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## Performance review process report

University of Salford, 2018 – 2021

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### Executive summary

- A 5-year monitoring period was advised by the visitors following their review. This education provider shall next go through Performance Review in academic year 2026-27.
- Visitors identified some areas of good practice and three areas that required further investigation via a quality activity.
- The areas requiring further investigation were development of service user and carer involvement, interprofessional education, and the response to low NSS scores.
- The visitors considered that the education provider's response to the quality activities was good and that they did not have any further concerns or areas for further exploration.
- Areas of good practice identified by the visitors included the education provider's transparent and thorough portfolio, their close attention to development of placement capacity, and their focus on improving diversity.
- The Education and Training Committee (Panel) agreed the report and recommendation on 31 March 2023.

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<b>Previous consideration</b>	Not applicable. This is because this performance review process was not referred from another process.
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<b>Decision</b>	The Education and Training Committee (Panel) is asked to decide: when the education provider's next engagement with the performance review process should be
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<b>Next steps</b>	Subject to the Panel's decision, the education provider's next performance review will be in the 2026-27 academic year.
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## Section 1: About this assessment

### About us

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

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

### Our standards

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

### Our regulatory approach

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

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

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

### The performance review process

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

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

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see,

rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

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

### **Thematic areas reviewed**

We normally focus on the following areas:

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

### **How we make our decisions**

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

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

### **The assessment panel for this review**

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

Julie-Anne Lowe	Lead visitor, Occupational Therapist
Sharon Wiener-Ogilvie	Lead visitor, Chiropodist/Podiatrist with POM – Administration entitlement
Rachel O'Connell	Service User Expert Advisor
Executive name	<b>Education Quality Officer</b>

## **Section 2: About the education provider**

## The education provider context

The education provider currently delivers 13 HCPC-approved programmes across 5 professions and including 3 Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 1992.

## Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Chiroprapist / podiatrist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2008
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	1999
	Prosthetist / Orthotist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	1998
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	1992
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing		1993	

## 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	476	476	2022	This figure is intended to give us an idea of whether the education provider is recruiting at a level approximately similar to its target. These figures match exactly. This suggested that there were no concerns in this area and the visitors' review of the portfolio did not highlight any concerns as regards learner numbers or recruitment.

Learners – Aggregation of percentage not continuing	3%	2%	2019-2020	The figure is intended to indicate whether there is any kind of issue around an education provider struggling to retain its learners. The fact that the education provider had fewer learners not continuing than the benchmark suggests no difficulties in this area, and the visitors did not uncover any issues in their portfolio review.
Graduates – Aggregation of percentage in employment / further study	94%	94%	2019-2020	This data point is included to give us an idea of whether there are any issues with the education provider's ability to move learners into the workplace or into further professional development. The fact that the figures are aligned indicates no problems, and the visitors did not flag any concerns relating to this data point.
Teaching Excellence Framework (TEF) award	Bronze		June 2019	TEF is an indication of the general level of teaching and learning. Bronze suggests that there is considerable room for improvement and development, although the visitors in their review did not flag any specific issues in this area.
National Student Survey (NSS) overall satisfaction score (Q27)	73.6%	71.1%	2022	The NSS is intended to give a general idea of learners' views on their experience at an institution. This score is somewhat below what would be expected.  The visitors used <a href="#">quality activity to further explore the education provider's reflection on their low NSS scores</a> . Much of this was ascribed to COVID-19 but the education provider also noted other concerns that fed into the NSS score.

## 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 – service user and carer involvement in programme quality

**Area for further exploration:** From the portfolio submission the visitors were aware that the education provider involved service users and carers in a variety of ways. These included curriculum development, feedback on clinical skills sessions, and admissions. The education provider also reflected on some of the ways in which they had sought to improve service user and carer involvement.

The visitors found this very helpful in understanding the education provider, but they were not clear from the evidence provided how the education provider reflected on service user and carer involvement.. Without understanding this they did not have a comprehensive view of how the education provider reflected on its provision, so they considered that they needed to explore this area further.

**Quality activities agreed to explore theme further:** The panel considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

**Outcomes of exploration:** The education provider noted in their response that they do not have a formal system for gathering and acting on feedback from service users and carers. However they did make clear that service users and carers are in close and regular contact with programme staff, and that they were able to receive input from them via these informal channels.

The visitors considered that despite the lack of a formal process, it was clearly possible for the education provider to obtain the views of relevant stakeholders, such as staff, learners and the service users and carers themselves, about their involvement. Reflection on aspects of service user and carer involvement had taken

place, even if it was not recorded. They concluded therefore that they did not have any further concerns in this area and did not wish to explore the matter further.

### Quality theme 2 – Detail of interprofessional education opportunities

**Area for further exploration:** The visitors understood from the portfolio that the education provider embedded interprofessional education (IPE) across the whole of its provision. They also understood that the education provider were continually reflecting on how to maintain and develop their IPE.

However, they considered that they needed to see some examples of how the education provider reflected on IPE in the context of specific programmes, in order to have a full understanding of the education provider's performance in this area. Therefore they decided to explore with the education provider how they reflected on the overarching IPE strategy and ethos.

**Quality activities agreed to explore theme further:** The panel considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

**Outcomes of exploration:** The education provider described the specific activities that took place as part of IPE in each subject area within the HCPC-approved provision. These included particular competencies that needed to be achieved, or individual modules that needed to be passed. In one instance practice-based learning was structured in such a way as to inherently require IPE.

The visitors considered that these were good and appropriate activities, well-integrated into the demands of particular programmes. It appeared to the visitors that the education provider had reflected on what IPE would be most fitting for individual programmes. They therefore had no further queries around this area, and were confident that the education provider had strong mechanisms for ensuring that learners were able to learn with and from learners and professionals in other relevant professions.

### Quality theme 3 – Action taken in response to low NSS scores

**Area for further exploration:** In the portfolio the education provider reflected on the reasons for low National Student Survey (NSS) scores in some areas. They identified that much of the dissatisfaction was related to the COVID-19 pandemic. They did also note that this was not the only cause. For example, there had been a steep drop in their score on the questions relating to effective communication with learners.

However, it was not clear from the portfolio how the education provider had reflected on these low scores. The visitors considered that it would aid their understanding of the education provider, and of the education provider's reflections in this area, if they explored how they had responded to a drop in NSS numbers. They therefore asked for some additional information about what action had been taken and how this had been communicated to learners.

**Quality activities agreed to explore theme further:** The panel considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

**Outcomes of exploration:** The education provider described the improvements and changes made. These included a return to face-to-face teaching as the norm across their provision, better availability and responsiveness of tutors, more timely allocation of practice-based learning, and clearer communication with learners about changes made in response to their feedback. This was done via the Virtual Learning Environment (VLE).

The visitors considered that this was a thorough and transparent response, and gave them a clearer understanding of what had been changed in response to the NSS score dip. They therefore took the view that the education provider was able and willing to respond appropriately to learner feedback in the form of the NSS, and so were engaging appropriately with learners to ensure that their programme continued to be high quality and effective.

## Section 4: Summary of findings

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

### Overall findings on performance

#### Quality theme: Institution self-reflection

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

- **Resourcing, including financial stability –**
  - The key area of reflection in the portfolio was the education provider's recognition of the need for additional investment in equipment to support practice-based learning, in particular imaging equipment. Existing stock was ageing and the space available was not suitable for planned growth in cohort numbers.
  - The education provider invested heavily in new equipment during the review period. This enabled them to secure the viability of the programme and led to new partnerships with other groups who made use of the equipment.
  - The visitors considered this demonstrated a strong willingness to identify and respond to possible threats to the stability of provision at the provider. They were therefore confident that performance was good.
- **Partnerships with other organisations –**
  - The education provider reported that the delivery of new prosthetist and orthotist programmes in their region had increased pressure on their own practice-based learning capacity. Their response to this was the key focus of their reflection.

- The provider addressed this challenge by expanding their pool of available placements, and moving into new types of practice-based learning – smaller or independent settings. They reflected on what they had gained from this and suggested key programme improvements that have resulted. Firstly, enhanced opportunities for students to gain placements in specialised areas. Second, lower travel times and costs for learners because of more local opportunities. The education provider also note that this innovation has improved the learner experience, kept the programme competitive, and created more employment opportunities for learners after qualification (through developing networks of contacts).
- The visitors considered that these examples showed that the education provider was able to reflect effectively and productively on its partnerships, and drive improvements as necessary. They therefore considered that performance was good, because there were mechanisms in place to ensure effective partnerships.
- **Academic and placement quality –**
  - The key area of reflection for the education provider for this portfolio area was the increased pressure on placement capacity due to two main factors. First, the growth in the number of allied health professional programmes at other institutions in the region, and second growing learner numbers on those programmes.
  - As noted in the ‘Partnerships’ section above, the provider’s reflection led to a number of different actions to address the possible lack of placement capacity. These included changes to placement structure, an audit of placement usage to ensure efficiency, and development both of new forms of placement and of new practice education partners. In particular professions where the trend is towards more private providers, like podiatry, have made more use of private placements.
  - The provider also reflected on some of their responses to feedback, including changes to assessment in occupational therapy and radiography to improve standardisation.
  - The visitors considered that this was strong evidence of the education provider’s commitment to taking action on their reflections. This included reflection on both the quality of practice-based learning experience and the academic components of the programme.
- **Interprofessional education –**
  - The main area of reflection for the provider was the difficulties of delivering effective interprofessional education (IPE) to a wide range of learners across many different programmes. They have a large number of HCPC-approved programmes, each of which has different needs around IPE.
  - During the review period a large ongoing IPE exercise was held, involving regular sessions with learners from across the provision. The whole exercise lasted for more than two years and the education provider stated that it led to many good outcomes such as better understanding of multi-disciplinary working.
  - The education provider also reflected on their successful innovation around interprofessional placements, which were designed to give learners clearer insight into other professions’ clinical work.
  - In light of all the above, the visitors concluded the education provider had careful consideration to the best way to deliver IPE in a way that would enable learners to become safe and effective practitioners.

- **Service users and carers –**
  - The portfolio indicated service users and carers were well-integrated into many different aspects of the education provider's provision., They had reflected on their use of service users and carers, and a key finding was that there was a risk unequal treatment with regards to pay
  - The education provider took steps to regularise service user and carer involvement across different programmes, and to make their terms of service clearer. High-level guidance was created to ensure all programmes treat service users and carers in an appropriate way.
  - The visitors considered the education provider were clearly committed to ensuring that service user and carer's input was appropriate and that they were fairly treated. However, they [explored through quality activity #?????](#) the specific ways in which service user and carer involvement was monitored and evaluated. This exploration satisfied the visitors that performance in this area was good.
- **Equality and diversity –**
  - The education provider's key area of reflection was that in some areas of HCPC provision, there was under-recruitment of certain demographic groups. To address this, they worked with the Office For Students (OFS) to ensure all their advertising was appropriately inclusive and staffing across the provision was diverse enough to create a welcoming environment. The OFS also helped the education provider develop targeted recruitment. The education provider have also reviewed their admissions process to ensure that it does not discriminate against any applicant groups.
  - The education provider also recognised an achievement gap for ethnic minority learners and have undertaken specific actions to address this, for example anonymisation of assessment and anti-racism training.
  - The visitors considered this was strong reflection of the education treating diversity monitoring seriously and taking appropriate steps to improve access and inclusiveness to ensure that all who were able to undertake the programme were given a chance to do so.
- **Horizon scanning –**
  - There were two key areas of reflection on the future of their programmes. First, the ongoing need to maintain and develop placement capacity, as discussed above, and second the education provider's recognition of their need to engage with technology on the podiatry and orthotists programme.
  - Regarding placements, as well as the measures noted in 'Academic and placement quality' above, more clinical simulation is being developed. This means more capacity for practice-based learning and strong preparation of learners for their professional practice.
  - Regarding technology, the education provider is working closely with professional bodies to ensure that the programmes in question are using the most appropriate and up-to-date technology.
  - The visitors considered that this was good and effective reflection and that it showed a clear willingness to identify and address weaknesses in their provision.

**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 were impressed by the close attention being paid to developing new placement capacity, and to ensuring diversity in recruitment.

### Quality theme: Thematic reflection

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

- **Impact of COVID-19 –**
  - The education provider reflected on the challenges that had arisen as a result of the pandemic. These included disruption to teaching and learning activities, learner isolation, and loss of access to practice-based learning. The education provider also had to acquire personal protective equipment at short notice and in large quantities.
  - The main adaptations made by the provider were a move to virtual placements; a more flexible approach to assessment and attendance; and greater use of technology for delivery of the programme. Learner isolation was addressed through increased support from staff.
  - Some of the adaptations to the pandemic were permanently retained. For example:
    - increased use of technology;
    - more reliance on virtual learning environments (VLEs); and
- a more flexible approach to learners' preferences about the balance of in-person and virtual learning.
  - The visitors considered that this was a strong reflection, and that the provider had shown willingness to learn from a challenging time. They did ask for and receive some clarification about which particular adaptations to the COVID-19 situation had been retained.
- **Use of technology: Changing learning, teaching and assessment methods –**
  - The education provider reflected on their increased use of technology during the review period. There had been considerable change during this time, often due to the COVID-19 pandemic. Several new virtual learning environment technologies were adopted, for example Blackboard Ultra, MS Teams and Screencastomatic (which generates lecture subtitles for accessibility).
  - There has also been investment in clinical technology, for example mannequins, a video-monitored flat, high-definition cameras and sound systems. The education provider noted through their reflection how these acquisitions have improved their programmes. Although they required significant investment of time for staff training. In particular the provider planned to restructure some modules to incorporate more digital learning and skills. They stated that they believed the technology investment will help prepare their learners for safe and effective practice.
  - The visitors considered that their reflection in this area was helpful and thorough. They were satisfied that the education provider had clear mechanisms for consistently innovating and incorporating technological changes into their curriculums.
- **Apprenticeships –**
  - The education provider reflected on their experience delivering apprenticeships and identified some areas for improvement and some

issues which needed to be addressed. For example, some employers have not been clear about the role of apprentices within their teams, affecting their ability to support the apprentices. Also, changes to the End Point Assessment (EPA) have been necessary on the Advanced Clinical Practice apprenticeship.

- To address these issues, the education provider have taken a number of steps:
  - improving the way in which they communicate with learners, practice educators and employers before the start of apprenticeships, for example through using factsheets;
  - designating specific staff members to have liaison responsibilities with employers.
  - having regular and thorough tripartite meetings between the employer, the apprentice and the education provider to discuss progress and resolve any issues arising.
- **The visitors considered that** both the reflection and the action taken as a result was appropriate. They also considered that it showed the education provider was committed to ensuring that apprenticeships continue to be effectively delivered.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - The education provider reflected on the ways in which they incorporate the requirements of the Quality Code for Higher Education (QCHE) into their programmes. They noted some specific changes had been made across the provision in recent times to maintain their compliance with the QCHE.
  - These included:
    - a trial of totally anonymised assessment to ensure fair outcomes for ethnic minority learners and a focus on improving diversity in the staff team;
    - more use of a digital tools in assessment and moderation to streamline the process;
    - a more dialogue-based approach to marking overall.
  - The education provider reported these changes had improved their audit and moderation processes and improved collaboration in the team. The equality and diversity-focused efforts are still in progress.
  - The visitors considered that performance in this area was strong as the education provider clearly takes seriously the need to align their pedagogical approach with relevant standards.
- **Assessment of practice education providers by external bodies –**
  - The education provider's reflection in this area focused on two incidents when practice education partners had been judged to be performing poorly by the Care Quality Commission (CQC).

- The education provider noted that on receiving notification of the CQC's assessment, they had instigated their own process for reviewing the suitability of practice-based learning. This meant that learners were either removed entirely from all settings provided by the relevant partners, or given additional support to ensure that placements were completed. In addition a "re-auditing" process was undertaken to ensure that practice-based learning settings were suitable before the return to normality.
- The visitors considered this was evidence of a clear procedure for responding to red flags being raised regarding practice-based learning, and were therefore confident that the education provider was performing well in ensuring appropriate environments for learners.
- **National Student Survey (NSS) outcomes –**
  - The education provider reflected on their lower NSS scores, which in their analysis was mostly due to the COVID-19 pandemic. They engaged in detailed analysis of the NSS feedback, finding that learners' dissatisfaction was mostly around communication and how the learners' feedback had fed into improvement on the programme. The scores relating to assessment-related feedback and the opportunities for learners to feed back were not so badly affected.
  - The action taken in response to this reflection was to improve communication and to ensure that learners' suggestions were more openly taken into account. The visitors used [quality activity to explore the specifics](#) of what action had been taken to address low NSS scores, and were satisfied with the response. They considered that the education provider had clear mechanisms for ensuring that NSS scores were appropriately monitored, and that action was taken as necessary.
- **Office for Students monitoring –**
  - The education provider's key reflection on their response to Office For Students (OFS) requirements has been twofold. First, they have determined that they need to be cautious of grade inflation resulting from fewer in-person examinations. Second they have determined they need to increase the academic learning skills of learners.
  - These objectives were achieved by improving support from library services for learners. and by reviewing learning outcomes in the provision. This was in order to establish whether assessment methods could be varied to ensure that grades remained a fair and accurate reflection of learner achievement.
  - Another area of OFS interest where the education provider was working towards improvements was in the gathering of data to identify learners needing further support.
  - In light of the above, the visitors considered that performance was good, because the OFS requirements are being directly translated into appropriate action.
- **Other professional regulators / professional bodies –**
  - The key area that the education provider reflected on in the portfolio was the suggestions made by professional bodies about appropriate programme amendments during the COVID-19 pandemic. For example, in podiatry and physiotherapy programmes the relevant professional bodies recommended a reduction in required placement hours. The education provider followed this advice but had to ensure that the learners were still

able to meet the standards of proficiency (SOPs) . This meant flexibility in assessment timings and ongoing dialogue with professional bodies and practice education partners.

- The education provider reported that the outcomes of the approach outlined above were good, and that there was no adverse effects on learners' skills or their progress. The quality assurance team were involved in ensuring that adaptations did not mean a dip in quality.
- The visitors considered that the reflections in the portfolio were appropriate and useful in showing the education provider's approach to ensuring continuing attention to outside bodies at a difficult time.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - The education provider submitted information about amendments made to individual programmes during the review period. There was limited reflection on why these changes had been made and how they had been taken forward. However, the fact that they had occurred suggested to the visitors that there was an ongoing process of internal development and reflection on curriculums. Additionally, information was provided about the regular programme reviews which all the HCPC provision were required to undertake.
  - In light of this information the visitors considered that the education provider were well able to maintain the relevance and appropriateness of their programmes.
- **Development to reflect changes in professional body guidance –**
  - The key reflections from the education provider in this area involve the following.
    - Updated learning and development standards from the Royal College of Occupational Therapists (RCOT). These were incorporated into the BSc (Hons) Occupational Therapy programme in its 2020 review and have fed into the development of the MSc (pre-registration) Occupational Therapy programme.
    - The Chartered Society of Physiotherapy (CSP) have rolled out a new Common Placement Assessment (CPAF) to align assessment of learners in placement on a national level.
    - The CSP have given guidance to the education provider for the development of the physiotherapy degree apprenticeship.
  - The education provider described how they have made use of appropriate guidance in all these examples, ensuring that they were keeping in line with expectations.
  - The visitors considered that this was good evidence of their commitment to responding to updated information and approaches from relevant bodies. They were therefore confident in the education provider's ability to modify their provision as necessary.

- **Capacity of practice-based learning –**
  - Key areas for reflection in this area of the portfolio included the need to expand availability of practice-based learning in the physiotherapy provision, and the work by their placement unit to expand the total number of settings available.
  - Regarding the physiotherapy placements, the education provider recognised the shortages and worked with higher education partners across the region to co-ordinate more closely. They were also able to gain access to a centralised placement vacancy reporting system. They have also escalated ongoing issues to senior staff at the practice education partners, to ensure prompt attention.
  - Regarding the broader expansion plans, the education provider was involved with an HEE-funded Clinical Placement Expansion Projects (CPEP) during the review period. This involved gaining funds for an on-campus rehabilitation service for COVID-19 patients, which was an excellent resource for placement capacity development. They also expanded into the Private, Independent and Voluntary Organisations (PIVO) sector creating more placements for occupational therapists.
  - The visitors considered all of the above demonstrated a proactive approach to monitoring and developing capacity, and so ensuring that learners would have access to good practice-based learning.

**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 –**
  - While several other areas of the portfolio contain reflection relevant to learners, the key reflection from the education provider in this section related to equality monitoring. The education provider identified, during the review period, an increase in declared disabilities in their equality monitoring, and also in the number of learners notifying them of personal mitigating circumstances for assessment.
  - As a response they expanded their support structures and offered additional training to staff to assist in dealing with autistic spectrum disorders (ASD). They confirmed these actions had resolved the problems identified.
  - The visitors considered that these examples, when taken with the responsiveness to learners demonstrated elsewhere in the submission, showed that the education provider was performing well.
- **Practice placement educators –**
  - The key challenge the education provider reflected upon in this section was the loss of funding for their Multi-Professional Support of Learning & Assessment in Practice programme. Health Education England withdrew funding in 2019-20. The resources that this programme was intended to generate were delayed, and finally became available in late 2022 (the visitors established this through correspondence with the education provider).

- In response to the delays, the education provider have also developed their own plans for maintaining and developing relationships across practice education settings. This has involved webinars, virtual meetings, and the creation of new resources.
- All of the above indicated to the visitors that the education provider was performing well in maintaining the quality of their practice education offer and developing good relationships with practice educators.
- **External examiners –**
  - The education provider did not highlight many specific areas for reflection based on external examiner feedback. They did provide examples of feedback from external examiners highlighting good practice.
  - The areas for reflection that were mentioned involved an external examiner who had raised concerns about communications with the programme team, and one who had expressed concern about overly-generous marking of assessments. To tackle this latter issue the education provider adjusted the guidance given to staff undertaking assessment.
  - The visitors did not have any cause for concern around the area. They considered that the portfolio indicated that the education provider was well-placed to gather and act on feedback from external examiners.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

#### Data and reflections

**Findings of the assessment panel:** The visitors considered the data points in [section 2 above](#). None of those points raised any particular grounds for further exploration, although the below-benchmark NSS score did feed into their decision to [explore via quality activity 3](#) the action taken to address lowered scores.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

#### Section 5: Issues identified for further review

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

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

#### Section 6: Decision on performance review outcomes

##### **Assessment panel recommendation**

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

**Reason for this recommendation:** The visitors make this recommendation on the following grounds:

- The education provider's portfolio submission was thorough, transparent and comprehensive.
- The visitors were able to clarify some of their minor questions with the education provider through correspondence.
- The areas that the visitors chose to explore through quality activity were dealt with in a timely and complete way by the education provider.
- No data points were unavailable, and the visitors did not have any reason to doubt the education provider's ability to continue delivering HCPC-approved provision at an appropriate level during the next few years.
- The visitors did not identify any ongoing initiatives, projects or issues at the education provider which would require revisiting before 2026-27.

### **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 committee agreed with the findings of the visitors during this review and were satisfied with the recommended review period.

Appendix 1 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1992
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1994
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/1994
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1999
BSc (Hons) Physiotherapy	PT (Part time)	Physiotherapist			01/09/1999
BSc (Hons) Physiotherapy Degree Apprenticeship	WBL (Work based learning)	Physiotherapist			01/09/2020
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/1993
BSc (Hons) Podiatry	PT (Part time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/1993
BSc (Hons) Podiatry	WBL (Work based learning)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2020
BSc (Hons) Prosthetics and Orthotics	FT (Full time)	Prosthetist / orthotist			01/01/1998
MSc Occupational Therapy (pre-registration)	FT (Full time)	Occupational therapist			01/09/2019
MSc Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2015
Non Medical Prescribing - Independent Prescribing	FLX (Flexible)			Supplementary prescribing; Independent prescribing	01/01/2014
Non-Medical Prescribing (Level 6)	FLX (Flexible)			Supplementary prescribing	01/02/2009
Non-Medical Prescribing (Level 7)	FLX (Flexible)			Supplementary prescribing	01/02/2009