Performance review process report

London South Bank University, 2018 - 2021

Executive summary

This is a report on the performance review process undertaken to review HCPC-approved provision at London South Bank University. This assessment was undertaken as part of our quality assurance model which commenced in the 2021-22 academic year.

In our review, we considered this institution is performing well, and visitors have recommended that the education provider should next be reviewed five years from their submission, in the 2026-27 academic year.

The education provider have made a comprehensive submission which shows how they have reflected on all parts of their provision. The information provided was provided in a systematic way which enabled us to determine how well they continue to ensure the quality of all HCPC programmes.

We noted how the education provider reflected honestly about impact of the Covid-19 Pandemic and a criminal cyber attack on them as an institution. They have shown how they used some of the challenges to implement improvement changes. They have shown how well the engage with multiple stakeholders and are constantly reflecting and planning for changes in the future. We noted two areas of good practice in relation to how well the adopted digital learning tools and their recovery from the pandemic.

One referral has been made in relation to the changes in the approach to implementing the planned changes for the service users and carers.

This report will now be considered by our Education and Training Panel on 30 March 2023 who will make the final decision on the review period.

Previous consideration	Not applicable. This is because this performance review process was not referred from another 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 | Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 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:

Linda Mutema	Lead visitor, Radiographer
Anthony Power	Lead visitor, Physiotherapist
Hayley Hall	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer
Kabir Kareem	Education Manager

Section 2: About the education provider

The education provider context

The education provider currently delivers 21 HCPC-approved programmes across 4 professions and including 3 prescribing programmes. It is a Higher Education Institution and has been running HCPC approved programmes since 2003.

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	Occupational Therapist	☒Undergraduate	☐Postgraduate	2008
	Operating Department Practitioner	☒Undergraduate	☒Postgraduate	2012
	Physiotherapist	☒Undergraduate	☒Postgraduate	2017
	Radiographer	☒Undergraduate	☒Postgraduate	2003
Post-registration	Independent Prescribing / Supplementary prescribing			2014

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	657	945	2022	Data from the education provider (Value) was submitted in 2023 is the most up to date data. There is a disparity between the approved and the current learner numbers. Visitors were made aware of this before their review and asked to refer to their reflections on this section as an explanation on why the numbers are so different. Total value also excludes some programmes which were approved but have not been taken up for the current academic year.

Learners – Aggregation of percentage not continuing	3%	5%	2019-2020	This data is from HESA and shows a higher percentage of learners did not continue with their learning than the benchmark. We do not consider this to be of concern because the education provider has reflected on this area within their submission. The explained the why they believe this score in this area was higher than the benchmark and they have taken action to address the issue.
Graduates – Aggregation of percentage in employment / further study	93%	86%	2019-2020	This data point is from HESA and indicates a significant difference from the benchmark. The education provider has also reflected on this as part of their portfolio document and provided links to supporting information
Teaching Excellence Framework (TEF) award		Silver	June 2017	Awarded in 2017. Silver indicates that there is room for improvement, but also worth noting that award was several years ago and the TEF replacement has not yet been introduced that would provide an alternative score. Silver is also a positive score and TEF states that this shows a 'high quality' of teaching and that the education provider 'consistently exceeds rigorous national quality requirements for UK higher education'
National Student Survey (NSS) overall satisfaction score (Q27)	75.2%	69.9%	2022	This does indicate an overall satisfaction difference with the value being 6% lower than the benchmark, with this data dating to 2021 it is a recent data point and could reflect the challenges the education provider has experienced in recent years. The Covid-19 pandemic may feed into this.

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

Quality theme 1 – impact of planned expansions of apprenticeships on sustainability of their programmes and practice placements.

Area for further exploration: We noted how the education provider had plans to increase the number of programmes they delivered. We were unsure as to how they had considered the impact the addition of three new apprenticeship programmes would have on their sustainability. We sought further information on their reflections on how they will ensure the ongoing sustainability of their programmes and practice placements. It is important they show they are confident they can manage the possible challenges associated with an increase in learner numbers with regards to these areas. We considered it would be appropriate to explore the matter further so they could be confident in their ability to meet the challenges associated with increases in learner numbers.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore this area in more detail to consider how they have reflected on sustainability.

Outcomes of exploration: We explored the education provider's response which explained how the new apprenticeship programmes will be delivered alongside their current BSc provision. They considered this was the best approach to enable the sharing of resources and provide financial stability. Staffing provision has been increased within each programme to the equivalent to one day per week. There are dedicated members of staff who are 'skills coach' who will be responsible for apprentices.

They also provided an explanation of their plans to ensure the sustainability of practice placements availability. They held meetings with new placement providers to enable programme teams to determine whether they can cover all the programmes learning outcomes. The meetings they had with established placement providers included how new apprentices would be supported alongside regular learners. The education provider have also reflected on their plans to conduct another review of their planning when the apprenticeship numbers are confirmed. Following this quality activity, we had no further questions going forward. They have shown how the expansion have been effectively planned and have considered the impact on their other programmes and practice placement availability.

Quality theme 2 – the role of service users and carers on individual programmes

Area for further exploration: We noted within the education provider's reflection how Service Users are involved in a wide range of activities within individual

programmes. This is an area that is going through major changes with the redevelopment of the service user strategy with the aim of ensuring a more diverse service. There is an expectation for service users and carers to contribute to learner's education and training, but we could not identify their roles and on individual programmes. We sought further information about how the service users and carer's lived experiences and expertise are reflected within programme materials. It is important to reflect on how they have considered the input of service users and carers in this area during the period of change.

Quality activities agreed to explore theme further: We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: We explored the education provider's response which explained how each programme was allocated a standing group of two to three service users and carers. This approach helps to support the programmes to meet quality assurance requirements by canvassing wider views from other service users and carers. They teach learners the practice of working with patients and where appropriate, contributing their lived experienced to programmes. Each programme has a nominated member who liaises as the first point of call with the standing group. Members have attended the re-validation events for their respective programmes. We agreed the education provider has reflected on their multiple plans, but they still need be coordinated to ensure they are applied across all programmes equally. We are confident there are no concerns within this area but should considered during as part of their next performance review process.

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** –
  - o The education provider identified two key areas for reflection in their portfolio.
  - o The first of these was their need to continue to deliver programmes to the required standards. The HCPC-regulated programmes introduced a new Graduate Teaching Assistant (GTA) role to enable more personalised and responsive teaching, including the use of small groups. On the Physiotherapy programme, a dedicated space was provided to learners, to improve wellbeing and cohesion among the learners.

- o The second area of reflection related to the education provider's internal review process, which took place in 2021. This required the Institute of Health and Social Care (IHSC) to ensure the "ongoing viability, quality and resourcing required for course delivery". Specific Key Performance Indicators (KPIs) were given to programmes to ensure they maintained quality standards. All IHSC provisions performed well through this internal review. This area was explored further through quality activity 1.
  - o We agreed the education provider is performing well in this area. We were reassured by the further insight and clarifications regarding the expansion of the provider's programmes.
- **Partnerships with other organisations** –
  - o The education provider reflected on the importance of creating and maintaining productive and collaborative partnerships with a wide range of stakeholders. They were working with over 60 NHS partner organisations across all London regions, private healthcare providers and emerging placement partners. One of their key partnerships was with Health Education England (HEE) with whom they worked with on the Capital Allied Health Professional Programme.
  - o They noted the importance of having good working relationships in the ongoing success of their programmes, and the future development of their allied health workforce. They worked with other Higher Education Institutions (HEI's) to determine the best ways to support practice partners in response to the developments in placement expansions. They attended governance meeting at relevant (HEI's) and developed strong links with multiple professional bodies.
  - o We agreed the education provider is performing well in this area. It is evident from the submission they have established and maintained relationships with several partners and organisations. This was achieved via several platforms, including representation at various boards / meetings.
- **Academic and placement quality** –
  - o The education provider reflected on maintaining the highest quality and standard throughout the Covid-19 pandemic and the criminal cyber-attack which resulted in loss of all systems. Leaners facing services were prioritised in their return to business action plan.
  - o They put systems in place to enable continued assessment of their programmes were fit for purpose. Academic regulations were updated to ensure the standards of all their awards, including research degrees continued to be met. They also regularly updated their 'School Practice Learning' guidelines which are available for staff, learners, and practice partners.
  - o We agreed the education provider is performing well in this area. Despite the challenges because of the Covid-19 pandemic and cyber-attack, they showed resilience in this area in overcoming the challenges. They plan to move forward by developing and adopting positive lesson learnt as a result.
- **Interprofessional education** –
  - o The education provider's reflection shows they understand the importance of Interprofessional Education (IPE). They explained how it

requires the continuous development of IPE competencies by health and social care learners. This should enable learners enter the workforce ready to practice effective teamwork and high quality team based care.

- They confirmed three IPL modules were successfully revalidated in March 2022. They recognised the IPE modules presented logistical challenges with resourcing due to learner numbers. As a result, they were redesigned to be delivered online for large groups teaching and had smaller breakout rooms with a facilitator. Feedback from learners had improved in this since the 2018-19 academic year.
- We agreed the education provider is performing well in this area. They clearly reflected on how IPE had been embedded within their programmes. There is evidence of innovation within the learning materials which should enhance the learning experience of learners.

- **Service users and carers** –
  - The education provider's reflection in this area showed how they have considered external sources in relation to delivery of their programmes. For example, the NHS White Paper (2021) which highlighted how collaboration with people and communities was central to meeting the complex needs within the health and social care sector. They noted how the lived experiences of patients, carers, service users and sector professionals are an essential resource to advise and transform the sector.
  - Their Service User and Carer provision provides infrastructure which ensure learners can learn how to interact and engage with people with diverse needs. They stated learners "build a skill set of person centredness, compassion, empathy and resilience through a variety of activities". Their reflections show how they consider the importance service users in the co-production of their education and training. [This was explored further as part of quality activity 2.](#)
  - We agreed the education provider is performing well in this area. They updated their service user strategy which established standing groups who are supported by divisional leads. They act as conduits between programme teams and teams responsible for the management of service users and carers.

- **Equality and diversity** –
  - The education provider reflected on their approach to equality and diversity. They stated, "it is the responsibility of every member of staff within the school to respond to the requirements of equality legislation". Their reflection included how their understanding of this area had evolved over the past few years. Their Group Equality, Diversity and Inclusion was launched in in 2021. An Education Diversity and Inclusion committee was set up and they appointed a Chair and co-Chair.
  - They experienced challenges in relation to the decolonising the curriculum and the associated required time and commitment to make it a priority. It was a difficult and challenging for some staff, but they took steps to keep them engaged and focused on the objectives. A teaching fellow was appointed to focus on the Decolonising the Allied Health Allied Health Professions (AHP) curricular. The worked with

each programme teams on a decolonising approach to their curriculums.

- o They have revalidated all their programmes and were commended on their approach to Equality Diversity and Inclusion (EDI) and specifically anti-racism on placements. They were planning to apply for the [School Athena Swan Award](#) at the time of their submission.
- o We agreed the education provider is performing well in this area. They have a proactive approach to respond to requirements of equality legislation. Their strategy is evidenced by, among other activities, the establishment of the Equality, Diversity and Inclusion Group.
- **Horizon scanning** –
  - o The education provider's reflections for this area show they have considered how they will continue adapt and succeed in the future. They have described the key areas which they will consider for the future, examples of these include:
    - learner's wellbeing,
    - changes in regulations from Office for Students (OfS),
    - growth in apprenticeships; and
    - changes in learning approach.
  - o In preparation for the future, they have developed a strong foundation year which supports widening access into their allied health programmes. They have effectively described how they plan to adjust to the "volatile" changes in higher education sector. Their reflections show they understand requirements to have a good insight to manage the changing requirements within the health and social care services.
  - o We agreed the education provider is performing well in this area. Their reflections show they are aware of the challenges ahead including recent initiatives, funding, recruitment, and progressing the hybrid model of delivery.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: We noted the appointment of a Digital Lead Academic in the institution and use of simulation in placement are positive developments. They are aware of the potential and going challenges and have demonstrated how their systems are in place are robust. They have done all they can to address nationwide issues are well placed to address this.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Impact of COVID-19** –
  - o The education provider has reflected on how one of the biggest challenged at the start of the Covid-19 pandemic was trying to establish new processes quickly and maintaining a sense of security for learners and staff. Maintaining learners on placements was critical and they also had to address the issue of digital poverty for learners.

- They adapted to the crisis using technology such as MS Teams and Moodle. They worked with Higher Education England (HEE) to engage with the national placement system. Processes were put in place to enable staff to provide more focused support to learners based on risk assessments carried out. There was regular communication with learners and hardship funds were provided to purchase equipment. Examples of the lessons learnt because of the Covid-19 pandemic included improvements in the areas of digital delivery and improved processes to support learners.
  - We agreed the education provider is performing well in this area. They implemented range of delivery and support strategies to overcome challenges faced by learners and staff.
- **Use of technology: Changing learning, teaching and assessment methods** –
  - The education provider has reflected on the technological issues and opportunities identified during the Covid-19 pandemic. The primary challenge related to limitations of staff and learners' digital literacy and competency. They had to make changes quickly because of the Covid-19 pandemic by delivering live lectures online via MS Teams and other technology.
  - Tutorials were created to cover the basics about how to adapt to the digital provisions. They also implemented a digital policy, minimum standards for Virtual Learning Environment (VLE) and produced lecture capture guidance documents via their Digitally Enhanced Learning (DEL) team. Video Enhanced Observations were also acquired to support digital skills progression.
  - We agreed the education provider is performing well in this area. They have plans in place for the further development technology adopting positives learnt from the Covid-19 pandemic period.
- **Apprenticeships** –
  - The education provider has reflected on how apprenticeships form a part of a wider system and organisation solution to the recruitment and development of a sustainable workforce. This should provide an additional entry point to the Allied Health Professions (AHPs).
  - Their apprenticeship lead attended HEE apprenticeship meetings and staff are involved with AHP faculties. They stated it was important to have strong employer partnerships when the wider placements requirements of degree AHP apprenticeships. They recognised the need to have a good strategic oversight in response to the developing apprenticeship market. They expect their good collaborative working relationship with partner trusts should support this approach.
  - We agreed the education provider is performing well in this area. They have demonstrated their awareness of potential opportunities for AHP's in the health sector.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review:

Covid 19- The innovation and measures the education provider took during the Covid-19 pandemic to maintain programme delivery, assessment and support is worthy of commendation.

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

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - o The education provider reflected on the outcome of their last OfS report from the 2019-20 academic year. They confirmed all conditions from the 2020/21 Access and Participation Plan (APP) has been met. Their executive board approved two recommendations within the report relating to financial commitment to APP research and the Racial Awarding Gap Project. There are plans to increase their apprenticeship programmes to meet the growing demand and they have demonstrated a strong learner approach.
  - o We agreed the education provider is performing well in this area. they comply with OfS and QAA requirements for membership and participation in various frameworks.
- **Assessment of practice education providers by external bodies** –
  - o The education provider reflected on the action they took in 2021 when they received information of an issue following a Care Quality Commission (CQC) inspection of one of their placement providers sites. This involved Diagnostic Radiographer's learners. In response, they contacted the placement provider to arrange an urgent meeting. They were concerned about the impact on learners' education and support they may have required based on the outcome of the CQC report.
  - o As a result of their strong relationship with the placement providers, this issue was dealt with swiftly and professionally. Learners were satisfied and felt supported during the process.
  - o We agreed the education provider is performing well in this area.
- **National Student Survey (NSS) outcomes** –
  - o The education provider reflected on the impact the Covid-19 pandemic and cyber-attack had on learner's overall experience. In response, all programme teams developed an action plan to address the issues identified. They had good engagement and learners report it was useful and enabled them to articulate their concerns. At the time of submission, the NSS response was 86%.
  - o They confirmed the NSS teaching related scored for multiple programmes had increase with two area seeing a downward. The overall score for teaching had increased by 4.3% in 20/21 to 79.5%.
  - o We agreed the education provider's performance is satisfactory in this area. We considered the overall NSS satisfaction score could have been higher, but we also noted there were mitigating circumstances involved. We agreed we do not have any outstanding concerns in this area. Despite the overall score and challenges faced, two programmes had scored of 100% and 91.2% respectively.
- **Office for Students monitoring** –

- o The education provider's reflection confirmed their Access and Participation plan which covers the period of 2020-2021 to 2020-2025 was approved by the Office for Students (OfS) in September. They presented a detailed explanation of the content of the plan. For example, their plans to increase equality of opportunity for underrepresented groups to access and succeed in Higher Education.
  - o They noted how they risk OfS conditions of registrations if they did not plan to reduce unequal learner outcomes at School/Divisional level. They have engaged with learners and implemented an action plan for decolonising the institution. Their reflection show they have acknowledged the areas of success and how the comply with OfS access and participation requirements.
  - o We agreed the education provider is performing well in this area. They have shown they are aware of aspects which needed improvement such as learners' performance and reducing awarding gaps.
- **Other professional regulators / professional bodies** –
  - o The education provider has reflected on their process with engaging with multiple professional bodies when forming a new school. This required a wide range of regulatory involvement which they reported brought a "sense of collegiality and multi-professional working".
  - o Their Advanced Clinical Practice (ACP) programme for Adults received accreditation from the Royal College Of Nursing (RCN) in 2019. They conducted a poll which demonstrated most learners were attracted by their status of RCN accreditation. They also had plans to take their ACP programme through the HEE accreditation framework.
  - o There has also been a revalidation of the occupational therapy provision by the Royal College of Occupational Therapists, and the creation of a new apprenticeship in occupational therapy. The education provider reflected on the reasons why they considered they needed to expand their provision in this way, referring to the national shortage of practitioners and the difficulties with learner retention that feed into it.
  - o We agreed the education provider is performing well in this area. The multi-professional nature of the new school lends itself to increased collaboration among the professions within the school, including associated professional regulators and bodies. It was evident from the submission the education provider had engaged / consulted these, as appropriate.

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** –
  - o The education provider reflected on their internal curriculum review of all their programmes. This had been slightly delayed by a cyber-attack on the education provider.

- It was clear this internal review had a significant scope and scale and involved input from all key stakeholders – learners, service users and carers, programme staff and practice educators. The programmes were found to be performing well generally but certain changes were made as a result, relating to digital learning, equalities, and skill enhancement.
  - We agree the education provider is performing well in this area. They clearly committed to thorough reflection on their curriculums, with appropriate mechanisms for taking forward action points generated by the reflection.
- **Development to reflect changes in professional body guidance** –
  - The education provider has reflected on the actions taken because of changes from the HCPC and Society of Radiographers. Changes in professional body guidance has enabled them to take steps to enhance patient safety. Other positive outcomes include allowing the in-depth examination of contemporary issues relevant to Operating Department Practitioners (ODPs).
  - The ODP programme have incorporated the 'contemporary issues' module within third year of the programme. This enables critical awareness of ethical and legal issues. Learners have access to mentors and practice educators who provide support to adapt to changes from the professional bodies.
  - We agreed the education provider is performing well in the area. The curriculum content has been mapped to professional body requirements and Standards for Education and Training (SETs).
- **Capacity of practice-based learning** –
  - The education provider's reflection suggests the Covid-19 pandemic had the biggest impact on the placements for the Diagnostic Radiography placement provision. For example, placements were suspended for first and second year learners, and third year learners were offered accelerated opportunities. This was to enable them to meet their clinical competencies and support the NHS during the Covid-19 pandemic by entering the temporary HCPC register.
  - They confirmed placement provisions had returned to near pre- Covid-19 pandemic level, but they have learnt from the sudden impact the Covid-19 pandemic had on placements. The introduction of the virtual reality and simulation training will enable them to have the flexibility and infrastructure to support learners better during future events.
  - We agreed the education provider is performing well in the area. They took appropriate steps to suspend/reorganise learner placements and introduction of virtual learning enabled learners to maintain their clinical skills.

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 impact the Covid-19 pandemic and the cyber-attack had on learners. The programme team found switching to online teaching challenging, but learners were understanding overall. Despite this, there were a few complaints which went through the stages of the complaints process.
  - They had increased their engagement with learners prior to the Covid-19 pandemic and held regular drop in sessions. The MS teams site set up for learner communication proved to be successful for engaging with learners. They took appropriate improvement actions in 2021 based on National Education and Training Survey (NETS) results with regards to concerns raised about racism.
  - We agreed the education provider is performing well in the area. Structures within the school confirmed the education provider values the importance of learner participation and feedback.
- **Practice placement educators** –
  - The education provider reflected on the practice education showcase they held for all their programmes. This was to highlight their Practice Education Strategy and to talk through the resources available. The events were well attended and received and delivered on an annual basis.
  - They also reflected on the on the pressure practice placement educators were under during the Covid-19 pandemic, but they still supported learners effectively. They have won bids for placement expansions and have been working with practice educators at Royal National Orthopaedic Hospital NHS Trust for a multi-supervision education model. This was successfully piloted during lockdown with Physiotherapy and Occupational Therapy learners during the Covid-19 pandemic.
  - We agreed the education provider is performing well in the area because their relationship with practice placement providers is based on mutual support. This was demonstrated when dealing with the challenges caused by the Covid-19 pandemic.
- **External examiners** –
  - The education provider reflected on the impact the cyber-attack had on their external examiner process. This meant they had to adapt their process and used multiple forms to fully engage with external examiners.
  - The staff were praised for how well the managed the challenges and the efficiency with which they dealt with the challenges. The education provider reflected on how 51 out of 52 external examiners observed good practice and innovation in relation to learning, teaching and assessment. Examples of notable good practice identified included, teaching practices, commitment to providing a good learner experience and staff resilience during challenging times.
  - We agreed the education is performing well in the area because all the external examiner reports because there is evidence of a good working relationship between the education provider and external examiners.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

<u>Data and reflections</u>

Aggregation of percentage of learners not continuing

The education provider reflected on how the main area of concern was primarily related to their ODP programme. The implemented a Course Development Plan as part of their QA process which required reflection and action for key performance indicators including continuation. They confirmed there had been improvements during the 2021-22 academic year.

Aggregation of percentage of those who complete programmes in employment / further study

The education reflected on how the graduate labour market has changed since the Destinations of Leavers from Higher Education survey (DLHE) was introduced in 2022. The biggest change in survey occurred with the previous two years after graduation could increase non-response rates. They confirmed how, based on the changes in the DLHE shows that at school level, they are significantly higher than the OFS benchmark of 60%. Several of their learner's secure jobs before the graduate and they are working with NHS trusts to increase the numbers.

Teaching Excellence Framework (TEF) award

The education provider reflected on the outcome of the preliminary consultation taken by the OfS took in 2020. They achieved a Silver rating for teaching excellence under the Government's Teaching Excellent Framework (TEF). They were praised for their focus on personalised learning and emphasis on supporting graduates into employment. They reflected on how the award shows the significant progress they have made in improving the experience they provided to learners.

National Student Survey (NSS) overall satisfaction score (Q27)

They reflected on the results from the 2021-22 academic year which showed a significant decline because of the Covid-19 pandemic. In response to their decline in satisfaction rating, they implemented a NSS Completion Plan which resulted in an improved response rate from previous years. There is an expectation for an increase in the overall satisfaction score because they have implemented faster mitigations plans in response to the Covid-19 pandemic. They also reflected on the impact the Covid-19 pandemic and cyber-attack had on Physiotherapy programme. Their Occupational Therapy programme increased overall satisfaction scores in 2021 despite the Covid-19 pandemic and the cyber-attack.

Findings of the assessment panel: We agree the data appears to inform their processes and action taken in response to feedback. Examples include establishment of the Equality, Diversity and Inclusion Group; development decolonising the curriculum and reducing the awarding gap.

Areas of good and best practice identified through this review:

Academic and placement quality – We noted the appointment of a Digital Lead Academic in the institution and use of simulation in placement are positive developments. They are aware of the potential and going challenges and have demonstrated how their systems are in place are robust. They have done all they can to address nationwide issues are well placed to address this.

Impact of COVID-19 – Covid 19- The innovation and measures the education provider took during the Covid-19 pandemic to maintain programme delivery, assessment and support is worthy of commendation.

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

Service User and Carer Involvement in programmes

Area(s) of practice applicable to: We noted from the education provider's submission they have developed and implemented changes to their processes for involving service users and carers in the programmes. The redeveloped their Service User Strategy which has resulted in the introduction of the People's Academy. They are dedicated to supporting involvement with admission, curriculum development, teaching and other activities. They also appointed a Director and Administrator for the People's Academy to address the challenge ensuring a more diverse range of service.

We considered how this area is still going through a considerable change and although progress is being made, they still need to implemented effectively across all programmes. As a result, we recommend the next performance review should consider how effectively the changes have been progressed and how the education provider have implemented a coordinated approach.

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
- The education provider's next engagement with the performance review process should be in the 2026-27 academic year
- 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 this recommendation: We have come to this recommendation because we consider the education provider:

- has clearly shown their commitment to ensuring the quality of HCPC approved programmes they deliver;
- they have a demonstrated how they consider feedback from all stakeholders and implement changes to their programmes;
- they have robust processes and systems in place which enabled them to respond positively to the challenges of Covid-19 but also implement long changes as a result;
- they have been forthcoming about areas of concerns identified as part of this review and provided appropriate explanations about how they will address them;
- there are no concerns around their NSS scores, and they expect to hold their TEF Silver award.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year
- The issues identified for referral through this review should be carried out and reviewed as part of their next performance review.
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Reason for this decision: The panel have agreed with the findings and conclusion of this report and the visitors' investigations. They have agreed with the recommended ongoing monitoring period of five years.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Diagnostic Radiography	PT (Part time)	Radiographer	Diagnostic radiographer		01/09/2007
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2002
BSc (Hons) Diagnostic Radiography Integrated Apprenticeship Degree	PT (Part time)	Radiographer	Diagnostic radiographer		19/09/2022
BSc (Hons) Occupation Therapy Integrated Apprenticeship Degree	PT (Part time)	Occupational therapist			19/09/2022
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2007
BSc (Hons) Occupational Therapy	WBL (Work based learning)	Occupational therapist			01/09/2002
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2008
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2012
BSc (Hons) Operating Department Practice Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/09/2020
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2017
BSc (Hons) Therapeutic Radiography	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2007
BSc (Hons) Therapeutic Radiography Integrated Apprenticeship Degree	PT (Part time)	Radiographer	Therapeutic radiographer		19/09/2022
Integrated Masters in Physiotherapy - MPhysio	FT (Full time)	Physiotherapist			01/09/2017
MSc Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2016
MSc Physiotherapy (Pre-registration)	FTA (Full time accelerated)	Physiotherapist			01/09/2017
MSc Therapeutic Radiography	FT (Full time)	Radiographer	Therapeutic radiographer		01/08/2016

Non-Medical Prescribing V300 Independent Prescribing (for PH, CH, TRad and PA)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2019
Non-Medical Prescribing V300 Supplementary Prescribing (for DRad and DT)	PT (Part time)			Supplementary prescribing	01/09/2019
Pg Dip Occupational Therapy	FT (Full time)	Occupational therapist			01/01/2003
Pg Dip Therapeutic Radiography	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2007
Postgraduate Certificate in Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014