Performance review process report

University of East London, 2021-22

Executive summary

The visitors reviewed the submission and explored several themes further via quality activity. The visitors have completed their assessment and have not found a reason to refer themes or concerns to another process. The visitors are recommending an ongoing monitoring period of five years.

From their review of the submission the visitors were able to identify some areas that required further investigation via a quality activity. This included the themes around Placement provision challenges, use of feedback in relation to curriculum development, office for students monitoring, impact of covid-19, learner satisfaction, collaboration with other organisations. Learner and Service User and Carer involvement and feedback. The provider responded to these concerns / additional questions with a further documentary submission of 53 additional documents which included handbooks, reflective pieces, internal template documents, programme specifications, emails, among other documents.

Following the visitors review of the submission and the additional documents / information supplied as part of the quality activities the visitors has no further concerns going forward and are happy to recommend an ongoing monitoring period of five years.

Previous consideration	N/A – This is the provider first engagement with the Performance Review process since the launch of the HCPC Education department's Quality Assurance Model
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. • whether issues identified for referral through this review should be reviewed, and if so how
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:

Ruth Baker	Lead visitor, Practitioner Psychologist – Clinical Psychologist. Educationalist / Practitioner
Lorna Donson	Lead visitor, Chiropodist / Podiatrist – Podiatric Surgery. Practitioner
Ann Johnson	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 10 HCPC-approved programmes across 4 professions and including an Independent and Supplementary Prescribing programme. It is a Higher Education provider and has been running HCPC approved programmes since 1991.

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	Chiropodist / podiatrist	☒Undergraduate	☐Postgraduate	2013
	Occupational therapy	☒Undergraduate	☐Postgraduate	2021
	Physiotherapist	☒Undergraduate	☐Postgraduate	1994
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	1991
Post-registration	Independent Prescribing / Supplementary prescribing			2022

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	456	375	2022	We can see that the data here shows that the benchmark value (the total number of learners we the approved programmes were approved for) is higher than the actual intake number. This is partly due to the fact that newer programmes have recently been approved that

				are running from September 2022. During the earlier stages of this review the benchmark was reported to be 316 (prior to new approvals). We expect to see a higher (and close to the new benchmark) number of learners once the new programmes begin. The visitors were made aware of these numbers ahead of their review and raised no concerns.
Learners – Aggregation of percentage not continuing	3%	4%	2019-2020	The figures here indicate that 4% of learners on average do not continue to completion of their studies and this is 1% higher than the benchmark. This is not alarmingly higher and visitors did not raise a concern around this data point.
Graduates – Aggregation of percentage in employment / further study	94%	86%	2019-2020	The figures here indicate that the provider has a lower number of graduates who go into further study / employment soon after graduating. It is worth noting and monitoring as it is lower than the benchmark, but 86% is still a positive figure.
Teaching Excellence Framework (TEF) award	Bronze		June 2019	A Bronze award indicates there is room for improvement. However, it is worth bearing in mind that TEF no longer issues scores with the replacement system still being developed. This score was also awarded back in 2019 and changes could have been made since then. A bronze award does also still mean that the TEF Panel judged that this provider delivers teaching, learning and outcomes for its students that meet national quality requirements for UK higher education.

National Student Survey (NSS) overall satisfaction score (Q27)	76.3%	71.2%	2022	The score here is lower than the benchmark by 5% and something for us to monitor. We receive this data point regularly and the previous score was higher. This indicates a drop but is still a positive score over 70%. This is something we can continue to monitor and something for the provider to reflect upon.

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 – Programme security and internal monitoring

Area for further exploration:

We note from the submission t the providers discuss the monitoring of their key performance indicators (KPI's). But evidence of this monitoring and explanation around what the KPI's are, were not supplied. The visitors explored what these KPI's related to and how they provider was meeting them. This was explored because the provider is performing well financially after going through a difficult period of enhanced financial monitoring. The visitors were seeking information to assess how the KPI's relate to the institution's performance.

Quality activities agreed to explore theme further: We therefore sought clarification on these points through additional reflections / explanations via email and where necessary additional documents to allow the provider to elaborate of the existing information available

Outcomes of exploration: We received further information and clarifications through KPI specifications and reflections on how KPI's inform annual strategic planning. We also received annual reports and financial statements for 2021 to detail the programme(s) security. Based on the exploration of the evidence and updates submitted by the education provider has clarified the objectives of the KPI's and how they are set. They have also demonstrated how they are meeting the specific KPI's. The visitors had no further concerns going forward.

Quality theme 2 – Collaboration and feedback with partner organisations

Area for further exploration: We note from the providers submission some difficulties in securing placements due to a shortage of adequately qualified staff at correct levels. The provider reflects about the collaborative working they have engaged in with their partners to make improvements to their systems around placements and ensure they have adequate placements but did not submit clear evidence to demonstrate this. As a result, the visitors explored the provider's approach to collaborative working with partners. They wanted to further understand how collaborative working was achieved and how the placement providers found this.

Quality activities agreed to explore theme further: We sought clarification on these points through additional reflections / explanations via email and where necessary additional documents to allow the provider to elaborate of the existing information available

Outcomes of exploration: We received further information in the form of additional reflections and also via the further documentary submission, this provided additional information and insight on a programme level. The provider explained how their podiatry intakes have already increased and demonstrated strong relationships with their partners through narrative and minutes of meetings. In their additional narrative they detailed how often then engage with their placement partner organisations, how tutors work to support supervisors and how their involvement with SCNPL (Strategic Clinical Network for Psychologists in London) facilitates enhancing placement experience, training supervisors and ensuring quality of placement provision. They refer to how they collect feedback from supervisors at placement sites biannually. This helps demonstrate the strong relationships they have with placement providers and also prospective organisations.

Quality theme 3 – Quality and monitoring of placements

Area for further exploration: The information submitted explained how the provider uses coordinated placement audit mechanisms to maintain high standards of placement providers. The visitors noted their audit systems are updated to reflect changes within community services and training centres. It was not clear how the audits systems are implemented. The visitors explored the how the provider uses the audit system for the monitoring of placement. They wanted to understand what processes and mechanisms are used and if it is effective in identifying areas that require improvement.

Quality activities agreed to explore theme further: We sought clarification on these points through additional reflections / explanations via email and where necessary additional documents to allow the provider to elaborate of the existing information available

Outcomes of exploration: The visitors explored the further information submitted by the provider explaining how the system audits are implemented and their impact on the monitoring of placements. They explained how all placement feedback are assessed with the UEL Module Evaluation Questionnaire. There is also a meeting between the University Tutor, Trainee and placement supervisors to provide valuable feedback. This also supports the next round of placement allocation and input into supervisor training.

The additional information provided, gave us examples of feedback and feedback mechanisms and also with examples of audited systems. This shows a robust monitoring processes is in place and how issues are addressed in a timely manner. The provider has demonstrated they have systems in place for the provision of student feedback and supervisor involvement and feedback and reflection about any changes needed if necessary. The visitors agreed clarification provided regarding placement feedback with examples of Audited systems in place and how issues are addressed in a timely manner.

Quality theme 4 – Interprofessional education (IPE)

Area for further exploration: From the submission, we noted the providers reflections have come from the perspective of their two schools. They have discussed in relation to their psychology provision their recognition for the need to implement and embed interprofessional learning. The visitors decided to explore the provider's plans to provide more varied and extensive placement opportunities to support IPE. This is an objective of the provider, but they did not explain their approach or expect impact. It is important for the provider to show they have the processes in place to ensure the expansion plans are effective.

We also noted that learner satisfaction in relation to interprofessional learning was low for the providers podiatry provision and wanted to know why this might be and if the provider has any insight into this?

Quality activities agreed to explore theme further: We sought clarification on this point via the request of additional documents and reflections to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitor explored the additional information about the development and expansion of IPE. This included a detailed narrative explaining how, contextually, IPE would be developed from a programme level strategic viewpoint with a view to expand this to more professional groups. The provider gave examples of events they have already planned, such as a workshop with learners from another provider with learners preparing presentations in advance. They also referred to their National Student Survey (NSS) outcomes document that explored their ongoing approach further.

Based on the additional evidence and information submitted, the visitors agreed there were processes already in place for IPE expansion and appropriate plans for how this will be achieved. Their queries around this theme have been adequately addressed.

<u>Quality theme 5 – Embedding of Equality Diversity and inclusion (EDI) into Providers processes</u>

Area for further exploration: From the submission, we noted the developments the education provider has in place to support and promote equality and diversity. This includes a dedicated office working across schools and them discussing the Implementation of contextual admissions to allow accessibility to all. the visitors identified gaps with regards to the provider's admission's process. It was not clear how data for contextual admissions take place. The visitors explored what plans the provider had in place to reduce the attainment gap between BAME and non-BAME learners. It is important for the provider to demonstrate the actions taken to address issues relating ensuring equality and diversity.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitors explored the information submitted by the providers in relation to data collection for contextual admissions. The provider explained how the contextual admissions process had been implemented which has resulted in the collection of information on social disadvantage. The visitors explored the equality diversity and inclusion strategic plan which identified four overarching pillars for guiding operational actions in relation to EDI issues. These include the attainment gap. This plan is overseen by the Director of Education and Experience (DEE) and is tracked and update on a yearly basis.

We noted their five-year participation plan that is being implemented between 2020 and 2025 and that they have plans in place to reduce the attainment gap. Following this additional insight, we gained from their additional clarifications we had no concerns going forward. The visitors agreed that the provider has clear developmental plans have demonstrated an approach to EDI is embedded in their processes.

<u>Quality theme 6 – Recruitment, retention and ongoing placement capacity.</u>

Area for further exploration: The education provider has plans to increase their provision with the introduction of an occupational therapy programme and develop an undergraduate dietetics programme. We noted these plans will result in the requirement to increase placement numbers. It was not clear from the information the portfolio how the provider plan to implement and manage the increase in learner numbers. The visitors wanted to further explore the plans for the introduction of these new programmes. They are concerned this increase in learner numbers will require significant resources in terms of staff recruitment and funding for the new posts. Particularly with regards to how the placement supervisor be impacted by the increased learner numbers. It is important to assess the effectiveness of the plans to

accommodate these changes because they could have an impact on the current programmes and placement availability.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration:
The visitors explored the updates submitted by the provider in relation to their development plans for the new programmes. The provider aims to start the Occupational Therapy in September 2022 pending approval from HCPC. They also plan to start the new podiatry programme in September 2022 and report the recruitment target has been met and good continuation and progression means the programme continues to be viable The visitors noted the updates explaining the programmes have been costed before approval validation and recruitment started. The provider has also demonstrated how they plan to ensure the new programmes are appropriately staffed. The visitors found that the provider has demonstrated that they have sufficient systems in place for the allocating of new placements across the board. They are of the opinion the provider have excellent supervisor and service lead involvement procedures and clear plans for the ongoing development and integration of new programmes. We had no concerns going forward.

<u>Quality theme 7 – Learner's feedback on providers reaction to the pandemic restrictions and the use of technology</u>

Area for further exploration:

We note from their submission that the provider has referred to the positive feedback they gained in their handling of the covid-19 pandemic. Additionally, they have detailed some of the mechanisms that they put in place during this time. This includes introducing alternative placements, online attendance monitoring systems and explanations on how 'dual delivery' of education operates. We note from their submission that technology was utilised in order for them to adapt to the pandemic. We also noted that the evidence supplied indicates that they have been able to use the technology to modernise their provision, with new facilities like the simulation suite and new specialist staff to support this. But we do not gain a sense of how the learners felt this has impacted their experience. From the portfolio section on learners, we also noted the providers reflections on pulse surveys. However, we did not find any evidence supplied that includes the results from these surveys, furthermore how these are used to update the programmes.
Additionally, the learner feedback shows that teaching is scoring 62% from their recent PRES (Post graduate research experience survey). We wanted to know if the provider has conducted any investigations into why this may be and how they plan to tackle it going forward. The visitors explored these areas to gain further evidence to confirm the positive feedback referenced in the submission and also learner satisfaction. We asked this to gain a greater understanding of how the provider is performing and how learners have been affected and supported throughout the pandemic.

Quality activities agreed to explore theme further: We sought clarification on this point via additional information and reflections to allow the provider to elaborate on the previous information they had sent. We agreed this approach with the provider as they considered it could easily be explained by submitting an internal document which had already been produced.

Outcomes of exploration: The provider was able to respond to our queries with examples of positive feedback and praise that they have received from learners via their programme committee meeting's minutes. We noted the multiple mechanisms they applied in the response to the pandemic such as Teams, breakout rooms and the hybrid approach to teaching drawing praise. The provider has also discussed that they have received feedback on their response to covid via the NSS. They note that the NSS did not ask specific question on covid but that some learners did choose to provide feedback on this via this medium. Examples of this feedback show a positive reception of the online learning provided by the provider. We note the positive feedback that they provided and can see the efforts made to move to the online format to support learners. We also note the providers further reflections regarding the data that has been affected by the pandemic, with factors like continuation rates affected. Following the additional information, they provided, we have found that our queries have been addressed and we have no concerns going forward.

Quality theme 8 – Monitoring and planning for degree apprenticeships

Area for further exploration: The provider has reflected on their implementation of their degree apprenticeships, and we have noted the positive experience they have enjoyed in this endeavour. Additionally, how they are meeting their recruitment targets for these programmes. We also note that these were in the process of being inspected by OFSTED, but that by the time of them compiling their submission the result of this was not yet known. We therefore enquired if this result was now known and if they could share this with us? We also noted that there is an ambition to develop a degree apprenticeship route for Dietetics at the provider, but not much detail was provided on this.
We would benefit from some further insight into the planning and developments around this. This would help us understand the expected benefits of developing such a programme, what measures are being put in place in developing this and also how the planning is progressing, whether resources have been allocated for this. This would also give us insight into whether any areas of good practise or areas for development were identified by OFSTED in their inspection.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The provider has responded noting that they had a successful OFSTED inspection and subsequent report which they also submitted to us. After review of this, we found that this was indeed a successful outcome for the provider and very reassuring. The provider has also presented further explanations of their planned Dietetics provision. Stakeholder meetings have been held with

employers, the initial approval request has been submitted for marketing and finance approval has been acquired. Their next steps are to advertise for course lead to write and develop the course in conjunction with their Director of Quality and Compliance. We note this additional insight and the clear plan for them going forward. We found this demonstrates that they have a clear plan going forward and have systems in place to stay focussed on these relationships. We had no concerns going forward.

Quality theme 9 – External sector body assessments

Area for further exploration: We note the providers reflections and discussions in relation to sector body assessments across several areas of the portfolio document. Some of this relates to the assessment of practice education providers by external bodies, here we noted the assessment / input of Health Education England and the intended expansion of the providers psychology provision. We were unsure from this expansion how placement supervisors would be affected.

We also noted in the providers reflections on OFS (Office for Students) monitoring, they refer to being under enhanced monitoring with conditions A1 and D, but this is not explained further or expanded on. We note also that the Royal College of Podiatry's proposed inspection was postponed but did not know when this was rearranged for. We sought expansions and clarifications in this area to better determine how the provider is performing and whether assessments from other bodies had led to any changes in the providers performance.

Quality activities agreed to explore theme further: We sought clarification on this point via additional information and reflections to allow the provider to elaborate on the previous information they had sent. We agreed this approach with the provider as they considered it could easily be explained by submitting an internal document which had already been produced

Outcomes of exploration: The provider responded to us with clarifications and a narrative response as well as a mapping document that demonstrates their adherence to the UK quality code for higher education. They have discussed their plans to expand their psychology provision in response to our queries, noting that this comes from HEE's commitment to increase the provision in their region. They have described this as a very tangible and current challenge for them and have also discussed the challenges to psychology as a provision both across the UK and globally following a period of sector-wide resignations. They have discussed a rise in their learners is expected and they are considering 'group supervision' as a means of being able to accommodate additional learners with time being set aside to also continue individual supervision.

They have discussed how satisfaction as detailed in the NSS survey has fluctuated over time, but also a lower level of participation in the survey in regard to their podiatry provision has also been noted. They have reflected that their scores remain positive and that generally learners have responded with good levels of satisfaction, they note also that due to the low levels of response comments and negative scoring will carry further weight than in other years and have a greater impact on the overall scoring. They also responded to our queries regarding the enhance monitoring from

the OFS and the 'Conditions A1 and D', in response to this they provided information from the OFS' website explaining what these conditions are, such as being financially viable and sustainable. They also discussed the planned accreditation event with the RCoP, they have explained that this was cancelled due to the pandemic and that the college has yet to re-arrange the replacement event, they also provided a screenshot of the email conversation with the RCoP.

Following the additional information, the provide made available to us, we found they demonstrated planning is underway for increased requirements for supervisors and they have illustrated strong partnerships. We now have no concerns about them managing expansion and the subsequent external body assessment of this. They have given a reasonable reflection on possible reason for lower scores of the NSS and also explained to us what the conditions A1 and D, are for the OFS enhanced monitoring. Finally, that they engagement with RCoP is ongoing and awaiting confirmation of a new accreditation date. All this has shown us that the provider in managing their external relationships with sector bodies and professional bodies well and we have no concerns going forward.

Quality theme 10 – Use of feedback in curriculum development

Area for further exploration: We note the providers reflections and discussions in relation to curriculum development in the portfolio section of the same name. Here they have discussed their 'vision 2028' strategy and how this is leading their plans for curriculum development going forward. We note from the submission that measures put in place due to the pandemic has actually led to the accelerated implementations of some of these developments.. But we do not gain a sense of how learner feedback is used in curriculum development and would benefit from evidence for authentic and meaningful assessments and feedback. We also do now have evidence of how learners have found the implementation of this developments over this timeframe.

We have also explored the national student survey (NSS) outcomes and note that satisfaction remains high for the providers physiotherapy provision, but lower in podiatry. This is attributed to the cohort being smaller, but this does not explain why learner satisfaction would be lower, furthermore we question what the actual feedback from learners was in relation to this. Furthermore, we note the provider has an ongoing 'student minds charter' consultation and would also like to see the feedback from this is available and how this has / is informing developments. We wanted to explore this theme to determine how the learner voice has been involved in the development of curriculum and determine if they have had the opportunity to feed back on these processes and how the implementation has gone.

Quality activities agreed to explore theme further: We sought clarification on this point via additional information and reflections to allow the provider to elaborate on the previous information they had sent. We agreed this approach with the provider as they considered it could easily be explained by submitting an internal document which had already been produced

Outcomes of exploration: The provider responded informing us that whilst the assessment is complete on their 'student minds charter' and their onsite visit from

student minds has occurred, the results have yet to be published and ratified with this expected later this year. We shall be able to view the results of this later and can expect them to reflect upon this going forward.

Clarity was provided on how feedback is assessed and informs change / development. This is set out in their 'UEL Learning, Teaching and Assessment Strategy and Strategic Action Plan (2022-2025)' also submitted to us. They have discussed in this document that they are aiming to achieve; top quartile student experience, Median student success, a gold rating from TEF and a 0% attainment gap by 2028. This strategy contains a section on how they plan to foster learner engagement and partnership in curriculum development and enhancement.

They plan to achieve this by treating learners as partners, forging closer links with their student's union, allowing learners to input into CELT (Centre for Excellence in Learning and) activities and to develop co-delivery opportunities with Student Services. Mechanisms involved to achieve this include a CELT rolling internship of 12 weeks, introducing an annual learner focused learning and teaching conference and annual forums to discuss learning and teaching developments as well as a variety of other development opportunities. They note this is a new initiative for them and in its early stages of being assessed and approved. We found this provided clarity and evidence on how they are developing their curriculum and how this new initiative fits into this. Following this activity, we found that the provider had responded to our questions ad we had no concerns going forward.

Quality theme 11 – Practised placement capacity challenges

Area for further exploration: The Provider has discussed the challenges they have faced regarding placement capacity and possible causes of this in their submission. We noted factors such as workforce changes and withdrawal of placement offers having an effect on the securing of placement provision. We also noted that this appeared to be isolated to their psychology provision and it would be useful to know how the provider intends to tackle this and what processes they have in place to ensure PBL continues. Additionally, we could not determine from the evidence supplied what impact there was to PBL supervisors when placements were interrupted.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The visitors explored the information submitted by the provider with regards to the strategies they have in place to increase expansion in their placement capacity. Citing and increased in placement supervisor training now delivering virtual two-day new supervisor trainings with an increased frequency of five per year and with double the number of delegates. The requirement for supervisors to have two years' worth of experience before supervising has also been amended to on year (with a senior supervisor retaining overall oversight) and they have worked with Trust placement coordinators to expand local placement provision.

We noted the increased supervisor training available and the mechanism of group / shared supervision. We also noted the tariff payments being provided for placements which will encourage ongoing participation and also clear evidence of how the provider will ensure the quality of placements maintained going forward with such mechanisms as feedback forms and surveys keeping an eye on quality. Following the additional information, we have found to provider to have demonstrated that they have systems in place and strong partnerships to manage any increased provision, we have confidence in these processes going forward and no concerns.

<u>Quality theme 12 – Service users and carers</u>

Area for further exploration: We note that the provider utilises service users but did not gain a sense of their plans to develop this going forward. We would like to know what measures are being put in place to recruit and retain service users and carers. We also note from the submission that the provider has a dedicated team as part of their strategy regarding service users and carers. The visitors identified this as an innovative idea but would appreciate more evidence / details to show how this works in practise. We also note that it was unclear how having this dedicated team would impact on individual programmes.

Quality activities agreed to explore theme further: We sought clarification on this point via email communication to allow the provider to elaborate on the previous information they had sent.

Outcomes of exploration: The provider responded to our request for additional information by submitting further reflections and clarifications. They provided details in their 'Peoples Committee' (PC) which is a body of paid service users that provide valuable insight and input into their psychology provision. They provided explanations on how often the group meet, how they sit on sub-committee meetings, the scope of their duties with their expert by experience input being highly valuable. We found this to be a good level of information provided regarding how the PC works and their role across the programmes. They also discussed their new position of 'Service User Lead' who works with Director of Employability and Enterprise to produce the schools service user strategy, with the aim being to recruit and retain service users. We want to identify this as an area of good practice, having a dedicated team and useful description of how they using this role. We have no concerns going forward.

<u>Quality theme 13 – Collecting and using feedback from stakeholders</u>

Area for further exploration: We note from the submission that there is a high pass rate for AHP placements over the last four-year period. We also note that there are mechanisms to gain feedback from placement supervisors and learners .We did not gain a sense of how placement educators feedback can more widely inform Education Providers processes. Further evidence in terms of feedback from practice educators would help give us a greater overview of how the provider is performing in this area. We also note the introduction of the Common Placement Assessment Form (CPAF) but were unsure if placement educators were involved in the implementation of this.

From the section on external examiners, we have noted a good level of response from external examiners and also evidence of positive interaction with minimal concerns being raised. We did not see evidence of the process of how raised concerns are resolved or how this is fed back on. We did not see reflections or evidence on how, or if, the balance between education background examiners and practitioner background examiners is being managed or being aimed for. We note that the module development plan is available but has only been provided to around half of examiners and were unclear why this is.

Quality activities agreed to explore theme further: We sought clarification on this point via additional information and reflections to allow the provider to elaborate on the previous information they had sent. We agreed this approach with the provider as they considered it could easily be explained by submitting an internal document which had already been produced.

Outcomes of exploration: The provider responded to our request for additional information with further information and clarifications as well as additional documents regarding the regular meetings they have with placement partners and consultations between themselves and their partners. They also provided details on the pan-London initiatives and meetings they are involved in. They have discussed how supervisors need to attend training focussed on the requirements and expectations about being a supervisor to a doctorate level learner. They note how these run regularly and are well attended.

They explain the various interactions that take place between practice-based educators and the professional doctorate programmes. The first meeting usually occurs in the first few weeks of the placement. This is, a three-way meeting between programme team, trainee and practice-based educator mid-way through and then a jointly completed summary of training achievements between practice-educator and trainee later in the placement. We found that the documentation provided supports feedback from practice educators and shows that regular contact occurs. Stakeholder involvement in detail in the CPAF pan-London meeting and also that developments are ongoing. They detailed good relationships with placement educators in terms of responding to feedback, involvement in meetings and reflecting on the changes required. We found this to address all our questions and had no concerns going forward.

Quality theme 14 – Future developments and participation.

Area for further exploration: We note from the section of the portfolio on self-reflection on data supplied through this portfolio that the provider appears to be performing well. With learner numbers per programme generally above the benchmark, good outcomes on external surveys (such as NSS). We do however not get a sense of how further academic review would be conducted, further insight into how their future review would be conducted would be useful. Additionally, we did not gain insight into what the access and participation plan is. We noted good outcomes in NSS and Module Evaluation Questionnaire (MEQ) scoring but would like to know if any efforts are being made to increase the MEQ response rate. We also noted in the submission that an issue has been highlighted concerning staff departures, we

wanted to know what plans / processes are being implemented to retain and develop staff.

Quality activities agreed to explore theme further: We sought clarification on this point via additional information and reflections to allow the provider to elaborate on the previous information they had sent. We agreed this approach with the provider as they considered it could easily be explained by submitting an internal document which had already been produced.

Outcomes of exploration: The Provider responded to our queries on developments and participation with further clarifications and insight. They discussed learner attendance and how during Teams sessions they monitor this by downloading the sessions to clarify attendance, they also ask learners when joining the meetings to 'say hello' before the sessions begin. This allows them to monitor attendance, punctuality and also how much a learner contributes to a session. On placements, as employees of the host trust, learner are required to attend placement on every day when not in teaching, or to arrange appropriate leave. Placement supervisors are asked to advise the course staff if a learner is not attending as expected.

Their Psychology school have discussed their ongoing plans to support their staff generally and encourage their development which will also support staff retention. This includes conducting and internal audit, aimed at assessing existing plans for professional development and guidelines for improvement. Secondly to develop a school coaching/training for promotion programme involving multiple components including an understanding of the academic progression framework and promotion criteria, individual skills mapping and needs analysis, information on how to actively manage your development and how to translate your experiences into an effective promotion application. They have also discussed their '2020-2025 Access and Participation Plan' and how this sets out their plan to improve the equality of opportunities for underrepresented groups to participate, succeed and progress in and from higher education.

We found the supporting evidence as requested useful and adding clarity, additionally we found the provider has demonstrated the processes in place for continual review and that their enhanced software which should help moving forward. In summary we found they have detailed strong provision, strong reflections, a good abundance of data provided and cooperative /curious approach to responding to our questions on their data. We have no concerns going forward.

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 provider discussed the challenges that have been presented to them over the course of the review period. This included the challenge presented by the pandemic and the effect this will have had on their financial stability, with a decline in income coupled with a need to invest in digital covid secure infrastructure to support their hybrid delivery of learning.
  - They discuss the mitigating actions they put in place to address the challenges that presented themselves. This includes measures to make the campus covid secure and also a restructure to ensure financial security going forward.
  - We explored this section further via quality theme one that looks at the security and stability of the providers provision and also how their provision is monitored internally. Clarity was provided around the providers key performance indicators and how they are achieving them. They also provided further evidence and clarity around their ongoing planning including their recent annual reports and their 'Vision 2028' plans, through all this they were able to demonstrate that their provision is secure and stable.

- **Partnerships with other organisations** –
  - The provider has discussed the partnerships that they have in place and have listed the London NHS Trusts & Local Authorities as one of their key groups of partners. The trust play an active role in offering placements and can serve as future employers of their graduates.
  - They discussed their partners struggles with recruitment and what support they lent by integrating a greater number of potential employers as guest lecturers in their taught modules and providing learners with more information on finding a job post-studying. The provider regularly monitors the number of unfilled roles and have noted a trend of short timeframes between job offers being made and an increasing number of offers being made to each trainee.
  - They reflected on their successes such as the development of their three apprenticeship programmes, their tendering with HEE and the increased recruitment on their physiotherapy provision.
  - We explored this section further via quality theme two where we looked at the collaboration that takes place between the provider and their partner organisations and feedback how they collect and develop feedback from these partner organisations.

- **Academic and placement quality** –
  - Their psychology provision encountered the challenge of developing high quality and well supported placements. They have also discussed developing monitoring and feedback mechanisms with three-way meetings between tutors, supervisors and trainees operating alongside anonymised feedback surveys.
  - Annual surveys of trainees and placements are well established across programmes and the provider encourages the sharing of any data and insight gained from these surveys with the wider placement community. They also reflected on their academic quality challenges and the need

for their psychology provision to remain up to date, they will continue to seek opportunities to enhance their curriculum to support this.
- o The external examiner has praised the quality of academic work and highlighted the critical and reflective approach taken by learners. Graduate outcomes and employment figures remain high, exceeding their targets and recent British Psychological Society (BPS) accreditation feedback indicates high levels of satisfaction, requiring no substantive changes.
- o Learners are supported whilst on placement with visits from education staff at least once and the provider can step in to support learners when they are struggling with work. Learners also have the opportunity to feedback on placements through feedback sessions, in meetings and through course committees.
- o The quality and monitoring of placements was explored further as part of quality theme three where we sought to determine the effectiveness of the annual surveys and CPAF, as well as examine evidence of examples of placement audits. Following the additional information and clarifications the provider submitted we had no further concerns, finding that they have demonstrated they have a robust system in place to monitor placements, receive and act on learner feedback and supervisor involvement and feedback.

- **Service users and carers** –
  - o The provider has discussed how they value the input and involvement of 'Experts by Experience's (ELE) as they refer to them but also the challenges of embedding their input. Additionally, different programmes have differing levels of involvement. Discussing that some programmes integrate service users in their committees and sub-committee, other programmes find that level difficult to maintain.
  - o They discuss that service users are part of all validation events and going forward are establishing a working group of service users and utilising a service user with an educationalist background to grow their provision. They also reflected on recent feedback received supporting the development of a network of service users that can work across the provider. This aligns with their aim of consolidating / diversifying the service users and developing a more structured system for involving service users.
  - o We explored this section further via quality theme 12 which looks at this dedicated team for service users and carers. We found after investigating this further this is an innovative approach and should be commended. The visitors found having a dedicated team in place to develop and implement the service user and carer strategy is something they want to recognise as an area of good practise for the provider.
- **Equality and diversity** –
  - o As part of their reflections, the provider recognised the field of psychology has a Eurocentric approach but are working to put diversity at the centre of their new approach. They are developing their Institutional Equity Strategy which describes diversity as one of their defining features. They discussed how events in wider society have an impact on this and have bring this to the forefront of discussions. They

reference the 'Black Lives Matter' and 'Say Her Name' movements and social inequalities exposed by the Covid-19 pandemic and how this will impact their learners.

- o There is a dedicated Office for Institutional Equity which works with the Providers various school to help them achieve greater levels of diversity, equality and inclusion (EDI). All programmes conform to the provider-wide EDI policy and actively encourage participation by groups previously under-represented in higher education. Programme teams are encouraged to complete Equality, Diversity, and Inclusion checklists and all programmes aim to provide an inclusive learning environment. They have reflected on the mitigations that they have put in place, and this includes ensuring admissions include an interview and an application, marking assessments anonymously, training staff on EDI and moving towards decolonising their curriculum.
- o We assessed this further via a quality activity as discussed in quality theme five on how the provider is working to embed of equality, diversity and inclusion into their processes and close the attainment gap. The additional insight and information provided by this quality activity helped us understand their developments. This is provided contextual and tangible information on developments such as decolonising the curriculum, BAME staffing and enhancements to the admissions process will (and is) working.

- **Horizon scanning** –
  - o The Provider has discussed the financial challenge the psychology provision faced that regarding their psychology provision. To address the cause of the challenge, they have a new contract with increased fees and secured HEE funding to support placement expansion.
  - o They reflected on the NHS' long-term plan, unveiled in 2019 which pushes for a community-based approach to healthcare with preventative and patient-focussed measures. They recognise the important role Allied Health Professionals (AHP's) will have to play in this approach and the growth on demand for AHP's is an opportunity for their own growth. In this ambition they are seeking to add an undergraduate Dietetics programme to their roster as well as noting expansion on their existing Physiotherapy provision.
  - o To support this, they note that they shall have to increase their placement capacity accordingly and have discussed the ongoing development taking place on their Stratford campus that can accommodate additional AHP learners. This space is being refurbished and re-purposed following funding being made available from HEE.
  - o We explored this section further in quality theme six which looked at recruitment, retention and placement capacity. Following this we found them to have demonstrated that they have systems in place for new placements across the board and excellent supervisor involvement and service leads.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward.

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time.

Areas of good and best practice identified through this review: The visitors found having a dedicated team in place to develop and implement the service user and carer strategy is something they want to recognise as an area of good practise for the provider.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Impact of COVID-19** –
    - The provider has discussed the impact the covid-19 pandemic had on their provision; this includes disruption to their placements with some learners initially struggling to accrue the necessary placement hours. The provider refers to them taking a flexible and supportive stance to help learners acquire the necessary placement experience.
    - They discuss how the advent of the nation-wide lock downs led to an online format being developed for their service delivery, this has now developed into an online / in-person approach with both elements remaining in use beyond the lockdowns. Teaching followed a similar pattern, moving online through the use of Teams, Moodle and SharePoint then a return to in-person teaching, but with the option to 'flex' to online where needed. This dual delivery hybrid approach will stay in place and seek to utilise the strengths of both areas.
    - Additional resources were made available to tutors and placement team to reduce burden on clinical educators. They discuss how their move to online assessments worked well in many cases, some learners did encounter technical issues, but the IT departments support and flexibility from educating staff alleviated much of this. They reflected on some of the data points where the vast majority of their learners (above 80%) continue to graduate on time and NSS satisfaction scores remain above 80% too.
    - They have adapted to Covid, by adapting their teaching, assessment and placement provisions. The outcome is that despite the major disruption of Covid the detriment to Learner engagement / experience has been minimalised.
    - We explored this further in quality theme seven. Specifically, looking at the providers reflections around positive feedback and student satisfaction and requests additional evidence to support this. This was provided by the provider and we had no further concerns going forward.
- **Use of technology: Changing learning, teaching and assessment methods** –
    - The provider discusses how the covid-19 pandemic necessitated a move to an online delivery of education for much of the provider's provision. They explained how they moved to a dual delivery approach and note their pre-existing distance learning option meant they already

had some technological infrastructure to support digital learning. IT staff were able to train teaching staff on the use of Teams and this was passed on to external staff and much work such as non-coursework assessments moving to an online format. They discuss that moving to an online format did pose risks, such as a lack of innovation in their teaching and a decline in the sense of community. The pandemic led to the introduction of new mechanisms for collecting and assessing feedback, they continue to work and develop their online capabilities but also recognise the importance on in-person engagement too.

- o The discussed how they have invested in new technology to support their learners, staff and drive forward modernisation. We noted this as a strong area with use of technology in teaching and modernisation of provision with the use of simulation with new simulation suite.
- o We explored this further via a quality activity looking specifically at what impact on learners and their forward plan, this is detailed in quality theme seven. The provider responded with details and examples of positive feedback from learners and explanations around teaching scores being lower. Following this we had no further concerns, finding that they had provided details
- **Apprenticeships** –
  - o The provider does not currently provide apprenticeships within their Psychology provision and have therefore opted to report and reflect from the perspective of their School of Health, Sport and Bioscience that does. Their apprenticeships have attracted good levels of interest with applications in 2021 up from the 2020 numbers. They reflect on the benefits of apprentices, noting that they bring a different perspective to the learning environment but also present additional challenges in the form of only attending campus one day per week and requiring additional administrative work to facilitate.
  - o They have committed to monitor their apprentice provision via modular feedback, course committees and tripartite reviews. They have discussed developments they are planning to introduce such as apprentice coaches and further provision across their AHP programmes.
  - o We noted their planned expansion of their apprenticeship provision, with Dietetics scheduled to be introduced later and also that their apprentice provision was inspected by OFSTED. But we did not have sufficient details on this and therefore explored this further via a quality activity. Quality theme eight looks at this area further and the provider provided us with details from their OFSTED visit as well as further planning information for their future Dietetics apprenticeship. This gave us the additional clarity we needed and had no concerns going forward.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - The provider discussed how they are in alignment with the code and have adjusted to the updated code that was introduced in 2018. They have processes in place to monitor this going forward and ensure they are compliant with the code; they also discuss that their own internal quality assurance processes are monitored annually and can be amended where / when necessary.
  - We note from their submission that they are compliant with the code but were not provided with evidence of the mapping to the new code. We therefore requested this as part of a quality activity, and this was explored in quality theme nine. The provider sent this to us, and the visitors had no further question on this area going forward.
- **Assessment of practice education providers by external bodies** –
  - This section was left largely un-reflected upon with the Provider noting that they had not been contacted regarding any activity in this area during the review period. The visitors noting their expanding provision asked to explore this area further as part of a quality activity asking regarding the expansion planned for their psychology provision to double their learner numbers, whether this had an impact on placements/supervisors and whether HEE had investigated this. The provider submitted further information and clarification on this, and we noted that planning is underway for the increased requirements for supervisors. Additionally, we note that they have illustrated strong partnerships and we have no concerns about them managing expansion and the subsequent external body assessment of this.
- **National Student Survey (NSS) outcomes** –
  - The providers portfolio indicate that this section is not relevant for their Psychology provision and have therefore opted to report and reflect from the perspective of their School of Health, Sport and Bioscience. They discuss how NSS scoring is a major key performance indicator for them, and they note that their programmes generally perform well, but their podiatry provision is subject to greater fluctuation due to the small size of the cohort.
  - They have recognised through the NSS scoring that their approach to providing learners with feedback and conducting assessments is an area for development and are aiming to provide feedback to learners quickly, ensuring it is useful and aligned to improvement.
  - We noted 'communication and feedback' with learners had come us as an area for review, so we explored this area further in quality theme nine. We found their response to be a reasonable reflection and explanation at what may have contributed to the lower scores for podiatry. This does not constitute a risk and can continue to be monitored via data.
- **Office for Students (OFS) monitoring** –
  - We note from the submission that the provider engages with the OFS and is on the OFS' register, they discuss that their only identified

challenge in this area relates to them being subject to enhanced monitoring on conditions A1 and D.

- o They also detail that these conditions were later removed in 2021 and 2020 respectively. This demonstrates that they are meeting the criteria set by the OFS and that their provision is financially stable and secure. They have also developed a process internally where they evaluate themselves against the OFS's Public Interest Governance Principles and the Conditions of Registration. They find this is a useful tool to have and they are working to being fully compliant with all these regulations.
- o We found their reflections in this area rather brief therefore we explored this further via a quality activity to give the provider an opportunity to expand on their submission. Specifically, we found there was no description as to what the enhanced monitoring meant or why it had been introduced. This was explored in quality theme nine and the provider was able to submit some reflections and explanations to us, following this we had no further questions or concerns.

- **Other professional regulators / professional bodies** –
  - o The providers psychology provision has reflected on challenges that have arisen as part of their accreditation by the British Psychological Society (BPS) and BPS' rules regarding staff to learner ratios (must be one member of staff to a maximum ten learners), policies around service users and carers, dedicating time for research and maintaining adequate administrative and technical support. In their last accreditation by the BPS only two of their programmes had actions that were required, the provider discusses how resolving these issues was prioritised.
  - o They also reflect that they have learnt the value of sharing challenges and good practice both with similar programmes nationally and with each other and the head of their department meets regularly with staff to monitor developments. Members of the Psychology Professional Doctorate programme teams are also actively involved on an ongoing basis with the BPS, supporting reciprocal developments on both sides.
  - o The School of Health, Sport and Bioscience has discussed their interactions with their professional bodies, these being the Chartered Society of Physiotherapy (CSP), Royal College of Podiatry (RCoP), and the Royal College of Occupational Therapy (RCOT). They note that they have meetings / accreditation visits planned with their relevant bodies but that some of these were delayed by the pandemic. The note that their most recent review was from the CSP with no conditions being set and that they maintain close contact and good relations with their professional body regulators.
  - o We noted from their submission that their planned RCoP accreditation event was cancelled due to pandemic but did not know if this had been reorganised. We asked them to clarify this as part of quality theme 9, they provided evidence to show their recent contact with RCOP regarding this but also that they are still awaiting further response from RCOP on this. We judged their submission and response to the quality activity demonstrates that they have a system in place and monitoring their engagement with their professional bodies.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward.

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time.

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - The provider encountered several challenges since the onset of the pandemic, this led them to conduct a more rigorous investigation and analysis of their curriculum practices, processes, and content. They were able to implement a series of mitigating steps / factors such as their dual delivery model to allow greater access and participation by learners. They have also introduced new provider-wide policies for staff training that focuses on pedagogies for anti-racism, equity, inclusion, diversity, and accessibility. They have also worked on their EDI checklist for blended and dual learning and also their programme leader's handbook.
  - They have developed an institution-wide 'Authentic and Meaningful Assessment and Feedback' initiative and developed and implemented a Peer-development Policy. They discussed plans they have in place to conduct review and analyses of their curriculum as well as providing details of these interventions that have taken place during the review period such as their institution-wide audit that began in 2019 through to 2020. They discussed plans to complete annual reviews of all five interventions at the end of the academic year 2021-22 and then again at the end of 2022-23 with areas looked at including staff training and development.
  - We note that they have systems and procedures in place for reviewing and developing their curriculum going forward but we did raise a quality activity looking at the theme of feedback and how feedback is used. We looked to gain evidence for authentic and meaningful assessment and feedback and also some information and / or results on the Student Minds charter and feedback on this. This was explored in quality theme ten and the provider was able to provide further information to us. They explained how the student minds charter is ongoing with results expected in December and also provide examples of how they are developing their curriculum. We were grateful of this additional insight and had no further concerns going forward.
- **Development to reflect changes in professional body guidance** –
  - The Psychology provision has detailed the challenge of adapting to the changes that have been set out by the various professional bodies they engage with (BPS, HCPC among others). They have discussed how they were able to change very swiftly to react to changing guidance and also ensure they maintained their standards. The different guidance was shared across their programme teams and also with

their learners, they also note how this led them to develop their practice and find efficiencies in new systems despite the significant challenges.

- o Successes include managing staffing pressures whilst implementing changes, achieving this through a combination of providing cover, networking as well as recruitment / induction processes. They also reflect that they had already begun some processes that later were a part of guidance changes (doing this internally ahead of it being required), particularly around the themes of diversity, decolonisation and increasing the involvement of service users.
- o The School of Health, Sport and Bioscience have reflected on the challenges they have faced and how covid has presented several challenges. They have worked closely with their partner AHP programmes and adapted to the changing government regulations / covid restrictions.
- o They made changes around their approach to placements working with their professional bodies to develop solutions around factors such as minimum placement hours and deliver the temporary register for professionals. They note that disruption caused by Covid had immediate effects but due to quick and collaborative working between Providers and Professional bodies, disruption was kept to a minimum. We note from our review that the Provider kept up with required changes according to professional guidance and contributed to national publications during the review period and no concerns with this area

- **Capacity of practice-based learning** –
    - o The Provider notes that education, local government and NHS services in London have seen huge shifts in the availability of suitably qualified and experienced professionals to supervise the placements of those on all Psychology Professional Doctorate programmes. This sits alongside recent and significant expansion of commissioned training places on two of their three programmes, to enable future proofing-for projected staffing needs.
    - o We note that they are adapting and learning to be agile in their approach to ensuring practise-based learning capacity, they are working with local providers to work creatively and flexibly when approaching placements. They are also continuing to monitor placements to ensure the high levels of quality remain.
    - o Their plans to significantly expand their current psychology provision, with both commissioners and HEE requesting the provider expands provision by around 100%. They are on course to deliver this and have worked with partners across London, both local authorities and other Providers to ensure staffing and placement capacity needs are met. They note in doing this they are also ensuring that placement monitoring continues, and that quality is ensured.
    - o The School of Health, Sport and Bioscience has discussed the importance they place on placements and how their learner numbers are capped dependant to placement capacity. They discuss how they time their placements to ensure that no level is out at the same time as another to prevent over burdening the placement capacity. They have also detailed the various feedback mechanisms they have in place

such as from visiting tutors feeding back, NHS forums, HEE feedback, professional bodies and their involvement with the Council of Deans.

- o The school has a dedicated placement support administrative team but are developing the appointment of a strategic lead for placements. The expansion of their placements is support by HEE and the expansion of their provision they view as an exciting opportunity to develop and also support the demand required in the NHS' workforce. They also note they are fortunate that learners have not had to miss placements due to lack of offers and a good employability record, not taking for granted the relationships they have with trusts.
- o We did raise a quality activity to explore this area further, looking specifically at the challenges presented by securing enough placement provision and how they are approaching meeting these challenges. We also looked at their counselling psychology and podiatry programmes that experienced interruption due to the pandemic, asking how this impacted placement supervisors. This was explored as part of quality theme 11 and following the additional information made available, we had no ongoing concerns.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - o The provider discussed the move to online and later hybrid way of working as being the most significant challenge reported by Learners. We note from their reflections their teams implemented several mechanisms to engage with their learners such as breakout rooms and chat functions on their online platform. They discuss that this helped combat digital fatigue. They detail the various forms of feedback they collected from learners, this includes via modular questionnaires, informal discussions, tutor-learner one-to-ones..
  - o The provider has reflected on the growing interest from learners on diversity-related topic, such as those concerning race, gender and sexual diversity, disability amongst others. They state that their programme teams have worked to integrate this into teaching content, research and guest lectures, and are taking steps in other areas such as selection and placement supervisor training. This remains an ongoing piece of work and will continue to develop this going forward.
  - o We note there appears to be many opportunities for Learners ot feedback on the programmes but wanted to know how this feedback is acted upon. We did raise a quality activity to explore this are further and this was explored in quality theme seven which also looked at the pulse survey they discussed. Following the additional information, the

provider submitted we found greater clarity on how feedback is acted upon, examples and evidence from the pulse survey was also provided. We had no concerns going forward.

- **Practice placement educators** –
    - o The Provider notes in their reflections to this area that the system for approving and ensuring quality of practise-based learning is operated on a programme-level. The provider has recognised that closer liaison is required at all levels between the academic and placement teams. They plan to develop resources outlining placement expectations and support available for learners. The provider has discussed success they have identified, such as bringing placement educators into the planning and development of modules.
    - o They note that examples of joint problem solving that goes beyond the individual placement and enhanced training opportunities has received positive feedback from learners and supervisors. They state that they have always held regular meetings with placement educators to obtain feedback on placements, however this was disrupted by the pandemic, but they were able to move these to an online format. Placement providers had previously indicated they would appreciate knowing further in advance which learners and how many learners would be coming to them for placement, with the flexibility now provided by online format this has now been achieved..
    - o We explored this area further via a quality activity, this was regarding placement capacity and was looked at in quality theme 11. Following the additional information and insight submitted as part of the quality activity we had no further concerns.
- **External examiners** –
    - o The provider discusses how their external examiners are happy with the standards and content of the approved provision, reporting this in their 2020-21 report. The challenges identified centred around wanting a gain a greater range of views by encouraging examiner appointments from diverse backgrounds. They worked on this by asking their schools to consider diversity when appointing examiners and also creating a blend of examiners from practitioner and academic backgrounds. They discuss that they will continue to monitor this, noting that examiners are only replaced every four years and therefore it may take some time to see the results of this work.
    - o Examiners have noted in their feedback in that they often don't have enough information to comment on various areas. The provider therefore identified this as an area for development, to provide more information so that they examiner can make a judgement. The provider views this as important to their development and as such they developed and introduced their module development plan which has reviewed positive feedback thus far. They have plans in place to review and respond to examiners feedback, noting in the few instances where examiners raised concerns around standards, their mechanisms in place ensure that any issues are addressed to the examiner's satisfaction.

o   We explored this area further via quality activity <u>13</u>. Following the additional information and insight submitted as part of the quality activity we had no further concerns.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time

<u>Data and reflections</u>

Findings of the assessment panel:
o   We note that the provider has data points available and have responded / reflected on each of the data points. They have used the data relating to learners not continuing to identify areas for development for themselves, such as around fostering inclusivity, a sense of belonging and also academic support. They are performing along the benchmark when it comes the do data on graduate outcomes but note that they can improve on this when their vision 2028 plans come more into fruition, and it may take a cycle of learners in order for that data to be realised.
o   They have reflected also on the available TEF score we have for them and that many developments have taken place since the TEF score was awarded to them. With many developments having taken place in regard to learner employability, financial stability, relationships with employers, learner continuation and satisfaction. They have also reflected on their NSS score and how providers will have seen an impact on the learner satisfaction scores partly due to the pandemic and the challenges / impact this will have had on the learners. They have discussed the importance of learner's feedback on their planning, developments and priorities. They have identified communication between their staff and learners as a key area of concern for learners and an area for development. They have identified the mechanisms they have in order to mitigate this including the course committees that were moved online, module evaluation questionnaires as well as latter NSS data. We determined that the provider was performing well in this relation with some encouraging data present and a good level of engagement with this data.
o   We did however raise a quality activity looking at the modular evaluation forms, vision 2028, participation and access plans and staffing levels. This was explored further in quality theme <u>14</u> and the provider responded to our queries with further information and reflections. Following this we found the provider has demonstrated that they have processes in place for continual review. Furthermore, that enhanced software is available which should help moving forward, their provision is strong, they have strong reflections, good abundance of data provided. Following this review we have no concerns going forward.

Risks identified which may impact on performance: Following our review of these sections and the relevant quality activities we identified no risks going forward

Outstanding issues for follow up: Following our review of these sections and the relevant quality activities we identified no areas that need to be referred to another process at this time

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

Reason for this recommendation: We are making this recommendation as data are available and intelligence shows the education provider to be performing well across many areas. In addition, there are no significant issues identified from the review which the education provider would need to resolve prior to a five-year review period. Furthermore, we have been able to identify areas of good practise that the provider should be commended for.

Education and Training Committee decision

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

Based on all information presented to them, the Committee decided that the education provider's next engagement with the performance review process should be in the 2026-27 academic year.

Reason for this decision: The committee agreed with the findings of the visitors during this review and were satisfied with the recommended review period.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			03/10/2022
BSc (Hons) Occupational Therapy via apprenticeship	WBL (Work based learning)	Occupational therapist			01/09/2021
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1994
BSc (Hons) Physiotherapy Degree Apprenticeship	WBL (Work based learning)	Physiotherapist			01/09/2020
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2013
BSc (Hons) Podiatry Degree Apprenticeship	WBL (Work based learning)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2020
Doctorate in Clinical Psychology (DClinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/09/1991
PG Certificate Independent and Supplementary Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	19/09/2022
Professional Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/09/2014
Professional Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych)	FT (Full time)	Practitioner psychologist	Educational psychologist		01/01/2005