Performance review process report

University of West London, 2018 - 2022

Executive summary

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

We have:

- Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities.
- Recommended when the institution should next be reviewed.

Through this assessment, we have noted:

- The areas we explored focused on how:
    - The education provider's plans to broaden their practice-based learning placement opportunities. They shall retain placements but shall expand their non-traditional placement sites provision and engage with new providers to diversify their placement portfolio. This is specifically relevant to their paramedic provision.
- The provider should next engage with monitoring in 5 years, the 2027-28 academic year, because:
    - This is a reflection of the education providers submission and engagement throughout this process. The visitors have found the education provider to have engaged well with this process and been forthright and open in responding to the quality activity queries. The visitors were satisfied the education provider is performing as expected, providing support to learners, and responding to challenges appropriately. The visitors found the provider to have detailed plans in place to consider programme expansions and placement capacity. This included their work to broaden placement opportunities whilst ensuring teaching quality remained high.
    - The visitors referred two matters to the education providers next performance review. The first related to their use of modular level surveys and learner satisfaction evaluations and their reflections on how these have benefited the programmes.
    - The second refer to the education providers approach to embracing of new technology. The referral is to continue to integrate virtual reality learning into their processes and reflect on how this went at their next performance review.
    - The visitors had no areas of concern going forward and are happy to have recommended a 5-year ongoing monitoring period.

Previous consideration	This is the education providers first engagement with the performance review process.
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be
Next steps	Outline next steps / future case work with the provider: • Subject to the Panel's decision, the education provider's next performance review will be in the 2027-28 academic year.

Included within this report

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:

Jim Pickard	Lead visitor, Chiropodist / Podiatrist with entitlements for Supplementary Prescribing, Independent Prescribing, POM – Administration, POM – Sale/Supply (CH) and Podiatric Surgery
Vince Clarke	Lead visitor, Paramedic
Hayley Hall	Service User Expert Advisor

Alistair Ward-Boughton-Leigh	Education Quality Officer

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

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

Section 2: About the education provider

The education provider context

The education provider currently delivers five HCPC-approved programmes across two professions and including two Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 2014

The last annual monitoring in the legacy model of quality assurance was in 2018-19. They have not had any other interactions with our processes in the legacy model of quality assurance. They have not had any interactions in the current quality assurance model.

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	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2014
	Paramedic	☐Undergraduate	☒Postgraduate	2019
Post-registration	Independent Prescribing / Supplementary prescribing			2020

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	306	306	2022	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision. The number of learners is equal to the benchmark. This means the education provider currently has the expected number of learners. We determined that we did not need to explore this further due to the numbers being as expected.
Learners – Aggregation of percentage not continuing	3%	4%	2019-2020	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing below sector norms.

				When compared to the previous year's data point, the education provider's performance has improved by 2%. We explored this by making the visitors aware of this prior to their review. We also raised a point of clarification with the provider during our assessment. We requested expanded information on how learner attrition was considered as part of their recruitment processes. This is discussed further in the relevant part of section 4.
Graduates – Aggregation of percentage in employment / further study	94%	93%	2019-2020	This data was sourced from a summary. This means the data is the provider-level public data. The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has improved by 5%. We explored this by making the visitors aware of this prior to their review and factoring it into their assessment.
Teaching Excellence Framework (TEF) award		Silver	June 2017	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education." We explored this by making the visitors aware of this prior to their review and factoring it into their assessment.

National Student Survey (NSS) overall satisfaction score (Q27)	76.2%	90.3%	2022	This NSS data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 7%. We explored this by making the visitors aware of this prior to their review and factoring it into their assessment.

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.

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 education provider has faced challenges including constraints on their finances, learner recruitment / retention and increased demands for greater accountability, transparency, and value for money.
- They reflected on the financial challenges as being multi-faceted, with challenges including increased costs for them, lower levels of public funding and increased competition for existing grants.
- The education provider has worked to improve what they have referred to as 'value for money' in their provision. They published an annual value for money reports that highlighted how their developments worked to improve the learner experience and where they have been able to make financial savings.
- The education provider has several key developments going forward. Including spending £5,000,000 to de-carbonise their buildings, that will help save money going forward and meet their objective to become carbon neutral by 2030. They are purchasing new buildings to increase their facilities and provide long-term strategic expansion opportunities. The education provider has allocated £145,000 to acquire Perlego, an online e-book platform. This will give learners and staff access to over 1 million e-books; this will ensure an ease of access and equity of resource allocation for all.
- We were satisfied with how the education provider is performing in this area.

- **Partnerships with other organisations** –
  - The education provider has reflected on how they have strong and robust partnerships with employers who provided practice placements for their programmes. These relationships continued to be maintained through their existing established processes.
  - Post-pandemic, they have reinstated their Partnership and Apprenticeship Partnership Boards to run twice a year. The agenda covers strategic issues and operations that impact upon learners in the University and on placement.
  - The education provider has specific members of staff in place for liaising with other bodies such as the nursing and midwifery council (NMC) and Social Work England (SWE). They have maintained strong partnerships with employers practice providers and PSRBs across all healthcare courses through established processes. This, they stated, is reflected in their recent National Student Survey (NSS) score.
  - The visitors noted the education provider's work to reinstate links with other organisations. They noted the education provider reports of development of strong and robust links, resulting in good learner satisfaction.
  - Visitors were satisfied with how the education provider is performing in this area.
- **Academic and placement quality** –
  - The education provider ensures academic quality remains high via internal monitoring mechanisms. This included monitoring by their academic board, their academic and quality standards committee as well as programme and modular level reporting and feedback mechanisms. The education provider stated that staff were supported in developing well-designed and high-quality programmes. This was

evidenced in the feedback they received from external assessors and Students' Union representatives during the development process.
    - The education provider continued to monitor their placement organisations to ensure their appropriateness and ability to deliver placements. They did this by conducting 2-yearly audits (in line with Professional Statutory Regulatory Body / PSRB standards), which allowed them to identify struggling placements providers and provide support if necessary. They also utilise the Care Quality Commission's (CQC) reports to provide them with insight on placement providers and continue to assess suitability of learners staying in placement areas via placement feedback, link tutor reports and audit. This intelligence was shared with other HEI's
    - The education provider reflected on how they overhauled their academic governance structure regarding apprenticeships. This included adding a greater focus on the five Ofsted inspection principles and how they are making improvements and impact within key judgement areas. The Self-Assessment Report and Quality Improvement Plan (QIP) have been reviewed to ensure better capturing of progress against actions and monitoring of effectiveness of results.
    - The education provider introduced emergency regulations to ensure theysupported learners to progress and complete their awards while studies were impacted by the pandemic while also maintaining academic standards.
    - The visitors found the reflections and web links show appropriate changes to reflect national requirements. Visitors were satisfied with how the education provider is performing in this area.
- **Interprofessional education** –
    - The education provider reflected that the onset of the pandemic hindered interprofessional education (IPE) opportunities. The pandemic necessitated the move to online learning, excluding IPE occurring between learners in the same space. The education provider developed online opportunities such as Microsoft teams facilitated meetings and sessions for IPE during this time. Returning to face-to-face IPE sessions when possible (September 2021).
    - IPE activities were organised for learners across all years of their studies. In addition to learning alongside each other, opportunities were in place for learning alongside those on their nursing provision.
    - IPE was coordinated by an IPE lead and supported by a Steering Group made up of representatives / champions from across all disciplines and schools within the education provider. The Steering Group supported module and programme-level developments to embed IPE activities and were responsible for promoting IPE. The group also oversaw and evaluated IPE initiatives.
    - For example, the education provider has reflected on their 'forum theatre' that allowed learners to explore courses of action which could be applicable in clinical practice. Learners take on the role of professions, service users, relatives and carers in a safe and supported environment. It is recorded and allows for debrief and feedback. This form of simulated learning is held across departments with learners

from their nursing, midwifery, paramedic, operating department practitioners, social work and health promotion programmes.
    - We were satisfied with how the education provider is performing in this area.
- **Service users and carers** –
    - The education provider has reflected that they have encountered challenges in recruiting, engaging and retaining their service user and carers (SU&C). For example, the service users they have, have been hesitant to engage with in-person activities following the covid-19 pandemic. The education provider has worked to encourage service user involvement through Service User Network by promoting opportunities for involvement both locally and nationally. This has led to an increase in service users engaging with them and further increases the opportunities available. They have also retained their hybrid delivery of service user involvement following feedback on this. The hybrid delivery also allows further flexibility for service user and carers to become involved in their processes.
    - They reflected on developments they have made to service user and carer involvement. This included the introduction of virtual events with involvement of users from far afield, finding this to have offered opportunities for service SU&C involvement across all levels of study. They introduced a safe word to stop scenarios at their simulation centre, meaning if the individuals feel uncomfortable, they can stop the simulation. They are keeping a database of the recruited service users from the local area that has ensured that service users and carers are representative of the local population.
    - The visitors are satisfied with the providers performance in this area.
- **Equality and diversity** –
    - The education provider referred to the high value they place on equality and diversity (EDI) and how they have developed their EDI strategy and policies to reflect this. The education provider stated how they have noted and acknowledged the importance of EDI over the past three years and have worked to embed EDI into their processes. The education provider has received an Athena Swan bronze award and their Athena Swan steering group were responsible for developing and implementing the associated action plan.
    - The education provider continued to receive feedback both internally and externally on their performance in relation to EDI. They are able to use the results of these assessments and feedback to further develop their EDI polices. The education provider has developed a 5-year action plan to support continuous improvement of EDI policies, this will run from 2023 to 2028. This plan was a result of the Athena Swan Bronze application, and guidance they received from stakeholders and PSRBs. The aim of this plan is to support continuous improvement in the area of EDI. The Action Plan is based on a self-assessment of need and will be monitored and reviewed quarterly by the Athena Swan Steering Group.
    - The education provider has formed four staff networks. These being the LGBTQIA+ Staff network; Women's Network; Black Women's Network; and THRIVE; Network which is a network for all staff with an

interest in antiracism and anti-discriminatory practices. Staff networks hold events a minimum of three times each academic year and 1 additional event to be a joint event across all the four networks.
    - The visitors were satisfied with the education providers reflections and performance in this area. They have found the education providers policies to be far reaching and comprehensive.
- **Horizon scanning** –
    - The education provider discussed the challenges presented by the covid-19 pandemic and how this led to several developments. This included the move to online learning and the support mechanisms required to enable this. They developed 'UWL Flex' (University of West London) which was a new pedagogic model of learning and teaching that supported online learning. The education provider also identified 'digital poverty' as a factor that could inhibit learning and they introduced a laptop loan scheme to combat this. The education provider has identified five key challenges they are addressing. Reflections demonstrated an appropriate response to these challenges. Partnerships are working to ensure sustainability.
    - Going forward the education provider has returned to full campus learning (September 2021) with much of their emergency procedures that were introduced no longer required but appeals and mitigation regulations are in place as per their institution. They have progressed with changes in PSRB regulations that now allow for up to 600 hours of simulated learning and additional tutorials / sessions have been introduced to support learning for their NMC approved programmes.
    - The education provider acknowledged the impact the cost-of-living crisis is having and is working to support their learners. They are engaging with regional and national bodies such as the Office for Students (OFS) NHS England (NHSE, formerly Health Education England, HEE) and the council of Deans of Health. They have established a working group to combat challenges raised by this crisis going forward and is facilitated by learners and the students' union. With actions to help with food, travel costs, and weekly students' union events to provide hot food and drink and entertainment in a warm environment. They will continue to monitor this going forward.
    - The education provider is working to improve graduate outcomes for their learners by focussing on embedding employability through learning, teaching and authentic assessment. They are supporting graduate careers through the curriculum and providing careers advice and planning at programme level. They have a personal tutor system for all learners who can provide guidance and have a learning technology competence system for learners. This includes study skills support in placement learning and conduct retention and progression monitoring via their Retention Committee.
    - The visitors found the reflections and supporting documentation to be details and clearly outline the perceived challenges. They have detailed their plans to meet these meet these challenges and develop their provision going forward. The visitors found the education provider to be performing satisfactorily 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 acknowledged the change in the SOPs and have reflected on how they have implemented these. They tasked their lead for HCPC approved programmes with working across programmes and encouraged the sharing of best practices in applying the new standards. They detailed how all cohorts that start in September 2023 will learn the revised profession specific programme documentation. The updated standards are embedded in the programme documents and their newly utilised personal tutor strategy provides support for learners to be aware and up to date on the revised SOPs.
    - The education provider detailed the various areas of the revised SOPs that they have already worked to embed with some areas being embedded ahead of the deadline. This included their commitment to EDI, their investment in simulation to further centralise the service user experience and their investment in new technology and digital skills through UWL Flex system.
    - The visitors found the providers reflections and documentation to be clear across the portfolio and to demonstrate how the provider is promoting and embedding the revised standards. They found them to detail how HCPC's new approach is being embedded into their curricula and teaching. They are satisfied with their approach and that all new SOPs will be delivered to new cohorts from September 2023.

Impact of COVID-19 –

- The education provider submitted a detailed reflection of their performance in this area. They highlighted challenges they experienced, and the actions taken to address them. This included;
    - having to alter / re-design modules so that they could be delivered in an online format
    - ensuring robust well-being and communication strategies are in place for staff and learners
    - actions to resolve the disruption and loss of practice-based learning activities
    - work required to ensure learners can access online resources and combat digital poverty
    - a reduction in placement capacity and capability of supervisors and assessors in practice
    - the impact on learner health and wellbeing
    - ensuring learner progression whilst maintaining academic and practice learning standards
    - responding to varying levels of learner satisfaction
    - resolving high levels of staff turn over

- The education provider introduced several support mechanisms for learners on placement over the review period. Particularly to support learners during the height of the pandemic. This includes:
    - introducing weekly virtual drop-in meetings for learners and staff.
    - the introduction of an electronic time management system for all operating department practitioner learners to accurately record their placements hours.
    - the running of practice educator workshops on a bi-monthly basis.
    - the utilisation of their virtual learning environment for placement simulation of hear & treat, and video consultation services similar to those provided by 111 and 999.
- The education provider stated how the covid-19 pandemic necessitated changes to the working relationships with their partners. They continued to meet their partners at strategic and operational levels on a daily or weekly basis. This was facilitated by emails, phone calls and online meetings. They reflected that communication with NHS England (NHSE) formerly Health Education England (HEE) and the Public Statutory and Regulatory Bodies (PSRBs) occurred on a weekly basis via the London Higher Education Group for Health.
- The education provider acknowledged the impact on both staff and learners physical and mental wellbeing as a result of the pandemic and the disruption associated. They introduced a timetable for weekday online mental health and wellbeing sessions and introduced an emergency line to cover the weekends. Wellbeing forums were also established that are facilitated by a wellbeing counsellor.
- The education provider discussed the development and introduction of their UWL Flex model introduced to facilitate the rapid development of online learning for use during the pandemic. They conducted an audit of their modules to ensure these could be delivered in this format and academic training was provided to staff to ensure confidence in online teaching. The development and use of Flex was met with a positive reception and had a positive impact on learner progression.
- The visitors found the education provider to have supplied clear evidence in their portfolio and to have demonstrated appropriate plans that were put in place. The visitors noted the challenges the education provider has faced regarding the introduction of the new MSc programme during the height of the covid-19 pandemic. They noted the provider was able to do this successfully and reacted to challenges quickly and effectively. They found the effects of covid to have been addressed and changes implemented to allow learning to continue.
- We were satisfied with how the education provider performed in this area.

- **Use of technology: Changing learning, teaching and assessment methods** –
    - The education provider reflected on how the pandemic necessitated further planning and investment to support online / hybrid learning. This included the development and the implementation of their UWL Flex model, which supported on-line learning. The education provider has

committed to continuing to support and develop Flex and to update programme materials to remain up to date with new technology. Flex will support a hybrid model of learning as appropriate.
    - The education provider invested in and introduced virtual reality simulation to support practice-based learning. The education provider will work with education leads from the partner trusts to introduce virtual reality simulation to enhance practice-based learning and monitor this for its efficacy over the forthcoming academic year.
    - The visitors found clear evidence supplied in the portfolio on their reflections to embedding new technology. We noted the work so far to further enhance and integrate virtual reality learning and look forward to seeing this reflected on at their next performance review. We were satisfied with their performance in this area.
- **Apprenticeships** –
    - The education provider reflected on their current apprenticeship provision. This included working with other regulators such as the Nursing and Midwifery Council (NMC). There have been several developments in relation to their apprenticeship provision including the move to integrated end point assessment for the NMC apprenticeship standards from a non-integrated model. This has led to the education provider applying to become an End Point Assessment Organisation to satisfy this standard. The aim of acquiring this status, was to support the development of future apprenticeship programmes.
    - The education provider discussed the changes that have taken place across the review period. This included the establishment of a new 'End Point Assessment Department' to oversee policies and procedures for end point assessment. They have updated their handbooks to provide additional guidance to learners on end point assessment. The education provider has updated their handbooks to provide greater clarity on processes for apprenticeships within quality standards.
    - The education provider currently only run one HCPC-approved apprenticeship programme. They are considering the possibility of offering the Paramedic Science Level 7 pre-registration programme in conjunction with their practice partner. They are mindful of other apprenticeship provision in the region and consistently monitor this.
    - The visitors found the provider to have supplied clear evidence and reflections in their submission. The visitors also noted the education providers discussions regarding the potential expansion of their apprenticeship provision.
    - The visitors found the provider to be performing well here.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The visitors have referred the education providers approach to embracing new technology to their next performance review. They noted the work so far to further enhance and integrate virtual reality learning and look forward to seeing this reflected on at their next performance review.

<u>Quality theme: Sector body assessment reflection</u>

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education** –
    - The education provider acknowledged the launch of the new code in 2019 and reflected on their plan to implement this. They have introduced a new Academic Quality and Standards Handbook for 2019/20 which has mapped the new code and the Office for Students (OfS) conditions of registration. They are committed to conducting ongoing reviews of the handbook in light of future changes to OfS Conditions of Registration and changed status of the code. The code itself is retained as a reference point for enhancement.
    - The visitors found the education provider to have performed well in this area with clear evidence supplied in their portfolio.
- **Assessment of practice education providers by external bodies** –
    - The education provider discussed the procedures they have in place to assess practice placement providers. This included checking the care quality commission (CQC) score for placement providers when considering working with them. They also monitored the CQC reports on a monthly basis and stated that NHS Trusts are expected to report their CQC rating when it has changed.
    - The education provider also conducted a two-yearly audit of placement providers that utilised their CQC rating, and this intelligence was shared with other HEI's. They retained the ability to withdraw learners from placement providers performing poorly but also work to support partners who are struggling by providing training. All placements were reaudited prior to placing learners in the practice environment.
    - The visitors found the education provider to have performed well in this area with clear evidence supplied in their portfolio.
- **National Student Survey (NSS) outcomes** –
    - The education provider reflected on the NSS in the corresponding data sections. They discussed the areas of their provision that are and are not covered by the NSS and also discussed what other measures are in place to survey learner satisfaction.
    - The education provider reflected on their NSS score and also recognised that 'contact with the students' union' scored lower than other areas (70%). They reflected how this score could be related to the activities offered by the students' union and how it could have been difficult to access these activities. They reflected that since this survey, they have scheduled student union activities within the classroom. These have been very well received and these sessions will be continued throughout the year.
    - They discussed an area for improvement around learner contact with the Students' Union (SU) and also acknowledged the work the SU does. They also recognised their scores in other areas and utilised this feedback to implement change, such as further investment and expansion of their simulation facilities.
    - The visitors noted the education provider to have achieved a high score in this area with a score of over 90%. They found clear reflections supplied in their portfolio and are satisfied with their performance in this area.

- **Office for Students monitoring** –
    - The education provider has reflected on the creation of the Office for Students (OfS), its conditions of registration and the launch of the new quality code. They also noted the changes to apprenticeships frameworks and revisions to apprenticeship standards that have occurred. The education provider has developed their new Academic Quality and Standards Handbook and mapped this to the new code and the conditions of registration. Their external examiners have reflected positively on this.
    - The education provider discussed how they have worked to ensure that they are in alignment with the revised OfS B conditions of registration. They re-mapped their processes against the revised conditions and made minor revisions to the Academic Quality and Standards Handbook. They reviewed the terms of reference of their University Research and Knowledge Exchange Committee to reference the relevant conditions of for research learners.
    - The education provider took part in an OfS investigation into grade inflation. They worked with the investigation and published information on their degree classification algorithms and learner outcomes. Ongoing monitoring of good degrees will continue through the 'Education Review' process. This process was introduced from 2019/20 and included detailed consideration of core metrics on continuation, completion and graduate outcomes, which matched the revised OfS B3 metrics in 2022.
    - The education provider developed a revised degree classification algorithm in 2019. This was designed to reflect the new regulatory requirement to ensure that degrees retain their value over time, the changing nature of their student body, and the Black, Asian and Minority Ethic (BAME) attainment gap. The education provider reflected that full implementation of the single degree classification algorithm has occurred from the academic year 2022 / 23. The ongoing review of degree outcomes will continue to be monitored through their 'Education Review' process.
    - The visitors found the education provider to be satisfactorily in this area with clear evidence supplied in their portfolio.
- **Other professional regulators / professional bodies** –
    - The education provider reflected on their engagement with other regulators including the NMC where they have implemented the updated NMC standards.
    - The education provider reflected on their engagement with the PAN London group and the groups' development of their practice assessment document (PAD). This was designed and developed as an ePAD (2020) to be used going forward. They noted how they needed to put support in place for staff and learners to aid the transition to the ePAD. All cohorts using the old system have now graduated and the ePAD is fully implemented, the education provider continues to provide training and support on this.
    - The visitors found the education provider to be performing satisfactorily in this area with clear evidence supplied in their portfolio.

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 responded to learner feedback and used feedback from learners and service users to inform changes to their curriculum. This included responding to learner feedback regarding assessment strategies for their paramedic programme. They have revised these, and the updated version to ensure the Standards of Proficiency (SOPs) are met. Amendments better link the two related modules, which are now Paramedic led and utilise profession specific examples where possible.
    - The education provider also responded to changes in professional body guidance and used the standards set by their associated professional bodies to inform curriculum development.
    - They have worked to implement changes to their curriculum based on the guidance they have received from the HCPC. This included changes that have been made to our standards of proficiency. They have also worked with NHSE England (NHSE) and noted significant levels of learner participation in NHSE leadership schemes.
    - The education provider discussed their successful bid with NHSE to secure contemporary theatre equipment for use in their simulation centre. The new resource has enabled contemporary learning and teaching in relation to theatre practice. This has been positively received by learners with the learners reflecting on how this has built confidence in theatre practice. The education provider continues to collect feedback on this and will reflect on this feedback going forward.
    - The visitors are satisfied with the education providers performance in this area.
- **Development to reflect changes in professional body guidance** –
    - The education provider reflected on how their programmes integrated professional body guidance into their practice. This included their work to integrate the recent updates to the standards set by the College of Paramedics (CoP) and also the College of Operating Department Practitioners (CODP) for supporting learners in practice.
    - They reflected on several developments they have made in connection to this. This included their expansion of simulation to support practice placement learning including via virtual reality technology.
    - The visitors found the education provider to have performed satisfactorily in this area with clear evidence supplied in their portfolio.
- **Capacity of practice-based learning** –
    - The education provider has reflected on the challenges they have faced regarding practice-based learning over the review period. This included a shortage of placements places and placement educators across their provision. They discussed how they worked with NHSE / HEE and local NHS trusts to support placement capacity and develop

this where possible. They have worked to provide learners with alternative placements when required.
    - They have referred to simulation as the next significant development in managing practice-based learning but recognised this brings its own challenges. They are continuing to assess new technologies to support this, with an aim to provide more advanced and in-depth simulations by 2024.
    - The visitors noted from the education providers reflections, the challenge that the pandemic presented to practice-based learning. They noted the reduction in theatre hours and how this necessitated extending placements. We noted that the education provider is working to expand their placement capacity and have ambitions to broaden the range of placement opportunities available. But we found it unclear how they plan to broaden placements or what is meant by this.
    - Through clarification we discovered that the education provider are working to introduce additional and non-traditional placement opportunities. This included non-ambulance-based opportunities for their paramedic learners, but without reducing or removing existing placement arrange. They clarified that new placement opportunities will be in addition to existing options not instead of. Following this expansion, the visitors had no further questions and are satisfied with their performance.
    -

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

<u>Quality theme: Stakeholder feedback and actions</u>

Findings of the assessment panel:

- **Learners** –
    - The education provider discussed how learners were able to feedback on their programmes in a variety of ways. This included the new digital PAD, via module evaluation surveys and via their learner representatives. The education provider reviewed reports from the learner representatives at both bi-annual programme committees and quarterly representative / Staff meetings. They also utilised anonymous 'feed-in' links and collected feedback on all teaching sessions. Feedback was collated by the Professional Lead, disseminated and actioned as appropriate. This was discussed at their monthly team meetings.
    - From these, they were able to understand the learner's preference for face-to-face teaching as opposed to online learning. They have been able to return to in-person teaching following the removal of restrictions imposed during the pandemic.
    - The education provider stated they have received no formal complaints regarding content or strategic delivery across the review period. Concerns have been raised regarding the appropriateness of a minority of practice educators which were responded to. They reflect that since this feedback is now almost exclusively positive.

    - They identified their likely significant future challenge is ensuring quality within any controlled expansion and diversification. Staff numbers and educational resources will be extended to match current ratios and shall be underpinned by iterative evolution of educational delivery.
    - The visitors found the Module Evaluation Surveys to show high variability in overall satisfaction on their paramedic provision. In future reviews, the visitors would like to receive reflections on the impact of these changes. They noted how the programme is relatively new and are referring this to the education providers next performance review.
- **Practice placement educators** –
    - The education provider discussed the role practice placement educators played in their provision and reflected on developments of their recent engagement with them. This included engaging with their pre-registration programmes where they have supported teaching. They were familiar with the professional scope of practice, proficiencies, and assessment strategies. The education provider supported these educators through online meetings. Going forward they will support them by meeting at least three times while the learner is undertaking the programme and provide mechanisms for dialogue and feedback.
    - They discussed the challenge regarding non-ambulance paramedic educators in their paramedic programme, as these educators have less knowledge of the role of a paramedic. They detailed how they used their support mechanisms, including the drop-in sessions and educator training sessions, to mitigate this. They continue to receive and assess feedback from educators and learners to monitor this going forward.
    - The education provider reflected on a patient safety project they have been involved in with their placement partners. They provided education and training for two safety champions in the operating theatre to enable the implementation of the concept of 10,000 feet. 10,000 feet is a language tool, and a signal for everyone in the theatre to stop all but essential conversations.
    - The visitors noted the education providers developments in this area and reflect how the move to online meetings could remove the ability to gain a sense of how things are running at the grass-route level.
    - They have found the education providers performance satisfactory in this area.
- **External examiners** –
    - The education provider stated that no significant challenges have been identified by the External Examiners (EE's) and the majority of feedback they have received was positive. EE's have reported on the education providers robustness of assessments and appropriateness of assessment rubrics. EEs were consulted and were supportive of all recent amendments to assessment strategies, learning outcomes, and entry criteria. No major challenges were identified by the external examiners, and they were consulted on changes to the PAD before it is implemented.
    - The education provider is working to improve the information sent to EE's to moderate. This follows feedback from EE's about improving

and streamlining the information sent to them for review. This includes the first year 'poster presentation'. External examiners previously received a marking and moderation sheet and were able to see all feedback relating to the poster on 'Turnitin' (Turnitin is a system used to submit work online). They will now be provided with a recording of the presentation in addition to the existing resources.

- The education provider noted the significant levels of work EE's have to assess. The programme lead will provide the EE's with a schedule for the year identifying when to expect work for moderation. The EE's is to have a sample of summative assessed work on the Independent and supplementary prescribing module attached to the Blackboard site for the module at the start of each module. They will ensure that the 'Annual Agreement' that details dates of all assessment boards is sent in a timely manner.
- The visitors noted the education providers reflections on this area. This includes the lack of a panel of examiners at the modular level. They noted the education providers reflections on this and how they are taking steps and appointing staff to undertake this role. The education provider explained how there were no External Examiners experienced in supporting a pre-registration MSc Paramedic Science course currently. But they have processes in place to monitor and develop this area going forward. They found the education provider to be performing satisfactorily in this area with clear evidence supplied in their portfolio.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The visitors found the Module Evaluation Surveys to show high variability in overall satisfaction on their paramedic programme. We are referring this matter to their next performance review and are recommending this to be reviewed then.

Data and reflections

Findings of the assessment panel:

- **Learner non continuation:**
  - The education provider reflected from a programme level perspective regarding the different learner non continuation rates. For example, for the paramedic provision in 2019, the number of learners leaving was relatively small, with four withdrawing and one leaving due to academic performance. They discussed the number of learners that choose to defer also remaining low, this is assessed internally from a programme level. They reflected that many learners who do not continue on their programmes choose to leave early into the programme related to either financial hardship, other domestic pressures, or a change in career plans. None have expressed dissatisfaction with the quality or content of the programmes.
  - Their Operating Department Practitioner provision reflected that during the pandemic their attrition rates did increase and have been a challenge for the education provider. Learner recruitment they reflect,

has increased year on year. But non-continuation remains present now partly boosted by the cost-of-living crisis and the expense of living in London.
    - The education provider implemented several strategies to address their attrition rate including programme specific session at open days, meet and greets and taster days.
    - The visitors noted the high levels of attrition and the work the education provider is doing to address this. They found the education provider to be performing satisfactorily in this area.
- **Outcomes for those who complete programmes:**
    - The education provider discussed their graduate completion rates and also reflected that the outcomes for graduates differed across their provision.
    - They reflected that their paramedic and operating department practitioner learners found immediate employment following completion. They are conducting a project to enhance the learner experience; this will be implemented in September 2023.
    - The visitors noted the education providers open and honest reflections and acknowledgement of the challenges they faced.
    - They are satisfied with the education providers performance in this area.
- **Teaching quality:**
    - The education provider acknowledged and reflected on their achievement of a silver level teaching excellence framework (TEF) award. This they reflected cements their status as a ‘career university’ and recognises their provision is of high-quality and consistently exceeds sector benchmarks, resulting in excellent outcomes for high proportions of their learners.
    - The education provider has since submitted against the revised TEF indicators in January of 2023. They are engaging with this new process and await the outcome of the assessment and their new award.
    - The visitors found the education provider to be performing satisfactorily in this area.
- **Learner satisfaction:**
    - The education provider reflected on how some of their provision is covered by the national student survey (NSS) whilst some is out of the scope. As well as the NSS, the education provider utilises their own module level evaluation surveys which is used to create programme level satisfaction data. They reflected on how over the review period they have experienced high levels of learner satisfaction and they expect this to continue through 2023.
    - The surveys also suggested how contact with the education providers student’s union was an area for improvement. Following the surveys, they have engaged with their student’s union to facilitate classroom activities. The feedback on this has been positive from the learners.
    - The visitors noted the education providers high score of 90% and found them to be performing well in this area.
- **Programme level data:**
    - The education provider reflected on two key challenges that are present within their data. These being the recruitment of appropriate

learners to help their provision continue to grow. The second being provision of practice-based learning and simulation being appropriate / sufficient to support learning. They stated that the delivery of simulation has returned to an appropriate blend of strategies, as has practice-based learning and recruitment strategies.

- The education provider discussed the number of learners that have been able to progress and complete their programme during the 2021-22 academic year. They discussed how the academic teams have been able to provide assessment support and 1-2-1 tutorials to learners during the programmes. They achieved the learning outcomes of the programmes and work progressed in a timely manner. Going forward additional support will be provided and feedback regularly collected to assess learners ongoing needs.
- The visitors note their reflections and are satisfied with these and their performance 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).

Referrals to next scheduled performance review

Learner satisfaction

Summary of issue: We noted from the education provider submission, their use of their Module Evaluation Surveys. We noted the reflection, that these surveys have revealed a high variability in overall learner satisfaction across their paramedic provision. We recommend the education provider receive and work on learner feedback to continuously improve their provision. We are referring this to their next performance review and request they reflect on this and present these reflections at their next performance review.

Integration of virtual reality technology

Summary of issue: We noted from the education providers submission that they have embraced several new pieces or technology. We also noted they are working to further integrate virtual reality technology into their programmes. This is an area they are still working towards and we recommend they continue with this. We are highlighting this as an area for the education provider to continue to work on, to further integrate this technology and to reflect on how this went at their next performance review.

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

- The education provider's next engagement with the performance review process should be in the 2027-28 academic year
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report

Reason for next engagement recommendation

- Internal stakeholder engagement
    - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators and external examiners.
- External input into quality assurance and enhancement
    - The education provider engaged with two professional bodies. They considered professional body findings in improving their provision
    - The education provider engaged with the NMC. They considered the findings of the NMC in improving their provision
    - The education provider considers sector and professional development in a structured way
- Data supply:
    - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:
    - The education provider is seeing improvements in the areas they are below the benchmark having improved by several percentage points in recent years. In terms of NSS score they are performing higher than the benchmark.
    - From the 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
University of West London	CAS-01261-L9X2X8	Jim Pickard Vince Clarke	5 years	5-year ongoing monitoring period is being recommended. The visitors were satisfied with the submission and confirmed the professions and programmes regulated by the HCPC were performing well. There were no risks or issues identified that were referred to another process. This recommendation reflects the work the education provider has conducted throughout this review. This will allow us to engage with the education provider in an appropriate length of time. We shall continue to monitor the education provider via the data we receive for them.	The visitors have referred the use of new technology to the education provider's next review. This is an area that is still developing and can be reviewed next time. The visitors also note the high variability of learner satisfaction across their provision and have referred this matter to their next review.

				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. The education provider uses data in their quality assurance and enhancement processes and acts on data to inform positive change. In terms of NSS score they are performing higher than the benchmark.	

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2014
BSc (Hons) Operating Department Practice	WBL (Work based learning)	Operating department practitioner			01/08/2019
Independent and Supplementary Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
MSc Paramedic Science	FT (Full time)	Paramedic			01/11/2019
PG Cert Clinical Practice (Independent and Supplementary Prescribing)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020