
Performance review process report

University of Manchester, 2018 - 2022

Executive summary

This is a report of the process to review the performance of the University of Manchester. 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 to consider which themes needed to be explored 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 areas we explored focused on:
 - The education provider recognised the learner satisfaction score had reduced. In response to this, they identified the areas where there were issues and through the Student Experience Action Plan (SEAP) how the education provider had taken appropriate action to address them.
 - The following are areas of best practice:
 - **Academic and placement quality** - Changes to the assessment have been made on the Doctorate in Educational and Child Psychology, which includes revisions to the thesis structure. As a result of this change there has been an increase in the publication of trainee research from 10% to 80%.
 - **Horizon scanning** – Visitors considered the use of simulated clinical learning as good practice. This was because it was viewed as a helpful teaching method that also contributed to the issues regarding practice-based learning capacity.
 - **Use of technology: Changing learning, teaching and assessment methods** – The Flexible Learning Programme was considered as good practice by the visitors and was an initiative being developed across all programmes. Through this programme the education provider enabled learners to have flexibility with accessing teaching and provided the option for programmes to offer a range of assessments to accommodate learner needs.
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- **Equality and diversity** – Visitors considered the Manchester Access Programme as good practice. This programme was specifically aimed at learners from lower income backgrounds and supported them to progress and succeed within higher education. 95% of learners continued to further study through this programme, which demonstrated how effective the programme was.
 - The provider should next engage with monitoring in five years, the 2027-28 academic year, because:
 - Visitors were satisfied with the submission and confirmed the professions and programmes regulated by the HCPC were performing well. There were no risks or issues identified that were referred to another process. Visitors therefore recommended a five year performance review monitoring period for the education provider.
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Previous consideration This is the education provider’s first interaction with the performance review process.

Decision The Education and Training Committee (Panel) is asked to decide:

- when the education provider’s next engagement with the performance review process should be

Next steps Outline next steps / future case work with the provider:

- The provider’s next performance review will be in the 2027-28 academic year

Included within this report

Outline next steps / future case work with the provider:.....	2
Section 1: About this assessment	4
About us	4
Our standards.....	4
Our regulatory approach.....	4
The performance review process.....	4
Thematic areas reviewed.....	5
How we make our decisions	5
The assessment panel for this review.....	5
Section 2: About the education provider.....	6
The education provider context	6
Practice areas delivered by the education provider	6
Institution performance data	7
Section 3: Performance analysis and quality themes	9
Portfolio submission.....	9
Quality themes identified for further exploration	9
Quality theme 1 – Reduction in learner satisfaction score	9
Section 4: Findings.....	10
Overall findings on performance	10
Quality theme: Institution self-reflection	10
Quality theme: Thematic reflection.....	14
Quality theme: Sector body assessment reflection	16
Quality theme: Profession specific reflection.....	17
Quality theme: Stakeholder feedback and actions	19
Data and reflections	20
Section 5: Issues identified for further review	21
Section 6: Decision on performance review outcomes.....	21
Assessment panel recommendation.....	21
Appendix 1 – list of open programmes at this institution	23

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:

Rachel Picton	Lead visitor, Radiographer, Diagnostic Radiographer
Rosemary Schaeffer	Lead visitor, Practitioner Psychologist, Occupational Psychologist
Rachel O'Connell	Service User Expert Advisor
Saranjit Binning	Education Quality Officer

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require professional expertise across all professional areas delivered by the education provider. We considered this because the lead visitors were satisfied they could assess performance and risk without needing to consider professional areas outside of their own.

Section 2: About the education provider

The education provider context

The education provider currently delivers seven HCPC-approved programmes across three professions. It is a Higher Education Institute and has been running HCPC approved programmes since 1992.

This is the first time the education provider has engaged with the current quality assurance model; however, they have previously completed annual monitoring in 2018-19.

They have engaged with the legacy model of quality assurance and have reported major changes. For the speech and language therapy profession two changes were reported and approval was reconfirmed. In addition, for the practitioner psychologist profession there were three changes reported during this review period. Due to the nature of these changes, they were reviewed through the next annual monitoring process and approval was reconfirmed.

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	Hearing Aid Dispenser	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2017
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1992
	Speech and language therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2017

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 of data point	Commentary
Numbers of learners	193	225	06/04/2023	<p>The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through 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 above the benchmark.</p> <p>We explored this by reviewing their reflections on resourcing of the programmes, which the visitors agreed was satisfactory.</p>
Learner non continuation	3%	4%	2020-21	<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 dropped by 2%.</p>
<p>Outcomes for those who complete programmes</p>	<p>94%</p>	<p>95%</p>	<p>2019-20</p>	<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> <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 been maintained.</p> <p>We explored this by considering the reflections provided on the employability opportunities available to learners.</p>
<p>Teaching Excellence Framework (TEF) award</p>	<p>N/A</p>	<p>Silver</p>	<p>June 2017</p>	<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 reviewing how the education provider plans to maintain this high quality teaching. They have monitored their teaching quality throughout the review period and demonstrated it has remained at an appropriate level. We considered the education provider was performing well in this area.</p>

Learner satisfaction	75.7%	71.2%	2022	<p>This NSS data was sourced at the subject level. This means the data for HCPC-related subjects.</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, the education provider's performance has dropped by 5%. This was explored further through Quality theme 1.</p>
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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 – Reduction in learner satisfaction score

Area for further exploration: Visitors noted the learner satisfaction scores were lower than the benchmark and acknowledged the Covid-19 pandemic would have impacted these. However, they noted the satisfaction score for learners on the audiology programme was low and sought further information on how the education provider had responded to this. They requested to have sight of an action plan outlining the action taken in response to the feedback received from learners and any other reflections which would explain the reason for the low satisfaction score.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. The visitors considered the email clarification would be the most effective method for the education provider to respond to the queries they had.

Outcomes of exploration: In their response, the education provider explained the learner satisfaction score only related to the audiology and speech and language therapy programme. They explained how these cohorts were small and due to this, depending on the number of learners who provided feedback (normally 70%), the scores would vary. They noted during this period there had been no major changes to the curriculum or the support provided and acknowledged the variation in scores was due to individual learner expectations. However, through the Student Experience Action Plan (SEAP) they did identify assessment and feedback as an area where learners would benefit from further support. Academic Year Leads were also introduced to provide learners with additional support across the years.

Visitors were satisfied with the reflections provided with regards to the learner satisfaction score. They acknowledged the education provider had an appropriate action plan in place to address the issues that had been identified in the National Student Survey (NSS). They were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

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**
 - The Vision and Strategic Plan outlined the education providers plans over the next five years. One of the areas the plan focused on was developing teaching and learning further.
 - The education provider acknowledged the challenges they experienced with placement capacity and recognised the impact this had on the sustainability and growth of the programmes. This was a national issue and to address it locally individual programmes had to be creative with developing alternative learning opportunities to increase capacity. For example, the Speech and Language Therapy programme continued to expand and use the opportunities offered via telehealth. They also developed simulated learning and linked this to the learning outcomes to ensure the hours could contribute to the learners clinical hours.
 - The Audiology programme was impacted by placement capacity, however they attempted to reduce the impact by increasing the use of

simulation activities and making some adjustments to the BSc year 1 timetable. Admissions numbers for the programme were capped and they also considered reducing the number of places offered through admissions due to the lack of placement capacity. Through clarifications the education provider confirmed this was an ongoing issue that was being managed.

- They experienced an increase with international learners, which generated additional income and enabled the education provider to develop resources. This additional income provided them with some financial stability for the future.
- Reflections were provided on the increase in the number of applications the education provider received, which was assuring. Although there were limited places available on the programmes there was clearly interest in the programmes and therefore the maximum number of places on the programmes would be filled. They reflected positively on this as the income generated through the fees and bursaries would contribute to the education providers overall financial stability.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Partnerships with other organisations –**
 - The education provider demonstrated they have good working relationships with a range of organisations, such as the Greater Manchester Mental Health NHS Foundation Trust. Other stakeholders included universities of Birmingham, Bristol, Exeter and Nottingham, British Psychological Society's Division of Counselling Psychology and NHS England. Due to the type of programmes offered, there were variations with how these relationships were managed, as some were commissioned and others were directly established relationships.
 - Reflections were provided on some of the ongoing challenges, such as the uncertainty that was attached to the placements being offered by the smaller providers and the private sector. Much of this was due to these placements often being withdrawn at the last minute and therefore impacting the placement capacity for learners. For this reason, the education provider tended to rely on opportunities offered by the NHS Trusts.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Academic and placement quality –**
 - There were various mechanisms by which the education provider ensured academic and placement quality were maintained. Learner feedback was one of the main methods used to gather feedback and was used by all programmes. The Student Experience Action Plan enabled the education provider to identify any issues based on the feedback provided and make improvements accordingly.
 - There were variations across the programmes with the processes they used to assess academic and placement quality. For example, the Audiology programme, shared trends that emerged from the data gathered with practice educators, which enabled them to support future learning opportunities. In comparison to this, the Speech and

Language Therapy programme used metrics, which determines changes to the curriculum.

- Through the learner feedback received, in Audiology, communication skills and job applications were identified as an area that required improvement. In response to this feedback, they expanded the training and assessments for professional practice and made changes to the clinical skills unit.
- Changes to the assessment were made on the Doctorate in Educational and Child Psychology, which included revisions to the thesis structure. As a result of this change there was an increase in the publication of trainee research from 10% to 80%.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Interprofessional education –**
 - The education provider acknowledged the challenges with developing meaningful interprofessional education opportunities for learners. The difficulties were partly due to the provision they offer, which limited joint teaching.
 - Interprofessional education opportunities were mainly achieved through practice placements and research. For example, the learners on the Speech and Language Therapy programme were able to access opportunities through placement, as the nature of their work required them to work with multiple services. Other examples included the Doctorate in Counselling Psychology where learners received supervision from counsellors, psychologists and psychotherapists and the Doctorate in Educational and Child Psychology where learners were required to involve other professionals with their doctoral theses.
 - Through clarification, the education provider confirmed they did not have a formal strategy for interprofessional education. They explained how this was managed by some programmes on an individual basis to meet professional and statutory, regulatory bodies (PSRB) requirements. In addition to this, at a more senior level, the directors and academic leads in the School of Health Sciences attended various committees where they worked together and shared ideas across programmes with the aim of developing and delivering interprofessional education.
 - Visitors acknowledged there were a range of interprofessional education opportunities that learners had access to, however noted these were mainly provided through placements and research. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Service users and carers –**
 - The education provider explained there was no institutional policy for service user and carer involvement and this was therefore managed by the individual programmes. Due to this approach, it meant that service user and carer involvement varied with programmes depending on the way they were structured.
 - For example, the Doctorate in Clinical Psychology programme had an academic who had overall responsibility for involving service users and carers with the programme. Other programmes, however had

programme advisory groups and service user groups to support service user and carer involvement.

- Service users and carers were involved with the admissions process, delivering teaching, recording videos of their experiences to share with learners, curriculum design, practice placements, assessment, feedback to learners and committee meetings. Reflections and examples were provided on how service user and carer involvement varied across the programmes based on their requirements.
- They have reflected on the challenges of measuring the benefits of the level of engagement with service users and carers. This, however, has not created a barrier for them in terms of involvement and recognising the importance of it and how it improves the content of the programmes.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Equality and diversity –**
 - The education provider demonstrated a clear commitment to equality, diversity and inclusion (EDI), which was included in the University's Strategic Plan. This commitment ensured staff and learners were from diverse backgrounds and represented the education provider's local profile.
 - As part of their commitment to EDI, the education provider also had a widening participation programme that targeted learners from underrepresented backgrounds. The education provider therefore worked closely with schools and colleges to encourage young people to join the successful programme, which would support them with accessing higher education and completing their studies.
 - All staff were required to complete EDI training through the education provider's Learning and Organisational Development Unit, which covered 'Unconscious Bias' and 'Diversity in the Workplace'. This training raised awareness of how individuals should be treated fairly and how this should be applied across the education provider with both staff and learners.
 - Visitors particularly noted the Manchester Access Programme as good practice. This programme was specifically aimed at learners from lower income backgrounds and supported them to progress and succeed within higher education. 95% of learners continued to further study through this programme, which demonstrated how effective the programme was.
 - Clarification was provided on how the education provider were decolonising the curriculum across the programmes to ensure they were inclusive.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Horizon scanning –**
 - The impact of Artificial Intelligence (AI) on programmes and accommodating a range of learner needs were some of the challenges identified. Both these challenges linked to the assessment processes and the need to consider them within the education providers processes.

- Reflections were provided on the challenges experienced with practice-based learning. This was due to the increase with the number of programmes being offered by other education providers within the region. The education provider recognised the limited capacity was concerning and acknowledged it was a national problem. Necessary action was therefore taken to address this issue by improving the admissions process to ensure they recruit strong learners. Apprenticeships were also being considered.
- Simulated clinical learning was introduced and embedded within programmes to increase practice-based learning opportunities. This was considered as an effective teaching method that enabled the education provider to develop interprofessional education opportunities further across programmes.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:

- **Academic and placement quality** - Changes to the assessment were made on the Doctorate in Educational and Child Psychology programme, which included revisions to the thesis structure. As a result of this change there has been an increase in the publication of trainee research from 10% to 80%.
- **Horizon scanning** – Visitors considered the use of simulated clinical learning as good practice. This was because it was viewed as a helpful teaching method that also contributed to the issues regarding practice-based learning capacity.
- **Equality and diversity** –Visitors considered the Manchester Access Programme as good practice. This programme was specifically aimed at learners from lower income backgrounds and supported them to progress and succeed within higher education. 95% of learners continued to further study through this programme, which demonstrated how effective the programme was.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
 - The education provider demonstrated how the revised SOPs would be delivered from September 2023 across all programmes. Previously a mapping exercise had been completed to embed the SOPs in the programmes. Since the rollout of the revised SOPs, programme teams considered them through curriculum planning and made amendments to programmes where necessary.
 - The revised SOPs were discussed with learners, however the education provider noted some learners may not engage with the

revised SOPs until later in the year due to the delivery and structure of the units and teaching. With this approach programme teams ensured all learners were aware of the changes to the SOPs.

- In addition, the visitors acknowledged the education providers efforts in supporting learners with their wellbeing and mental health through the various services they offer, such as the Disability Advice and Support Service and Counselling Service. It was also noted how Mental Health Awareness training was mandatory for staff to complete, which enabled them to be more aware of this area and incorporate it into their teaching.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Impact of COVID-19 –**
 - The education provider reflected on how quickly the region responded to the COVID-19 restrictions and the impact on learners. Many learners starting the academic year did not have access to teaching on campus and were taught online.
 - The impact of the pandemic on learners was acknowledged and to support them during this difficult time and, to reduce how this affected their progression, a 'no disadvantage' policy was introduced in Spring 2020. This policy was later replaced by the 'Assessment Pledge 2020-21'. The purpose of these policies was to support learners, however the education provider did recognise the risk this posed to some learners who were not academically strong. Despite these concerns the education provider confirmed the failure rate and grades were not impacted as had been expected.
 - Staff and learners quickly transitioned to using online platforms for teaching and learning. The benefits of this were recognised and since the restrictions were removed, the education provider continued to use online platforms and introduced a blended learning approach for all programmes.
 - Visitors acknowledged how they responded to the impact of the pandemic and supported learners. They were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - Prior to the pandemic, the education provider was in the process of adopting a blended learning approach. Many of the systems required to support online learning were therefore already in place, such as Zoom and Microsoft Teams and as a response to the pandemic were implemented immediately. Programmes adjusted to using these platforms easily and continued to develop online materials to make maximum use of the blended learning approach and support learners through technology.
 - Reflections were provided on the challenges experienced with moving exams online and concerns regarding high grades, where there may have been an element of collusion amongst the learners. These concerns were acknowledged and changes were made to the exam

questions and exam timings were reduced. Some programmes also changed the assessments and developed simulated learning.

- They recognised the advantages of the use of technology and noted how the pandemic had enabled them to use technology to embed blended learning across the programmes. Many of the approaches used during the pandemic were retained and developed further. Other developments reflected on in this area included the Flexible Learning Programme, which provided learners with access to online and face to face teaching through the dual mode-delivery approach. It enabled learners to have flexibility with accessing teaching and provided the option for programmes to offer a range of assessments to accommodate learner needs.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Apprenticeships –**
 - There were no apprenticeships offered within the Allied Health Professions (AHP) provision. The Audiology and Speech and Language Therapy teams considered developing these, however demand appeared to be low for them.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:

- **Use of technology: Changing learning, teaching and assessment methods** – The Flexible Learning Programme was considered as good practice by the visitors and was an initiative being developed across all programmes. Through this programme the education provider enabled learners to have flexibility with accessing teaching and provided the option for programmes to offer a range of assessments to accommodate learner needs.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - The education provider ensured all standards were met and continued to maintain the quality of teaching and learning through the various quality assurance reviews they complete annually. The reviews enabled them to respond to external regulatory requirements and identify opportunities, areas of development and threats.
 - Assessment and feedback were one of the areas highlighted as a concern by learners and was one of the areas where the education provider was looking to make improvements. As part of these improvements, they reviewed the assessment framework and made amendments to it where required.

- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Assessment of practice education providers by external bodies –**
 - There was evidence of the education provider maintaining good relationships with placement providers. If concerns were raised through external body feedback and inspection outcomes, these were shared with the education provider and assessed in terms of impact on learners. It was noted during this review period there were no concerns raised.
 - They worked with a range of external bodies, such as the Greater Manchester Mental Health NHS Foundation Trust, who they met with monthly and quarterly. At these meetings information regarding Care Quality Commission (CQC) inspections was shared and discussed and improvements were agreed.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Office for Students monitoring –**
 - The education provider outlined how they responded to the Office for Students conditions to ensure they were compliant. This included a review of a range of policies and procedures, which were captured in the Annual Academic Assurance Review.
 - In addition to this, the Academic Quality and Standards Committee introduced a new quality assurance process, which ensured regulatory requirements were being met and the quality of the provision was being maintained. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Other professional regulators / professional bodies –**
 - Due to the nature of their provision, the education provider worked with a variety of professional regulators and bodies. These included the Royal College of Speech and Language Therapists (RCSLT), the British Psychological Society (BPS) and the National School of Healthcare Science (NSHCS). The education provider understood the importance of meeting the requirements of the professional bodies and ensured the necessary changes to the programmes and the curriculum were made to reflect the current standards.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

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 Programme Committees managed the curriculum development process across all programmes and ensured programmes mapped the curriculum against the relevant Professional, Statutory and Regulatory

Bodies (PSRB) requirements. There were various processes and deadlines to support curriculum development, which included the flexibility to include any changes introduced by the PSRBs. The education provider recognised the importance of changes introduced by the PSRBs. They acknowledged the time sensitivity of these changes and the implementation of them in the programmes within a specified timeframe.

- The revised SOPs were embedded in the curriculum and the necessary action was taken to further develop them in the areas where it was required. From September 2023, all programmes will be able to deliver the revised SOPs. The education provider has however reflected on elements of the revised SOPs already being delivered in parts of the curriculum previously and how this has now been strengthened across all programmes.
- Visitors acknowledged there were adequate processes to review and revise the curriculum for each programme and noted how they had responded to the revised SOPs. They were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Development to reflect changes in professional body guidance –**
 - There was clear evidence of the education provider responding to changes in professional body guidance. Reflections were provided on how the SOPs had been embedded within the programmes in line with HCPC requirements.
 - Other changes included the Speech and Language Therapy team embedding the new standard regarding Eating, Drinking and Swallowing that was introduced by the Royal College of Speech and Language Therapists and changes to the standards from the National School of Healthcare Science (NSHCS).
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Capacity of practice-based learning –**
 - Reflections were provided across all the HCPC programmes that were delivered by the education provider. They demonstrated they had good working relationships with education providers and worked collaboratively with NHS Trusts and the voluntary and independent sector to develop opportunities. In addition to this, they also worked closely with NHS England
 - Learners on the Counselling Psychology programme were required to arrange their own placements from a list of approved providers. Capacity did not appear to be an issue for this programme, however due to the continuous work being undertaken to develop and maintain opportunities, the education provider recognised the increased workload for the staff attached to this.
 - In contrast, the same was not reflected on the Speech and Language Therapy programme. Capacity within this area was an issue both regionally and nationally, however they continued to develop new initiatives to increase practice-based learning opportunities.
 - Through clarification, the education provider confirmed they were developing simulated learning across programmes to increase future

learning opportunities. They reflected on the benefits of this and how this would transform the learning experience. For example, simulated learning would enable learners to develop their clinical skills and prepare them for practice in a safe environment.

- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - The education provider demonstrated a commitment to receiving and responding to learner feedback, which was gathered through various mechanisms. The National Student Survey (NSS) was the obvious method used to gather feedback from learners on the undergraduate programmes, however other methods included end of unit surveys and learner representatives.
 - They recognised learners were proactive in providing feedback, however noted the education provider were not so proactive with sharing the action they had taken in response to the feedback. To address this, they introduced a 'You Said, We did' system and also involved learners with developing actions.
 - Individual reflections were provided for the doctorate programmes, as the standard mechanisms to collect learner feedback that applied to the undergraduate programmes, such as the NSS, did not apply to these programmes. Feedback was therefore gathered through end of year evaluations and learner representatives.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Practice placement educators –**
 - Practice placement educators played an important role in the learning experience and worked closely with programme teams. There were a range of methods used to gather feedback, which included placement audits and regional meetings. There was evidence of the education provider responding to feedback and actioning it. For example, based on the feedback gathered, the education provider moved practice educator training online.
 - The education provider reflected on the various meetings they had with the Trusts and placement providers and noted the importance of these. These meetings enabled all professionals to share good practice and discuss any issues that may have an impact on the learner experience.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **External examiners –**
 - The education provider demonstrated good working relationships with the external examiners. There were robust processes in place to

ensure external examiners were involved with the teaching and assessment of learners and provided appropriate feedback.

- Visitors noted the positive feedback provided by the external examiners and acknowledged the education provider responded to the feedback provided and made improvements accordingly.
- They were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Data and reflections

Findings of the assessment panel:

- **Learner non continuation:**
 - Reflections were provided at programme level on how learners were supported to continue with their studies. The education provider demonstrated the importance of supporting learners with their studies and outlined the various support systems they had in place, such as the learner support and wellbeing teams and academic advisors.
 - Despite the support offered, the education provider acknowledged there were still some learners who made the decision to interrupt their studies, however they outlined how the necessary support was offered to these learners when they returned. There were various reasons for the interruptions, which included personal circumstances and the impact of the pandemic.
 - Visitors noted the benchmark figure was lower than the data point and were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Outcomes for those who complete programmes:**
 - It was noted the data point was higher than the benchmark, which demonstrated the education provider were offering learners good employment opportunities.
 - To support this area, the education provider offered learners careers fairs, employer presentations and the careers service. In addition to this, they were also recognised for being the 'most targeted university by the UK's top 100 recruiters', which they acknowledged was positive for them as an education provider.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Teaching quality:**
 - A silver Teaching Excellence Framework (TEF) award was achieved in 2017. The education provider demonstrated a clear commitment to maintaining this standard by enhancing the teaching quality through various initiatives, such as the Centre for Higher Education Research, Innovation and Learning and My Learning Essentials.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Learner satisfaction:**

- The National Student Survey (NSS) overall satisfaction score was lower than the benchmark. Reflections were provided on the individual programmes and it was noted how the Speech and Language Therapy programme had maintained a relatively positive NSS score but the audiology programme had not done so well. The pandemic was one of the reason for some scores being lower, however another emerging theme was assessment and feedback. The education provider acknowledged this and were working to improve this. This was explored further through [Quality theme 1](#).
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Programme level data:**
 - Learner numbers were provided for all the HCPC programmes the education provider delivers. Staffing levels were appropriate based on the learner numbers provided.
 - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.

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 2027-28 academic year.

Reason for next engagement recommendation

- Internal stakeholder engagement
 - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
 - The education provider engaged with several professional bodies. They considered professional body findings in improving their provision.

- The education provider engaged with the National School of Healthcare Science (NSHCS), Royal College of Speech and Language Therapists (RCSLT), British Psychological Society (BPS) and the Office for Students (OfS). They considered the findings of other regulators in improving their provision.
- The education provider considers sector and professional development in a structured way.
- Data supply
 - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:
 - From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.

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.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Healthcare Science (Audiology)	FT (Full time)	Hearing aid dispenser			01/09/2012
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2017
Doctorate in Clinical Psychology (ClinPsyD)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1992
Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/11/2010
Educational and Child Psychology (D.Ed.Ch.Psychol)	FT (Full time)	Practitioner psychologist	Educational psychologist		01/01/2005
Masters in Speech and Language Therapy	FT (Full time)	Speech and language therapist			01/09/2017
MSc Audiology (with clinical competency certificate - CCC)	FT (Full time)	Hearing aid dispenser			01/06/2007
Pg Dip Audiology (with clinical competency certificate - CCC)	FT (Full time)	Hearing aid dispenser			01/06/2007

Appendix 2 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
University of Manchester	CAS-01272-Z8K3T9	Rachel Picton Rosemary Schaeffer	5 years	<p>Visitors were satisfied with the submission and confirmed the professions and programmes regulated by the HCPC were performing well. There were no risks or issues identified that were referred to another process. Visitors therefore recommended a five year performance review monitoring period for the education provider.</p> <p>The following areas of best practice were identified:</p> <p>Academic and placement quality - Changes to the assessment have been made on the Doctorate in Educational and Child Psychology, which includes revisions to the thesis structure. As a result of this change there has been an increase in the publication of trainee research from 10% to 80%.</p>	There were no outstanding issues to be referred to another process.

				<ul style="list-style-type: none">○ Horizon scanning – Visitors considered the use of simulated clinical learning as good practice. This was because it was viewed as a helpful teaching method that also contributed to the issues regarding practice-based learning capacity.○ Use of technology: Changing learning, teaching and assessment methods – The Flexible Learning Programme was considered as good practice by the visitors and was an initiative being developed across all programmes. Through this programme the education provider enabled learners to have flexibility with accessing teaching and provided the option for programmes to offer a range of assessments to accommodate learner needs.○ Equality and diversity – Visitors considered the Manchester Access Programme as good practice. This programme was specifically aimed at learners from lower income backgrounds and supported them to progress and succeed within higher education. 95% of learners continued to	
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				further study through this programme, which demonstrated how effective the programme was.	
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