision are included in discussions and action planning.

- In the Faculty of Health and Education, there is an established Faculty Service Users and Carers group who support programme design, development, and on-going quality. The group is involved in the selection and recruitment process and in teaching and learning activities for programmes. SU&C feedback to learners in practice education settings is facilitated by practice educators.
 - The visitors explored how SU&C involvement in the programmes has changed and continued post-pandemic in [quality theme 2](#). The education provider outlined how they have reflected on processes that are working well across faculties and merged these. They have developed a framework and overall strategy for the future involvement of SU&Cs. The visitors were satisfied that although the pandemic did affect some aspects of SU&C involvement, there is evidence they are still active, involved and developing the programmes appropriately. The education provider has a clear plan in place which the visitors agreed shows they are actively developing the programme.
- **Equality and diversity –**
 - The education provider has appropriate equality, diversity and inclusion (EDI) policies in place. They stated EDI is a key area for staff training across the institution, to promote engagement, understanding and compliance with policy, and e-learning must be undertaken every two years by staff. The education provider acknowledged there are challenges where traditionally programmes have a predominantly “white and female” profile but are taking steps to address this.
 - They state they are committed to removing the awarding gaps by 2025. To operationalise their proposed strategy to remove the awarding gaps, the education provider has an action plan in place. This includes working with other departments already ahead of them to share good practice, data-led approach to awarding gaps by disseminating the programmes. The education provider supplied several examples of responding to current EDI matters. This includes the death of George Floyd in May 2020 acting as a catalyst to accelerate and focus on covert discrimination of black, Asian, and minority ethnic (BAME) learners. The visitors were satisfied the education provider has appropriate measures in place to support learners and are striving to continually improve their approach to EDI.
- **Horizon scanning –**
 - The education provider has increased their learner cohort size in response to Health Education England’s (HEE) requests for more allied health professional (AHP) qualifying places to be made available to applicants. The education provider acknowledges the diverse roles being undertaken by some AHPs, recognising the changes within society and delivery of care.
 - Programmes are exploring a variety of placement areas away from the “traditional placement” to reflect current practice. In life sciences, placement opportunities are determining the learner numbers. The education provider is working with employers to expand the cohort capacity.

- They plan to seek reapproval of their BSc Physiotherapy and Speech and Language Therapy programmes during the 2023/224 academic year to review and refresh curriculum content and delivery. The visitors were satisfied the education provider is appropriately planning for the growth and changes on their programmes, relevant to appropriate professional body and placement demands.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors noted the collaborations between the education provider and the Northwest Practice Education Group demonstrates good practice for maintaining relationships.

The visitors also noted the innovative use of a community/society-based case study (Birley Place) is an area of good practice. This opportunity for interprofessional education is valued by learners and facilitated by a dedicated member of staff.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**
 - The education provider moved as much learning as possible to online as a response to the restrictions set due to the pandemic. Where deemed necessary to be in-person, the learners were in smaller groups that did not intermingle. The smaller group size increased demands on staff and the education provider paused all but externally funded research to pool their staff resources for delivery of the programmes.
 - The education provider adapted assessments as necessary to follow guidelines. They developed risk assessment procedures for learners to support safe placements and learners who scored as high risk were allocated to telehealth settings. In response to coming out of the pandemic, the education provider records of adaptations made to the curriculum, programme delivery and added additional learning opportunities to be utilised in future events. They offered additional support for learners and staff to support them with increased mental health issues during the pandemic.
 - Post-pandemic, the education provider has returned to on-campus face-to-face delivery to reintroduce the full curriculum, networking opportunities and peer support. They are maintaining the enhanced mental health support offer and embedding information for learners into all their induction schedules. The visitors were satisfied with the education provider's response to the pandemic and the measures they put in place to support learners.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - In response to the pandemic, the education provider moved some of the learning for programmes online where appropriate. Application interviews were held remotely rather than in person. They have

reflected on the successes and benefits of this for learners. It increased flexibility and reduced cost and time associated with applying to the programme.

- The education provider invested in developing simulation as part of their placement learning offer and in line with professional body guidance from RCSLT and the Chartered Society of Physiotherapy (CSP). Multidisciplinary online and virtual simulation-based education (SBE) placements occurred where appropriate. They have a dedicated Senior Lecturer in Simulation-Based Education who led this work.
 - The education provider stated learners were overall satisfied with these changes, making the programmes more accessible and flexible. The education provider invested in their virtual platforms, which track learner engagement with activities and scenarios, enabling academic staff to monitor engagement and outcomes. The visitors were satisfied with the education providers approach to developing technology across the programmes and agreed they have adapted to learner needs well.
- **Apprenticeships –**
 - The education provider's apprenticeship in Healthcare Science has had a low employer uptake. Employers expressed the view that the model of delivery did not meet their requirements. However, numbers were too low to support a separate model of delivery by the department, so the education provider is teaching out this offering. The education provider collaborates with several professional bodies to ensure they understand the sector demands.
 - They plan to continue to collaborate with employers across Greater Manchester by retaining membership on the relevant committees. This is to ensure they are supporting their learners in line with external guidance. They state they will monitor the plans to introduce further increases in numbers on apprenticeship routes at level six and ensure that practice partners are clear about their existing commitments to learners on traditional routes of study. The visitors were satisfied the education provider is ensuring learner support drives their plans with apprenticeships, and they are responsive to external bodies and placement needs.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessment of practice education providers by external bodies –**
 - The education provider's provision is subject to regular review by professional bodies as part of the programme validation process. The education provider supplied evidence of all partnership meetings, the commitment from providers to offer placements. There are plans to review the programme processes around capacity management and allocations.

- They engage with the Chartered Society of Physiotherapy (CSP) and Royal College of Speech & Language Therapists (RCSLT) who have clear agenda items within their validation processes that require liaison and feedback from practice partners. The education provider's quality assurance process requires the review of the Care Quality Commission (CQC) reports and ensure that they are deemed a suitable learning environment that can provide sufficient support for learners. The visitors were satisfied the education provider is continually reviewing their provision in line with learner numbers and practice education providers. They are satisfied they are remaining compliant with regulatory body requirements where relevant.
- **National Student Survey (NSS) outcomes –**
 - The education provider has acknowledged their concern about decreasing learner satisfaction scores during the review period. They used qualitative feedback to identify the themes underpinning learner experience, and identified themes surrounding:
 - disrupted placements during the pandemic.
 - staffing resource inconsistencies to support learners.
 - central university communications resulting in learner; and dissatisfaction with organisation and support
 - To address these issues, the education provider developed a departmental action plan following SWOT (strengths, weaknesses, opportunities, threats) analysis. The action plan addresses inconsistencies in all aspects of learner experience and progress is being monitored monthly against these plans at the Departmental Strategic Leadership Group monthly. The visitors were satisfied the education provider has a suitable action plan in place and is actively addressing their concerns with learner satisfaction. They have acknowledged the low rates of learner satisfaction and are appropriately addressing the triggers identified.
- **Other professional regulators / professional bodies –**
 - The education provider has identified several relevant bodies with whom their programmes have accreditation or reviews. The Institute of Biomedical Science (IBMS) monitor Life Sciences annually, and provide feedback where issues are raised to be actioned as required. The Royal College of Speech and Language Therapists (RCSLT) accredit the Speech and Language programmes and they are reviewed on a quinquennial cycle.
 - Physiotherapy programmes are accredited by the Chartered Society of Physiotherapy (CSP). The CSP accreditation is monitored annually. Non-Medical Prescribing was revalidated against the new Nursing and Midwifery Council (NMC) standards in 2021. The visitors were satisfied the education provider is engaging with the relevant regulators and professional bodies to ensure all programmes are relevant and up to date with guidance.

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 reflects on the plans for curriculum development they have in line with professional body guidance. They are expecting new Quality Assurance Agency (QAA) benchmark statements for Biomedical Science programmes which will impact the development of their Life Sciences programmes. They also reflect on the intentions to introduce the new HCPC standards. The new standards are being interpreted by IBMS which will update the registration portfolio.
 - Non-Medical Prescribing programmes adopted the new Royal Pharmaceutical Society 2021 Competency Framework in September 2021. Curriculum and teaching have been updated accordingly to reflect the new standards. The visitors were satisfied the curriculum is being developed appropriately, noting for new programmes there will be more to reflect on in the next performance review.

- **Development to reflect changes in professional body guidance –**
 - The education provider is actively embedding the new EDS (eating, drinking, and swallowing) Framework published by RCSLT in their programmes so that they can be compliant for all learners by 2025. The education provider stated they engaged with the project from the outset to development the new framework prior to publication. They appointed a new member of staff to support the development of paediatric EDS, where there was a knowledge and skill gap.
 - The education provider contributed to national working groups which develop the competencies. They remain involved in national work to monitor and evaluate embedding these competencies into programmes. They plan to seek reapproval/ reaccreditation from RCSLT for the BSc Speech and Language Therapy programme for learners starting their studies in 2023-24 onwards. The visitors were satisfied they are actively involved in development and changes to professional body guidance, implementing this into programmes as appropriate.

- **Capacity of practice-based learning –**
 - The education provider outlined how management of capacity and allocations traditionally sat within each education provider, with strategic governance from the GM workforce oversight committee. In response to challenges relating to placement capacity and learner numbers, the education provider was involved in supporting a placement capacity mapping project run by HEE. This resulted in placement providers taking responsibility for updating and reviewing their capacity for learners at regular points on an online system, starting in June 2022. The education provider stated learner placement capacity will fluctuate, dependent on the maximum number of placements needed at any one time to manage all the learners studying across the Northwest. Capacity will be split on a 'fair share'

basis, proportional to the number of learners in each HEI on each programme of study.

- On some programmes, employers who are also placement providers are involved in the selection process of learners applying to the programme. The education provider stated this process provided 'ownership' over the decision-making process for placements and has increased the satisfaction of employers. It has allowed the education provider to control learner numbers by only offering learner places on a programme they have placements available. Placement numbers have been increasing and the education provider anticipate they will continue to increase as demand for diagnostic professionals is increasing. The visitors agreed the education provider has a clear indication of the developments in this area and are suitably monitoring placement capacity for their learners.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors recognised good practice in the education provider being involved with new methods of managing allied health professionals' placements. They are actively involved with a placement capacity project run by HEE and implementing these into their programmes, to ensure sustainable practice-based learning placements for their learners.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - There are multiple opportunities for learners to feedback into the programme with formal and informal methods. These include staff learner liaison meetings, feedback via national and internal learner surveys, programme representatives or tutorial meetings. The education provider has acknowledged learner complaints and actively embedded learning from investigation to strengthen programmes and learner support and satisfaction. The education provider stated learner satisfaction levels and positive feedback on the programme are increasing. The visitors were satisfied with the evidence and examples of the education providers responses to learner feedback and concerns. They agreed the education provider is performing well here, giving multiple opportunities for learner feedback and clear evidence of addressing this across all programmes.
- **Practice placement educators –**
 - The education provider works collaboratively with practice placement educators who are also learner employees on some programmes. They stated overall feedback is positive, but there has been feedback regarding the facilities and equipment used on the programme compared to placement equipment. The education provider is addressing this where possible within budget to obtain more practice-

specific equipment. There are regular opportunities for formal and informal feedback for practice placement educators. This includes regular meetings, forums, informal liaisons, and a faculty lead who works with learners and educators.

- The education provider is continuing to work to improve relationships and communications with placement educators. They expect new reform model and the electronic placement management system as outlined in [capacity of practice-based learning section](#) to help improve these relationships. The education provider has support mechanisms in place for placement educators, including training and the structure of programmes. The visitors were satisfied placement educators are involved in the programmes, are able to provide feedback and are monitored through regular meetings.
- **External examiners –**
 - The education provider supplied external examiner (EE) reports which showed no significant issues have been raised and generally good feedback. The education provider has highlighted several instances of responses to EE feedback, such as reviewing the assessment weightings of units and ensuring the appropriate level of Bloom's Taxonomy was used in assessment briefs.
 - For programmes in the Life Sciences school the education provider changed the work of the EE review from reviewing a sample of a range of learners to reviewing two learners across the education journey. This was identified by the EEs as not representative across all learners. The education provider responded by ensuring full cohort marks will now be made available for review, alongside the two learners to provide context. The visitors were satisfied with the education providers performance and processes in place with EE. They agreed there is clear reflection on EE feedback and how the provider is addressing this moving forward.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel:

- **Aggregation of percentage of learners not continuing:**
 - The education provider is performing above the sector average, at 2%. They state they support learners via a range of available resources to continue with their programme through illness, hardship or challenging personal circumstances. The visitors were satisfied with the education providers approach to learner continuation.
- **Aggregation of percentage of those who complete programmes in employment / further study:**
 - The education provider is performing only slightly under the benchmark at 92%. They have acknowledged a small number of learners choose to take time out before embarking on their graduate roles for personal

reasons. They plan to improve completion rates for this survey by making learners more aware of taking part in advance, to use this data to inform programme development planning. They are implementing their internal Graduate Outcome Strategy 2020-2025 and were encouraged to see that their 2019-20 leavers survey gives a departmental score of 94.4%. The visitors were satisfied with the education provider's reflection to learners completing further study or leaving for employment.

- **Teaching Excellence Framework (TEF) award:**
 - In 2017, the education provider achieved TEF Silver, indicating that they deliver high quality teaching, learning and outcomes for its learners, and consistently exceeds rigorous national quality requirements for UK higher education. They continue to use key performance indicators directly relating to current external measure of teach quality and learner outcomes to ensure high quality learner experience. The visitors were satisfied the education provider is approaching this data point in a progressive way and continuing to review.

- **National Student Survey (NSS) overall satisfaction score (Q27):**
 - The education provider acknowledged their low score of 66%, addressing this in the [National Student Survey \(NSS\) outcomes](#) section. They have outlined the key actions they plan to put in place to ensure they can increase learner satisfaction across their programmes. this includes:
 - consistency in teaching quality and learner support
 - personal tutoring across the department
 - regular staff/ learner meetings
 - coordinated and consistent approach to organisation and management of placement learning
 - use of alumni and the learner societies to create a sense of pride in learners' respective programme and discipline area

The visitors were satisfied the education provider is aware of this area for improvement and have a clear action plan in place to address learner satisfaction needs.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 5: Issues identified for further review

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

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year

Reason for next engagement recommendation: The visitors have made a recommendation of a monitoring period of five years. This is due to the education provider's performance indicating a low risk to the quality of their programmes and the education provider has appropriate and well-planned strategies moving forward. The visitors agreed five years gives sufficient time for them to implement future plans and have sufficient data to reflect on the outcomes, whilst ensuring there are processes in place to continue to perform at a high level.

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 for 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

Reason for this decision: The Education and Training Panel reviewed the evidence outlined in the report and agreed with the findings of the visitors. They were satisfied with the outcomes, and approved the review period recommended by the visitors.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Healthcare Sciences - Life Sciences (Blood Sciences)	FT (Full time)	Biomedical scientist			01/09/2012
BSc (Hons) Healthcare Sciences - Life Sciences (Blood Sciences)	WBL (Work based learning)	Biomedical scientist			01/09/2018
BSc (Hons) Healthcare Sciences - Life Sciences (Cellular Sciences)	FT (Full time)	Biomedical scientist			01/09/2012
BSc (Hons) Healthcare Sciences - Life Sciences (Cellular Sciences)	WBL (Work based learning)	Biomedical scientist			01/09/2018
BSc (Hons) Healthcare Sciences - Life Sciences (Genetic Sciences)	FT (Full time)	Biomedical scientist			01/09/2012
BSc (Hons) Healthcare Sciences - Life Sciences (Genetic Sciences)	WBL (Work based learning)	Biomedical scientist			01/09/2018
BSc (Hons) Healthcare Sciences - Life Sciences (Infection Sciences)	FT (Full time)	Biomedical scientist			01/09/2012
BSc (Hons) Healthcare Sciences - Life Sciences (Infection Sciences)	WBL (Work based learning)	Biomedical scientist			01/09/2018
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2003
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/08/2017

MSc (Pre-Registration) Physiotherapy	FT (Full time)	Physiotherapist			01/08/2020
MSc (Pre-Registration) Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2015
MSc Dietetics	FT (Full time)	Dietitian			01/01/2022
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing	01/05/2006
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/04/2014
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2014
Non-Medical Prescribing	PT (Part time)			Supplementary prescribing	01/03/2014
Postgraduate Diploma in Forensic Psychology Practice	FLX (Flexible)	Practitioner psychologist	Forensic psychologist		01/03/2021