
Performance review process report

Wrexham University, Review Period 2018-2023

Executive summary

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

We have

- Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities.
- Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities.
- Undertaken 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

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality theme 1 – The education provider outlined their partnerships with other organisations. The visitors noted their reflections did not fully focus on the development, implementation, and outcomes of the Experts by Experience group. Through quality activity we noted we were satisfied with how members of the Experts by Experience group are utilised across programmes and therefore satisfied how the education provider is performing in this area.
 - Quality theme 2 – We noted the education provider had reflected on how they had used learner feedback to change their approach to teaching and assessment to improve academic quality. However, their reflections did not fully include feedback and/or assessment strategies, and academic staff support and engagement. Through quality activity we noted range of quality assurance processes in place for ensuring and monitoring academic quality and to drive improvements in this area. We were satisfied how the education provider is performing in this area.
 - Quality theme 3 – The education provider reflected on their framework to assure and monitor practice placement quality and safety. However, it was important for the visitors to understand fully the processes in place to review the quality and experience of learners in practice. Through quality
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activity we noted that the education provider is continuing to effectively assess and monitor placement quality to drive improvement and is working to ensure the quality of practice placements and the learner experience. We were satisfied how the education provider is performing in this area.

- Quality theme 4 – The education provider reflected on how they have embedded interprofessional education (IPE) across all their healthcare programmes via their IPE working group. We wanted to understand how interprofessional education had been considered during the review period, as well as how learners learn to, with, and from each other. Through quality activity we noted an appropriate level of interprofessional learning within programmes for learners to learn to, with and from one another.
- The following are areas of best practice:
 - Equality, diversity, and inclusion – The education provider has developed a digital learning and teaching framework ‘Active Learning Framework’ (ALF) which is a set of principles for teaching and learning. ALF is designed to support flexible learning that makes best use of spaces on campus together with digitally enabled learning opportunities designed to be accessed appropriately and inclusively by anyone who needs to.
 - Digital skills and new technologies – The education provider’s implementation of life support training manikins with digital feedback, designed to enhance and improve clinical skills proficiency. The creation of immersive technologies designed to enable staff to understand immersive technology and apply it to their teaching.
 - Horizon scanning – The education provider was clear on their reflections and plans for growth, with a four-year academic staffing plan, the development of a short course for new staff, development of allied health profession contracts and the refurbishment of existing building/space with potential for a new build.
- The provider should next engage with monitoring in five years, the 2028-29 academic year. This recommendation is because they are performing well across all the key areas. They have reflected well throughout their portfolio, and have strong relationships with external stakeholders. There are strong internal drivers of quality and learner support, and external quality mechanisms are also being used effectively. They have taken steps to make the programme as accessible as possible.

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| Previous consideration | Not applicable. This is the education provider’s first interaction with the performance review process. |
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| Decision | The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">● when the education provider’s next engagement with the performance review process should be. |
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| Next steps | Outline next steps / future case work with the provider: <ul style="list-style-type: none">● Subject to the Panel’s decision, the provider’s next performance review will be in the 2028-2029 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:

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| Fiona McCullough | Lead visitor, Dietitian |
| Sue Boardman | Lead visitor, Paramedic |
| Sheba Joseph | Service User Expert Advisor |
| Louise Winterburn | Education Quality Officer |
| Julie Blake | Advisory visitor, Occupational Therapist |

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 required professional expertise across all professional areas delivered by the education provider. We considered this because there were areas within the portfolio which the lead visitors could not make judgements on with their professional knowledge or expertise. These areas were thematic reflection, embedding the revised HCPC standards of proficiency, profession specific reflections and developments to reflect changes in professional body guidance.

Section 2: About the education provider

The education provider context

The education provider currently delivers ten HCPC-approved programmes across six professions and including two Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 2009.

The education provider engaged with the approval process in the current model of quality assurance in 2021. This was following them being asked to deliver pre-registration post graduate programmes for four new professions by their commissioners, Health Education and Improvement Wales (HEIW). This was part of a strategic review of healthcare education in Wales. The new programmes were BSc (Hons) Nutrition and Dietetics; BSc (Hons) Paramedic Science; BSc (Hons) Speech and Language Therapy; and BSc (Hons) Operating Department Practice. The programmes were approved by the Education and Training Committee in 2022.

The education provider engaged with the programme closure process in the legacy model in 2021 to close a prescribing programme. This was to close the Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6).

The education provider engaged with the major change process in the legacy model of quality assurance in 2019. They informed the HCPC that they intended to offer a part time route for a new BSc (Hons) Occupational Therapy, part time programme, in addition to the current full-time route. The Education and Training Committee agreed the programme remains approved in 2019.

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 | Dietitian | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2022 |
| | Occupational therapist | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2013 |
| | Operating Department Practitioner | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2022 |
| | Paramedic | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2022 |
| | Physiotherapist | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2019 |
| | Speech and language therapist | <input checked="" type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate | 2022 |
| Post-registration | Independent Prescribing / Supplementary prescribing | | | 2009 |

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 programmes¹.

| Data Point | Benchmark | Value | Date of data point | Commentary |
|---------------------|-----------|-------|--------------------|---|
| Numbers of learners | 235 | 121 | 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.</p> <p>Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the</p> |

¹ An explanation of the data we use, and how we use this data, is available [here](#)

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| | | | | <p>education provider through this submission.</p> <p>The education provider is recruiting learners below the benchmark.</p> <p>We explored this by reviewing information related to resourcing of the education provider's provision. We were satisfied their financial and resource planning/ modelling has ensured sustainability of their provision.</p> |
| Learner non continuation | 3% | 2% | 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 slightly below the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 1%</p> <p>We did not explore this as the education provider's performance in this area is broadly in line with sector norms.</p> |
| Outcomes for those who complete programmes | 93% | 98% | 2020-21 | <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> |

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|----------------------|-------|-------|------|--|
| | | | | <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 improved by 3%</p> <p>We did not explore this as the education provider's performance in this area is above the benchmark and their performance has improved overall.</p> |
| Learner satisfaction | 74.9% | 76.4% | 2022 | <p>This National Student Survey (NSS) positivity score data was sourced at the subject level. This means the data is for 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 improved by 1%</p> <p>We did not explore this as the education provider's performance in this area is above the benchmark and their performance has improved overall.</p> |

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

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

Quality theme 1 – How are the Outside In: Experts by Experience group used to inform programme design and delivery

Area for further exploration: The education provider outlined their partnerships with various organisations including Health Boards, Higher Education Improvement Wales (HEIW), and their 'Outside In: Experts by Experience' group. The visitors noted that, while the education provider had described their relationships with other organisations and groups, their reflections did not fully focus on the development, implementation, and engagement with the Experts by Experience group. It was important for the visitors to understand the role of Experts by Experience in more detail. They wanted to understand how their engagement with learners has been embedded within the programme and how their feedback is acted upon and used in programme design and delivery.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme and to seek clarification of our understanding on the above query.

Outcomes of exploration: The education provider outlined how members of the Experts by Experience group are utilised throughout all programmes at all levels, from admissions to assessment and feedback. They stated how members were involved as part of applicants' interviews and their participation in placement preparation sessions for first year learners on the Occupational Therapy programme. On the Physiotherapy programme, first year learners participate in a café type event, where they meet with members to discuss their values and what is important to them. Learners then use the information as a basis for class-based discussion and reflection.

The visitors were satisfied with how members of the Experts by Experience group are utilised across programmes and therefore satisfied how the education provider is performing in this area.

Quality theme 2 – How are staff supported and engaged to help maintain academic quality.

Area for further exploration: The education provider reflected on how they had changed their approach to teaching and assessment based on learner feedback. They had also reflected on embedding the revised HCPC standards of proficiency (SOPs). However, they did not provide sufficient reflections on their approach to ensuring academic quality. Based on their reflections, the visitors noted there was limited information about how their approach ensured staff are fully supported in their feedback and/or assessment strategies, academic staff support and engagement. It was important for the visitors to understand how new academic staff are supported. The education provider was asked to explain how feedback and assessment strategies are used and embedded to ensure, maintain, and improve academic quality.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme and to seek clarification of our understanding on the above query.

Outcomes of exploration: The education provider outlined how they use academic regulations to support all staff in their assessment and feedback strategies. New staff are supported through a combination of personalised, faculty and institution structured activities. Regular induction sessions are held for all new starters across the education provider. They explained how they share their values and strategic aims with new staff so that they can understand their position and role within it, and how this contributes to the larger organisation. They understand and recognise that, by supporting and engaging staff they are able to maintain quality of learning and teaching and the overall learner experience.

The visitors were satisfied that there are effective processes in place for ensuring and monitoring academic quality and to drive improvements in this area. We were satisfied how the education provider is performing in this area.

Quality theme 3 – How is placement quality assured and maintained

Area for further exploration: The education provider reflected on their Service Level Agreements (SLA's) in place with health, social care and third sector organisations that provide placements within Wales. This provides a framework to assure practice placement safety and quality. They also reflected on how placement quality is underpinned by the All-Wales Placement Reference Group. The group has a national perspective and provides a forum for advice and feedback on placements. Their reflections did not adequately describe the processes used to review the quality and experience of learners in practice or how placement quality is ensured and maintained. The visitors wanted to understand specifically how the set of principles the education provider uses, called PACT ('Partnership, Accountability, Credibility, Trust) are used to support learners. They also wanted to understand how the implementation of e-PAD was used to improve placement quality .

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme and to seek clarification of our understanding on the above query.

Outcomes of exploration: The education provider stated that they ensure all placement providers deliver consistent quality learning opportunities and experiences. This is achieved through regular meetings with programme teams across all practice partner sites. During those meetings, upcoming placements are discussed, and reflections of placements are shared between members of the group. They use the All-Wales Placement Reference Group to share practices and experiences, which drives quality, consistency and sharing of good practice across the group. The use of the PACT principles, a document for use in practice settings, was developed as a response to the pandemic. It was used to enable safe and effective practice placements by promoting a learner-centred approach. The education provider has continued to use these same set of principles going forward in their approach to placement provision and learner preparation for placement, to ensure a robust approach with clear accountability of learners whilst on placement. This is important to the education provider as they value the contribution learners make within practice settings, and support learner wellbeing and a positive experience.

The electronic placement portfolio, e-PAD, has been extended across all programmes and learners use it to complete forms which are reviewed by placement teams. Tutors can review supervision records, halfway reports, induction, placement hours, etc. This promotes more informed review meetings for learners. The education provider stated that the e-pad had been more efficient and effective than the previous paper-based process. The implementation of the electronic system has significantly reduced the risks of loss of records and data breaches.

The visitors were satisfied that the education provider have processes in place to effectively assess and monitor placement quality to drive improvement and is working to ensure the quality of practice placements and the learner experience. Therefore, they considered the education provider has performed well in this area.

Quality theme 4 – How is interprofessional education embedded and what is the impact of the Peer Coaching module

Area for further exploration: The education provider reflected on how they have embedded interprofessional education (IPE) across all their healthcare programmes via their IPE working group. All learners are allocated an IPE Learning Group at the start of their programme. Each IPE Learning Group meets regularly throughout the academic year, and they take part in lecturer led IPE topic workshops. They had also stated how they used an innovative method called 'peer coaching' to support this area.

The visitors noted how the education provider had not effectively explained how this peer coaching method was used to deliver IPE across all programmes. They wanted to understand the impact of this method contributed to learners on different programmes to learn from each other.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme and to seek clarification of our understanding on the above query.

Outcomes of exploration: The education provider stated that interprofessional education events are run across the academic year. They gave an example of the Welsh language awareness day as a method of IPE where Welsh language skills and awareness is focussed upon together with the importance of language within health and social care. Interprofessional education is embedded through shared modules across different professions at level 5 and 6 and is highlighted through specific 'Spotlight on IPE' events across all years. IPE is also highlighted in welcome week, to introduce learners to the importance, purpose, and rationale behind it. The education provider also clarified that feedback gathered from learners, for the interprofessional modules, has been positive. Learners stated they enjoyed and valued learning with and from other healthcare learners and lecturers. They stated that learners have developed a deeper understanding of their own profession, and other professions, and their own contribution to wider healthcare provision.

The education provider confirmed that the Peer Coaching module is an extracurricular opportunity for health and social care learners in years two and three. It is for learners who wish to develop their coaching skills and share their knowledge and experience with more junior learners. These learners would then be able to support practical teaching sessions and be able to instruct first year learners on some clinical and healthcare skills and provide formative feedback. The visitors explored the education provider's response to understand how learners across different professions learn with, to and from one another. They understood the Peer Coaching module to be extracurricular, as a development opportunity for learners. The visitors were satisfied the education provider is appropriately embedding interprofessional education across provision. We were satisfied how the education provider is performing in this area.

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 education provider reflected on their successful signing of a ten-year contract with Health Education and Improvement Wales (HEIW) which

started from academic year 2022-2023. The HEIW are responsible for commissioning programmes. The education provider expects this will provide financial stability for the contracted period. This has enabled them to put in place a long-term investment strategy. The education provider has used part of the financial investment to develop their facilities and digital learning technology. They have reflected that moving forward, they need to ensure academic staff and learners are supported to fully utilise and benefit from this rapid growth in technology so that it becomes embedded into the curriculum.

- As a result of the HEIW contract, the education provider increased learner numbers and numbers of approved allied health programmes, from two to six. This required the education provider to recruit new academic staff. This led to them quickly needing to provide a support framework, to support new staff to gain the skills, knowledge and experience in supporting learners and teaching in a Higher Education environment. A new module called 'Supporting Learning and Teaching in Higher Education' was developed to support staff to acquire skills and knowledge and this was also supported by a robust induction programme incorporating a probationary year for all new staff.
- The visitors noted the education provider's reflection appeared appropriate, highlighting the importance of the interest and the commissioning that takes place via HEIW. They also noted rapid growth plans. Some additional clarification was requested on financial modelling plans in place to support the rapid growth expected and this was provided by the education provider. Following this, the visitors were satisfied with the financial and resource modelling and outcomes linking to sustainability of the provision.
- The visitors were satisfied that the education provider has performed well in this area. This is because their reflection sufficiently showed that their financial and resource planning/ modelling has ensured sustainability of their provision.
- **Partnerships with other organisations –**
 - The education provider reflected on their partnerships and relationships with other organisations including the Betsi Cadwaladr University Health Board (BCUHB), Higher Education Improvement Wales (HEIW), Powys Health Board, and their 'Outside In: Experts by Experience' group. Their reflections demonstrated how they worked to continue to build and maintain relationships with partners. They reflected on relationship challenges and the methods and developments to overcome these.
 - One area identified as a challenge was with regards to the allocation of learners at one of the placement providers, Powys Health Board. They had experienced staffing pressures which resulted in them not being able to take the allocated placement numbers on some occasions. This put pressure on the health board and programme teams to ensure that they had sufficient placement capacity for increasing numbers of learners and could have impacted on their overall experience.
 - As a result, regular meetings are now held between the education provider and the Heads of Service of Physiotherapy and Occupational Therapy in Powys Health Board. They share best practice ideas and examples of

innovative placements. They work together collaboratively to increase placement capacity and capability.

- The visitors noted the education providers' partnerships with other organisations but wanted to understand in greater detail the education provider's reflections on the development of Expert by Experience. We explored this via quality theme 1.
- The visitors examined how the Experts by Experience group is utilised by the education provider throughout all programmes, from admissions to assessment and feedback. Following this, the visitors were satisfied with how the education provider is performing in this area.
- **Academic quality –**
 - The education provider has reflected on the positive outcome of listening to learner feedback about the timing of a practical assessment. Their reviews of their approach to teaching and assessment has enabled them to identify solutions to support learners and improve academic quality. As a result, the module and timing of assessment was reviewed. Content is now delivered over a longer period allowing learners more opportunity to consolidate knowledge and prepare for the assessment.
 - They have reflected on the challenge of ensuring that learners meet and evidence HCPC standards of proficiency (SOPs) on research, evidence-based practice, and critical appraisal. Following feedback from external examiners, it was noted that learners were able to pass two modules on the programme without meeting each individual learning outcome. Programme leaders worked with professional bodies and the Quality team to make a change to academic regulations so all learning outcomes are passed, and learners can evidence their achievement of the related SOPs.
 - The visitors requested further information to understand where interprofessional education is involved at levels 5 and 6. They wanted greater reflection around feedback and/or assessment strategies and to understand the education provider's reflections on academic staff support and engagement. We explored this via quality theme 2.
 - The visitors reviewed the education provider's response to understand how academic regulations support all staff in their assessment and feedback strategies. Staff are supported by a range of methods and programme team meetings review all aspects of learner progress. They were satisfied that there are a range of quality assurance processes in place for monitoring academic quality and to drive improvements.
- **Placement quality –**
 - The education provider stated that they have Service Level Agreements (SLA's) in place with health, social care and third sector organisations that provide placements within Wales. This provides a framework to assure practice placement safety and quality. These are reviewed on a 3-year cycle by the faculty placement team and all new placements are visited and assessed before learners are allowed to start their placements.
 - Placement quality is also underpinned by the All-Wales Placement Reference Group, chaired by Health Education and Improvement Wales (HEIW). The group has a national perspective and provides a forum for advice and feedback on areas of work relating to COVID-19 and the impact on practice placements, learner experience and placement capacity. They have reflected on how they have used this Reference

Group to help them develop the All-Wales Student Healthcare PACT. PACT stands for Partnership, Accountability, Credibility, Trust and is a set of pledges to help empower positive learning experiences. This has been coproduced across Welsh organisations to facilitate and empower learners in practice by using a set of standards and assurances for placement learning across all healthcare programmes in Wales.

- The visitors requested further reflections on the processes the education provider has in place to review the quality and experience of learners in practice and how the All-Wales Placement Reference Group and PACT has driven placement quality. They wanted to explore how PACT supports learners and how the implementation of e-PAD was used to improve placement quality. We explored this via quality theme 3.
- The visitors explored the education provider's response to understand how PACT and the All-Wales Placement Reference Group are working to ensure the quality of practice placements and the learner experience. The visitors were satisfied that the education provider continues to effectively assess and monitor placement quality to drive improvement. Therefore, they considered the education provider has performed well in this area.
- **Interprofessional education –**
 - The education provider reflected on how they have embedded interprofessional education (IPE) across all healthcare programmes via their IPE working group. The working group identified common themes that underpinned programme learning outcomes and used these to inform IPE workshop topics. All learners are allocated an IPE Learning Group at the start of their programme. Each IPE Learning Group meets regularly throughout the academic year, and they take part in lecturer led IPE topic workshops.
 - The education provider reflected on how delivering their Interprofessional Strategy across the faculty became a challenge when organising synchronous workshops across all the different programmes and levels. They stated that due to different teaching and practice education timetables, it was impossible to organise workshops that all learners could attend. This resulted in poorly attended workshops which resulted in learners not being able to benefit from a full IPE learning experience. To address this, the IPE strategy was changed to streamline planning and improve learner engagement. Three all-day events are now offered, and these have received positive feedback from learners.
 - In addition, the education provider has developed a Peer Coaching in Health and Social Care module. This was created as a development opportunity and to provide additional academic support for healthcare learners. They plan use their interprofessional working group to create content for the module delivery.
 - The visitors noted the education provider's reflections on IPE but requested greater reflection on how interprofessional education had been considered during the review period. They had questions around the Peer Coaching module, on whether it was a mandatory module, how it fits with HCPC SOPs, and what the overall impact has been, as well as how learners learn to and from each other. We explored this via quality theme 4.

- The visitors explored the education provider's response to understand how learners across different professions learn with, to and from one another. They understood the Peer Coaching module to be extracurricular and as a development opportunity for second and third year health and social care learners. The visitors were satisfied the education provider is appropriately embedding interprofessional education across provision. We were satisfied how the education provider is performing in this area.
- **Service users and carers –**
 - The education provider reflected on how they embedded service user and carer (SU&C) input across all programmes and their involvement in the admissions process and all throughout the programmes. They have a service user group called Outside In. The education provider reflected on challenges with SU&C involvement because of significant increased demand across a wider range of programmes for their involvement. They stated that the feedback gathered from the Outside In group indicated that processes were not as effective as they might be to support this.
 - To address this challenge, the education provider firstly identified potential risks. These included a coordinated system for managing all aspects of requests and sustainability of funding for increased SU&C involvement across all aspects of curriculum delivery. They then developed a group to review and develop systems surrounding Outside In. They submitted a request for a central budget to cover SU&C costs across all health programmes.
 - The faculty group meet regularly and focus on ensuring Outside In participation across programmes is sustainably resourced and supported by effective systems and structures. Membership and participation have been widened across professions, and the group operate alongside and are supported by the Expert by Experience User Involvement policy.
 - The visitors were satisfied the education provider has identified ways to appropriately address the challenges relating to SU&C involvement. We were satisfied how the education provider is performing in this area.
- **Equality and diversity –**
 - The education provider reflected on the majority white ethnicity of learners and staff across the institution. The programmes commissioned by Health Education and Improvement Wales (HEIW) have a focus on developing the local population to train and work locally in North Wales. This means that a high proportion of learners on programmes are from the North Wales region and identify as white. This is also the same for academic staff who teach on programmes. The education provider acknowledged this as challenge, which they addressed, so that it did not negatively impact on practices such as recruitment of learner and staff recruitment and learning, teaching and assessment processes.
 - In response to this challenge, the education provider has developed a Racial and Cultural Working Group. The group aims to review admissions, learning and teaching, and assessment and curriculum to develop a decolonised curriculum. The education provider has acknowledged in their reflections that learning materials need reform to ensure that they are diversified to include culturally, racially, and ethnically diverse content. This example shows how the education provider is actively aiming to improve their accessibility and decolonise the curriculum.

- The education provider has recruited to a post of 'Welsh Language and Culture Champion for Allied Health'. They have been developing provision and activities to support learners who identify as Welsh and Welsh Speakers. They have also made changes to the application and interview process across their provision to improve diversity and inclusion within the process. The education provider reflected that they noted a more diverse population represented in applications following the move to online interviews as a result of the pandemic. They made the decision to maintain this method of interviewing moving forward. They plan to undertake a survey for the 2024 application cycle to gain feedback from applicants to further develop and enhance the process.
- The visitors were satisfied with how the education provider showed responsiveness and continuous improvement to ensure equality, diversity, and inclusion policies are complied with and the developments made. Therefore, the visitors considered the education provider has performed well in this area.
- **Horizon scanning –**
 - The education provider reflected on the challenges of ensuring sustainability of the academic workforce together with a rapid growth in staffing necessary across programmes. They reflected on how they had undertaken a horizon scanning activity to enable them to focus on the key workforce challenges associated with delivering a sustainable staffing plan. They identified three main challenges:
 - difficulties in filling vacancies,
 - a potential depletion of clinical staffing, and
 - the potential inexperience of new academic staff
 - They used this to put in place a four-year staffing plan which is reviewed yearly. The staffing plan is flexible to allow the education provider to develop knowledge and insight into programme development and its impacts.
 - They reflected on their successful bid to be awarded Health Education and Improvement Wales (HEIW) contracts to deliver a suite of programmes from 2022. They reflected that this had involved extensive planning and collaboration with a range of external stakeholders which included, service users, learners, Government partners, and other Higher Education Institutions. Following year one delivery, a Performance Management Board has been established to oversee ongoing development of all the programmes.
 - The visitors noted the education provider's reflection appeared appropriate, highlighting the importance of the commissioning that takes place via HEIW. The visitors were satisfied with the education provider's planning for long term challenges and opportunities. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
 - The education provider reflected that they had made a strategic decision to embed the revised SOPs into the curriculum for the new programmes and existing programmes for learners starting in September 2023. They ensured that the new curriculum mapped to both sets of SOPs so that programmes remained compliant with HCPC requirements. This meant that learners who started in 2022 on the new programmes mapped to both the previous and the current SOPs.
 - The education provider worked across their six allied health programmes to identify shared learning, teaching and assessment through shared modules including placement portfolios and simulations days. They have shared simulation days that include Experts by Experience acting as service users in a range of clinical scenarios so that learners can demonstrate clinical skills that meet active implementation of the SOPs. This ensures that the placement portfolios across the professions have embedded the clinical competencies in an 'active way' so that learners are supported to meet the active implementation of the standards.
 - The allied health programmes use 'Motivational Interviewing' as a technique incorporated into the curriculum to enable learners to develop the skills required in clinical practice. The education provider has reflected on the use of 'Motivational Interviewing' which they use to promote behaviour change in a range of healthcare settings and builds on the key theme of health and well-being.
 - Equality, diversity, and inclusion is embedded across the institution and the allied health programmes through strategic development lead by Academic Development Teams (ADT) and Associate Members. ADT projects are linked to the University's Vision and Strategy 2025 and the Strategy for Supporting Student Learning and Achievement.
 - The education provider reflected that the implementation of the new SOPs was an influencing factor in the development of enhanced pre-placement simulated learning opportunities across the AHP programmes. The programme teams have developed methods to ensure that simulated learning continues to be developed with authenticity with the service user experience being the focus. The education provider has reflected that developing further opportunities for service users and carers to be involved in scenario development and delivery is a key area requiring further development.
- **Learning and developments from the COVID-19 pandemic –**
 - The education provider reflected on how the Covid pandemic had a significant impact on their provision following the decision that all staff and learners must work and learn from home. They reflected on the difficulties of using new digital platforms for teaching and learning which both staff and learners had no previous experience of. They faced a variety of further challenges including having to manage children at home during teaching sessions, maintaining engagement and quality in learning and teaching, and providing assessments that maintained integrity. A further challenge was the safe return to practical sessions to enable learners to learn the practical skills needed for their

programme. As a result of these challenges, the education provider developed and implemented a framework and infrastructure which recognises and supports the benefits of hybrid working post-pandemic.

- They also developed and implemented a digital learning and teaching framework called the Active Learning Framework (ALF). ALF is a set of principles for teaching and learning which was designed to support flexible learning, whilst also making best use of spaces on campus, together with digitally enabled learning opportunities. The education provider has reflected that this was an important development to promote a supportive community and in turn to support a sense of belonging for their learners. They have reflected on feedback from student voice forums, evaluation of modules, NSS scores, and staff conferences to develop and improve ALF since it was first introduced in 2021. They highlighted the embedment of the ALF across the provision and it's recognition as the method of providing learning, teaching, and assessment as a key success.
- The visitors were satisfied the education provider successfully adjusted to the challenges of the pandemic, supporting learners and staff. We were satisfied how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - The education provider reflected on the need to include simulation as a learning, teaching, and assessment tool across their programmes. As a result, they have implemented the use of recoding technology which contains a Learning Management Platform to provide synchronous and asynchronous feedback and debriefing for learners undertaking simulation scenarios. This means that simulation is carried out in real-time with more remote involvement from facilitators. This has enabled learners to work in a similar way to being in a clinical practice environment but still to receive quality feedback.
 - The education provider outlined how providing learners with the required annual mandatory Basic Life Support (BLS) skills was challenging, due to increasing learner numbers and limited tutor availability. To overcome this, they have purchased Laerdal Digital Training Manikins, which are advanced simulation devices, to improve BLS training and proficiency. The training manikin and digital app enhance cardiopulmonary resuscitation (CPR) training by providing real-time feedback and performance metrics which allows learners to adjust and improve their technique during training sessions. The education provider has reflected that this use of technology keeps learners more actively engaged and motivated to improve their CPR skills and enables academic staff the benefits of tailoring their teaching strategies during active sessions.
 - The visitors noted the education provider's reflections on simulation activities but sought further clarification and detail across programs. Clarification was provided via email explaining how simulation is integrated across all allied health programs, focusing on pre-placement preparation and university-based learning, with delivery tailored to specific professions and inter-professional teams within the institution.

- Following this, the visitors were satisfied the education provider has effectively embedded use of technology across their programmes, and assessments, and involved simulation technology appropriately. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - The education provider has a number of frameworks and processes in place to ensure that they meet the required threshold academic standards set out in the QAA Quality Code. This includes a report to the Board of Governors which sets out evidence to demonstrate that they are meeting the required Higher Education Funding Council for Wales (HEFCW) assurance statements. They also demonstrate this via an overview document. This evidences how key processes have been implemented during the academic year, together with a summary of the outcomes, and reporting to highlight any issues of concern raised and actions taken.
 - The education provider reflected on an out of schedule Concerns Investigations Process (Wales) which the QAA reported to the HEFCW. The areas of focus for the investigation were quality assurance systems, meeting learner needs, partnerships, and quality. The report made 12 recommendations and identified a number of strengths. This process challenged the education provider to reflect and critically review elements in relation to the QAA Quality Code. This led to them developing and implementing an action plan in response to the QAA review. This was approved and is shared with Academic Board and the Board of Governors regularly as a basis for further discussions. This will be taken forward to maintain quality and standards and to ensure appropriate engagement with internal and external stakeholders.
 - The visitors were satisfied the education provider is responding appropriately to changes to ensure they comply with the QAA. We were satisfied how the education provider is performing in this area.
- **Performance of newly commissioned Allied Health Professional (AHP) provision in Wales –**
 - The education provider reflected on the staffing challenges and subsequent impact on learners following the implementation and integration of provision commissioned by Health Education and Improvement Wales (HEIW). They stated that shortly after securing the bid for the BSc (Hons) Nutrition and Dietetics programme, the curriculum lead went on maternity leave. The education provider has reflected that this had a significant impact on the learner experience and was highlighted by HEIW in a performance review meeting with learners. Issues identified included, communication frequency and quality, learning and teaching

quality and access to learning materials. As a result, the education provider put in place an action plan and held fortnightly meetings with the learners. The education provider has reflected that significant progress has been made in this area and additional staffing has now been resourced. They noted that learners were due to meet with HEIW in February 2024 to provide feedback on improvements.

- Based on the visitor's request for some clarification, the education provider submitted additional updates which suggested that the Physiotherapy programme was 1st in UK for assessment and feedback on NSS. The programme team plan to continue to embed best practice, seeking learner feedback on processes. In the Occupational Therapy programme, applicant to places ratio was not at the 3:1 required ratio. The education provider reflected that this could have related to increased competition from other institutions across Wales following the new contract, and also a greater range of programmes available in north Wales. They took actions to improve applicant rates, including the development of 'student champions' who go out to schools across north Wales and Powys to deliver an insight into occupational therapy sessions. The visitors were satisfied with the education provider's responses in this area.
- **Other professional regulators / professional bodies –**
 - The education provider's reflection showed that all programmes engaged with relevant professional bodies. The education provider has good working relationships with College of Operating Department Practitioners (CODP) and The Royal College of Speech and Language Therapy (RCSLT).
 - The education provider reflected on feedback received during the accreditation process with the CODP regarding the implementation of professional conduct competencies within placement. These competencies link to the HCPC guidance on conduct and ethics. In response to the feedback, the education provider has now integrated the competencies within each placement block and repeated them. This means practice educators are now able to continually assess and review the professionalism and conduct of learners, which highlights to learners that these competencies must be demonstrated throughout their careers.
 - The visitors were satisfied the education provider is working effectively to communicate with and respond to other relevant professional regulators and bodies. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**

- A detailed reflection was submitted showing different developments around the curriculum for each programme, specifically related to new and revised HCPC standards of proficiency (SOPs). For example, the education provider has developed 'Occupation Days'. These are run twice a year across all programmes and focuses on learners being actively engaged in a range of occupations. They have also developed the use of simulation as a teaching tool to immerse learners in professionally challenging situations. Both examples show how the programme team have developed their approach to the design and delivery of the curriculum which focuses on key SOPs.
- The education provider reflected on how they had used feedback and guidance from the College of Operating Department Practitioners, along with the revised HCPC SOPs terminology, to make practical skills such as cannulation and catheterisation an 'active' skill. They explained how the change in terminology places emphasis on undertaking the skill in an active way to gain competency, rather than a passive understanding of the skill. This allows practical skills acquisition and allows practice educators to assess learners' success in this area in order to meet the relevant SOPs.
- The programme team for Nutrition and Dietetics increased the provision and hours of practice-based learning. This was as a response to feedback from learners via the University's Student Voice forum. Learners had requested more practice-based learning during the first year of study to provide greater opportunity to put theory into practice. This gave learners the opportunity to understand how the education provider uses their feedback to enhance their learning experience. This also enabled the education provider to expand and diversify the learning opportunities for dietitians within a broader range of private, and public sector settings. This change will be continually reviewed through learner and placement evaluation processes.
- The visitors were satisfied with the education provider's reflection in this area, particularly in relation to HCPC SOPs. They have concluded the education provider has performed well in this area.
- **Development to reflect changes in professional body guidance –**
 - The education provider reflected on changes to their programmes during the review period which were influenced by professional body guidance. Their Operating Department Practice (ODP) programme is required to deliver content and competencies related to Surgical First Assistant (SFA) for ODP. Previously, ODP programmes delivered in north Wales had not included any SFA competencies, which led to a limited number of SFA-competent practice educators. In response, the programme team worked with educators to develop placements which will enable learners to gain the required experience of the role of SFA. The programme team worked with clinical educators to deliver shared placements, so that more learners can gain competency in this area. In addition, the team worked with surgeons to provide supervision and practice education for learners. This development will overcome the challenge of limited placements moving forward and lead to increased capacity.

- The Occupational Therapy programme was reaccredited by the Royal College of Occupational Therapists (RCOT) in April 2022. Following re-accreditation, RCOT revised their standards and removed a standard related to a requirement around learners failing first attempts at consecutive placement modules having to be withdrawn from the programme. The education provider has reflected upon the relevance of this change from an equity and diversity perspective. They considered the potential implications for learners who may experience discrimination or other disadvantage within the practice setting. In response, they updated the programme documentation through their quality processes. Learners now receive a second attempt to pass placement providing increased equality, diversity and inclusion.
- The visitors were satisfied the education provider has reflected on developments to reflect changes in professional body guidance appropriately. There was sufficient reflection provided to determine the education provider has close working relationships with different professional bodies and organisations.
- **Capacity of practice-based learning (programme / profession level) –**
 - The education provider's reflection showed how they work with different stakeholders to ensure capacity, diversity and experience of practice placements. They work with The All Wales Placement Reference Group which is chaired by Health Education Improvement Wales (HEIW). The group has a national perspective, and provides a network for updates, advice and feedback on areas of work relating to practice placements. Task and finish groups are also convened where required, including other relevant stakeholders.
 - The education provider identified and reflected upon the challenges of placement location for learners. They stated that the geographical location across North Wales and Powys is vast and public transport in some areas can be difficult. This led to some learners having to live away from home during placement or to travel long distances which became a source of anxiety and stress for learners. The education provider has developed measures in response to support learners. Applicants are now provided with written and verbal information about placement requirements to help them make an informed decision before accepting a place. Information is available on the website, communicated in open days and in interviews. Learners receive reimbursement for travel and accommodation costs which are paid in advance by the education provider.
 - The placement team are developing a placement charter to further enhance the information and support that learners receive.
 - The visitors requested further information to understand in greater detail the education provider's engagement with professional bodies. The visitors wished to understand whether there had been any impact on provision from changing requirements, and how they had responded to these. It was important for the visitors to understand any potential conflict between professional body expectations and regulatory requirements, and if so, how these were managed. We explored this via an email request for further information and clarification.

- Following this, the visitors were satisfied how the education provider is performing relating to this area as demonstrated by the partnerships and relationships with practice educators and stakeholder engagement.

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 reflected on the range of methods used for obtaining and responding to feedback from learners. After every module completed, learners are asked to complete an anonymous Student Evaluation of Module (SEMs) survey. The education provider reflected that this information has been valuable in providing constructive insight into practice educator teaching effectiveness. This has also allowed for continuous improvement, and for creating an inclusive learning environment which reflects the diverse needs of learners. All feedback is acted upon, and responses are shared with learners.
 - The education provider has reflected on how they have been able to evidence the value of interprofessional education (IPE) across programmes via the positive feedback from learners. At the beginning of modules, learners are allocated into smaller groups for teaching or workshops, and each group is representative of each of the Allied Health Professions programmes. Positive feedback was received from learners on this opportunity to learn alongside their healthcare peers. Feedback included the value of learning from and about other healthcare professions that they were less familiar with and being taught by other healthcare professionals. It was also commented on how the sessions were enjoyable and learners were able to form relationships with other learners outside of their programme.
 - The education provider has used positive feedback to continue to arrange the interprofessional education modules in small groups for the previous and future modules. They have also incorporated more smaller IPE workshop opportunities where possible.
 - We were satisfied how the education provider is performing relating to this area. They have processes in place to collect feedback from learners and take appropriate actions in response to that feedback.
- **Practice placement educators –**
 - The education provider described how they had listened to feedback from practice placement educators on the challenges they had experienced with the introduction of the e-PAD electronic placement documentation to implement changes. Practice educators reported that they did not feel supported or confident in the use of e-PAD. This impacted on the quality and amount of feedback learners were receiving during placement and could have impacted their learning. In response, the education provider developed a range of support including a 'How to' document and

Frequently Asked Questions (FAQ) document, and a dedicated email and support team. The programme team have also made tutorial videos for practice educators demonstrating the different elements of e-PAD.

- The education provider reflected on their successful adaptation of Practice Educator Training. Following feedback that two-day training was too lengthy, and in response to comments that some placement educators lacked confidence, the Allied Health Profession team developed a one-day training programme. This aims to equip practice educators with the knowledge and skills required for the provision of high-quality practice-based learning opportunities for learners. The training sessions have taken place across the academic year, all were fully booked, and practice educators have reported feeling more supported by the education provider.
- We were satisfied how the education provider is performing relating to this area due to the education provider's reflection on feedback and actions taken in response to practice educator comments.
- **External examiners –**
 - The education provider reflected on how they had used external examiner feedback to make changes across their programmes to ensure that learners must pass all learning outcomes to achieve an overall pass mark. This ensures that learners are able to meet the specific HCPC standards of proficiency required for their programme.
 - The education provider reflected on how they had used recommendations from external examiners to address the challenges of consistency of marking. It was noted that some markers would offer lengthy and extensive feedback to learners, whereas other markers would provide shorter more succinct comments. Following the recommendations made by external examiners, marking teams now meet prior to marking assessments, to identify how feedback should be structured and delivered. This has helped to ensure consistency across markers. This has enabled learners to identify key areas for justification of marks and areas for improvement without having to search through lengthy text. This is a process which will be continuously reviewed to ensure continued improvement.
 - The visitors were satisfied the education provider is addressing external examiner feedback appropriately and working to improve on areas highlighted. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Data and reflections

Findings of the assessment panel:

- **Learner non continuation:**
 - The education provider is performing broadly in line with the benchmark being only 1% below the benchmark figure. There was

sufficient reflection provided to determine the education provider has performed well in this area.

- **Outcomes for those who complete programmes:**
 - As noted in the institution performance data table in Section 2, the education provider had a data point of 93% against a benchmark of 98%. The education provider reflected that learners who opt in to the bursary scheme are required to work in Wales for two years following graduation. This can be a challenge for learners, especially for mature learners with caring responsibilities. This relates specifically to the geography of North Wales and the travel distances to the range of hospitals across Wales and the challenge this can pose for learners where travel times can be lengthy each way.
 - The education provider has ensured that potential applicants are provided with information on this at early stages of application and are provided with links to the HEIW bursary terms and conditions.
 - The visitors were therefore satisfied the education provider has performed well in this area.
- **Learner satisfaction:**
 - As noted earlier under National Student Survey (NSS) outcomes, learner satisfaction rate was above sector norms. The visitors were therefore satisfied the education provider had performed well in this area.
- **Programme level data:**
 - The education provider outlined how they use data on staff student ratios to inform and support their planning. Learner numbers are monitored through annual planning cycles to ensure staffing meets PSRB requirements and high levels of learner satisfaction are maintained.
 - The visitors were satisfied programmes are being monitored appropriately and resources managed suitably. We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

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

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 2028-2029 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 they engaged with were the education provider were:
 - Health Education and Improvement Wales;(HEIW),
 - the All-Wales Placement Reference Group;
 - Experts by Experience service users; and
 - learners, practice educators and external examiners.
- External input into quality assurance and enhancement
 - The education provider engaged with a number of professional bodies including Royal College of Occupational Therapists (RCOT) and College of Operating Department Practitioners (CODP). They considered professional body findings in improving their provision.
 - The education provider engaged with the Quality Assurance Agency (QAA), and Higher Education Funding Council for Wales (HEFCW).
 - 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.

Appendix 1 – 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 |
|--------------------|------------------|--------------------------------------|------------------------------|---|-----------|
| Wrexham University | CAS-01393-D2T8C4 | Fiona McCullough Sue Boardman | Five years | The education provider is performing well across all the key areas. They have reflected well throughout their portfolio and have strong relationships with external stakeholders. There are strong internal drivers of quality and learner support, and external quality mechanisms are also being used effectively. They have taken steps to make the programme as accessible as possible. | N/A |

Appendix 2 – list of open programmes at this institution

| | | | | | |
|--|----------------|-----------------------------------|--|---|------------|
| BSc (Hons) Nutrition and Dietetics | FT (Full time) | Dietitian | | | 05/09/2022 |
| BSc (Hons) Occupational Therapy | FT (Full time) | Occupational therapist | | | 01/09/2013 |
| BSc (Hons) Occupational Therapy | PT (Part time) | Occupational therapist | | | 01/01/2020 |
| BSc (Hons) Operating Department Practice | FT (Full time) | Operating department practitioner | | | 05/09/2022 |
| BSc (Hons) Paramedic Science | FT (Full time) | Paramedic | | | 05/09/2022 |
| BSc (Hons) Paramedic Science | PT (Part time) | Paramedic | | | 01/09/2022 |
| BSc (Hons) Physiotherapy | FT (Full time) | Physiotherapist | | | 01/09/2019 |
| BSc (Hons) Speech and Language Therapy | FT (Full time) | Speech and language therapist | | | 05/09/2022 |
| Prof Cert (Practice Certificate In Independent and Supplementary Prescribing for AHP's at level 7) | PT (Part time) | | | Supplementary prescribing; Independent prescribing | 01/01/2015 |
| Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 7) | PT (Part time) | | | Supplementary prescribing | 01/06/2009 |