Performance review process report

University of Nottingham, 2018-21

Executive summary

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

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

There are no referrals and issues to highlight. This report was considered by our Education and Training Panel on 31 March 2023.

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

Previous consideration	Not applicable. 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	Outline next steps / future case work with the provider: • 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:

Keren Cohen	Lead visitor, practitioner psychologist, counselling psychologist
Marie Price	Lead visitor, dietitian
Manoj Mistry	Service User Expert Advisor
John Archibald	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers ten HCPC-approved programmes across four professions. It is a higher education institution and has been running HCPC approved programmes since 1997.

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Dietitian	☐Undergraduate	☒Postgraduate	2017
	Physiotherapist	☒Undergraduate	☐Postgraduate	1997
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2005
Post-registration	Independent Prescribing / Supplementary prescribing			2018

Institution performance data

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	332	354	2021/22	The enrolled numbers of learners across all HCPC approved provision is slightly higher than the approved intended numbers we have on our record. We explored this as part of our initial assessment of the documents and as part of Quality theme 1.
Learners – Aggregation of percentage not continuing	3%	1%	2021/22	The percentage of learners not continuing is less than the benchmark at the education provider. This implies there are few learners who are not satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	93%	94%	2021/22	The percentage in employment or further study is slightly more than the benchmark at the education provider. This implies learners who successfully complete their learning at this institution make progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Gold	2017	A gold award indicates that the institution is doing well.
National Student Survey (NSS) overall satisfaction score (Q27)	76.1%	75.8%	2021/22	This score indicates that the percentage of learners who are satisfied with their learning is slightly lower than average.

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

We have reported on how the provider is performing on all areas, including the areas below, through the Summary of findings section.

Quality theme 1 – staffing on the educational psychology programme

Area for further exploration: The education provider reflected in their narrative they had reduced the number of staff who work on the educational psychology programme. The visitors were unsure whether this had an impact on the programme and consequently how the education provider had ensured there were an appropriate number of staff able and equipped to deliver the programme effectively. We were therefore unclear of the education provider's reasoning to justify the number of staff in place in relation to the practical requirements of the programme, the number of learners, their needs, and the learning outcomes to be achieved. Also, we were unsure about any recruitment plans and timelines if the education provider intended on recruiting more staff.

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: The education provider reflected how the staffing level of the education psychology programme is in line with the professional body guidance of staff:student ratio. We understood any vacant tutor positions were filled and covered on a temporary basis by HCPC-registered educational psychologists, whilst the programme completed their recruitment process. The visitors recognised the

education provider had fully addressed their concerns by confirming how they had considered their staffing requirements and recruited to the education psychology programme. Following this quality activity, we had no further questions going forward.

<u>Quality theme 2 – measures to ensure availability of practice-based learning</u>

Area for further exploration: The visitors noted the education provider's narrative explained a range of programmes had challenges in terms of securing practice-based learning. For example, in 2020 the number of commissioned training places on the clinical psychology programme was increased by 25%. The education provider informed us this increase came with little notice and exerted pressure for clinical placements. The visitors however were unsure what work or plans the education provider had had to implement to mitigate against this, and so sought further appropriate information.

The visitors also noted a two-week complimentary practice-based learning opportunity had been established. We were unsure though of the reasons for this and if it was for a specific programme. We therefore sought further information about what the two-week complimentary practice-based learning opportunity involved.

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 understood the programmes use quality assurance measures and monitoring, and placement capacity development and monitoring to ensure there is sufficient practice-based learning to meet learners needs. All practice education providers must satisfy the education provider's expectations and requirements for practice-based learning. We were informed the clinical psychology programme worked with regional clinical psychology services to secure a sufficient supply of placements.

Programme teams worked with regional partners to ensure a sufficient supply of appropriately supervised and supported practice-based learning opportunities. For example, we understood the dietetics programme had introduced simulated and complimentary placements to help increase placement capacity.

We were informed the complimentary placement was specifically for the dietetics programme. The education provider had established new private, independent, voluntary organisation (PIVO) practice-based learning opportunities. This was so learners have the chance to apply knowledge and develop skills and competence in a diverse range of settings. Learners undertook the complimentary placement at a range of practice education providers. Following this quality activity, we had no further questions going forward.

Quality theme 3 – dietetics simulated virtual placement

Area for further exploration: The education provider informed us that a three-week simulated virtual placement was developed for the dietetics programme. The focus of this was to prepare learners for tele-health clinics as part of their main placement. However, the visitors were unclear about the reasoning for the approach to what learners were doing in placement and any monitoring or assessment which had taken place.

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: The visitors were informed the three-week simulated virtual placement involved learners having self-directed learning time to complete statutory mandatory training and to prepare for assessed tasks. The education provider explained the placement was monitored by the placement tutor during the end of week review meeting. We noted the assessment was via completed placement assessment tools. Following this quality activity, we had no further questions going forward.

Quality theme 4 – rating system and placement quality

Area for further exploration: The visitors noted the education provider implemented a red, amber, and green (RAG) rating system for placement quality. However, we were unclear how effective the system had been in the period under review. The visitors were also unsure whether the learners going to placements that have a lower rating would be at a disadvantage to peers who were going to a green rated practice-based learning site. The visitors therefore sought clarity about how the RAG rating had been utilised over the period under review, including what the impact of a red rating meant.

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: The education provider explained a placement would be rated red if there was inadequate staffing to support learners. If this was the case, they put in place measures to mitigate against any impact, such as training and support for practice education provider staff. The education provider stated learners are not allocated to a red placement. Such a placement was reviewed by the education provider placement manager before any learners could restart using the placement. We were also informed amber placements highlight to the education provider a change or situation where learners have reported a challenge such as, accessing wi-fi. Amber rated placements were monitored by the education provider

placement manager to ensure the challenge was rectified. Following this quality activity, we had no further questions going forward.

Quality theme 5 – promotion of equality and diversity for the prescribing and physiotherapy programmes

Area for further exploration: Within their portfolio, the education provider informed us there had been changes and improvements made regarding equality and diversity. For example, for the dietetics programme, we noted the education provider was attempting to close the attainment gap of those graduating from the programme. However, the visitors were unsure what work the prescribing and physiotherapy programmes had done to actively promote diversity and equality of opportunities. We therefore sought more information about their reflections for these professions.

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:

Physiotherapy
We noted the content of the physiotherapy programme now includes the development and integration of equality, diversity, and inclusion (EDI), and issues of culture throughout all years of study. The education provider stated an inclusivity toolkit had also been developed. This contained support for module and programme leads. The education provider explained the toolkit is helping decolonize the curriculum and ensure meaningful and consistent engagement with faculty and education provider EDI priorities. We understood all team members have attended curriculum development workshops to apply the toolkit. The education provider outlined how the programme team had also engaged in EDI conversations with the professional body, the Chartered Society of Physiotherapy (CSP).

Prescribing
The education provider explained the prescribing programme promoted diversity and equality of opportunities in different ways. We noted the programme puts EDI into context and applies concepts, such as ethics and law, by using case studies. We understood these case studies represent a diverse UK population who engage with healthcare services. We were also informed clinical settings are chosen which represent the range of NHS services. The education provider outlined how and why a range of simulated patients had been devised to illustrate factors, such as age, gender, and disability, influence relationships with illness and medication. The education provider informed us all teaching staff have successfully completed training on equality, diversity and inclusion in the workplace and unconscious bias.

Following this quality activity, we had no further questions going forward.

Quality theme 6 – changes to programmes following COVID-19

Area for further exploration: The education provider informed us in their portfolio COVID-19 had created the need for changes to programmes. For example, the introduction of online placements. We were also informed some of these changes were kept once restrictions had been lifted. However, the visitors were unclear about what changes had been permanently made and why. We therefore sought further information about the reasoning to keep specific activities going forward.

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: The education provider informed us they learnt much from COVID-19, especially the need for flexibility while maintaining standards of educational delivery. We noted the education provider is retaining some virtual delivery of their programme to reflect the blended healthcare delivery which was introduced across the NHS during COVID-19. The education provider explained it was important they ensure learners are prepared for different types of consultations and for the range of technology available to compliment these consultations. As such, we were informed virtual clinics will continue to be part of the simulated placement delivery. Following this quality activity, we had no further questions going forward.

Quality theme 7 – learner voice and the move to blended learning for the educational psychology programme

Area for further exploration: The education provider informed us in their portfolio the education psychology programme had moved to a blended learning model. However, we were unsure how the learner voice was reflected upon as part of this move. We sought further information about whether learners' perspectives, such as through feedback or a consultation, had been considered about this move.

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: The education provider stated the education psychology programme moved to a blended learning model for the delivery of the curriculum through COVID-19. We were informed this was a temporary measure and the programme has now largely resumed in-person teaching.

The education provider explained the programme has four main mechanisms which it used for seeking and gathering feedback on the delivery of its curriculum and its

teaching and learning process. Learners are consulted and feedback obtained as part of:

- regular module evaluation;
- monthly course staff-learner business meeting with each cohort;
- the programme reference (management) group, which includes learner representatives; and
- having the opportunity to meet external examiners to comment on the teaching and learning processes received.

The education provider informed us feedback from learners indicated they valued the adaptability and flexibility in teaching and learning in response to COVID-19 and the opportunity to learn online as well as in person, where possible. We were satisfied with how learners had fed back on the use of blended learning, their feedback had been considered, and how the self-directed virtual placement is monitored. Following this quality activity, we had no further questions going forward.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:
- **Resourcing, including financial stability** –
  - We noted the education provider continued to recruit positively to its programmes over the review period and healthcare education remains a priority for them. We understood the education provider has ambition for modest growth following the lifting of COVID-19 restrictions, and with increasing quality assurance of non-traditional placements. The visitors consider all programmes appear well-resourced.
  - As detailed in Quality theme 1 of the report, the education provider informed us the staffing level of the education psychology programme remained in line with the professional body guidance of staff:student ratio. We understood any vacant tutor positions were filled and covered on a temporary basis by HCPC-registered educational psychologists, whilst the programme completed their recruitment process.
  - We are satisfied with how the education provider is performing in this area.
- **Partnerships with other organisations** –

- o We noted the education provider has an effective relationship with Health Education England (HEE). HEE provided funding to help increase local placement capacity. We understood this was ensured through the appointment of local practice educators or providing resources such as laptops to enable learners to be able to use technology to consult with patients. All programmes attend annual HEE contract meetings.
- o The visitors noted good evidence of extensive partnership working across the range of provision. We recognised all programme leads interact with their professional bodies and are regularly accredited to ensure they deliver curriculum which meets the knowledge, skills, and professional requirements of graduates. In addition, we were informed all programmes actively engage in strategic meetings with managers and clinical leaders from services that link to provide practice-based learning opportunities.
- o We are satisfied with how the education provider is performing in this area.
- **Academic and placement quality** –
  - o We understood feedback gathered through the education provider's methods and mechanisms from other stakeholders (for example NHS partners), had ensured the curriculum and assessments reflected the real-world needs of practice over the review period. The education provider informed us annual monitoring had made sure all provision had adhered to the quality manual.
  - o We noted the education provider's placement quality measures had ensured practice-based learning opportunities met quality standards.
  - o As detailed in Quality theme 4, the education provider explained how the placement RAG rating works effectively.
  - o We are satisfied with how the education provider is performing in this area.
- **Interprofessional education (IPE)** –
  - o We understood IPE gave learners across all years of study the opportunity to learn with and from other appropriate healthcare professions. We noted IPE opportunities included being placed in virtual pharmacy clinics, studying on multi-professional programmes, and working as part of a multi-disciplinary team on placement. The education provider informed us IPE activities continue to be co-ordinated by the Centre for Interprofessional Education and Learning.
  - o Learners had reflected on their experiences. Practice-based learning ensured they applied their learning from the IPE sessions.
  - o We are satisfied how the education provider is performing in this area.
- **Service users and carers** –
  - o We noted the commitment from the education provider to ensuring service users and carers were effectively involved with each programme.

- We considered how reflection on service users and carers involvement showed meaningful engagement.
- We also recognised how service user involvement was important to learners, the education provider, and the wider population.
- We noted the education provider used a voluntary service user group. Their involvement allowed learners to hear the voice of the population they work with and provide care for.
- We are satisfied with how the education provider is performing in this area.

- **Equality and diversity –**
  - We recognised the commitment of the education provider to supporting both learners and staff while ensuring equality and diversity.
  - We noted the education provider's commitment to widening participation and recognising the need to better support learners with protected characteristics and from diverse backgrounds.
  - The education provider has used mechanisms, such as a festival, to actively highlight diversity, raise awareness, and stimulate discussion.
  - We considered the education provider has shown their dedication to inclusivity. For example, they established an ethnic minority mentoring scheme, and appointed a lesbian, gay, bisexual, transgender, queer / questioning, intersex (LGBTQI) champion.
  - As detailed in Quality theme 5, we noted programmes across the professions were actively promoting diversity and facilitating equality of opportunities.
  - We are satisfied how the education provider is performing in this area.

- **Horizon scanning –**
  - We understood the education provider has maintained good external connections in the review period. We recognised this was effective in keeping programmes aware of future opportunities and developments. The education provider informed us they have kept under review diversifying learners through inclusion and internationalisation.
  - We noted the education provider informed us all programmes have different future priorities. For example, the physiotherapy provision is redefining its purpose, and the dietetics programme is focussing on digital learning strategies and simulated placement.
  - We consider the education provider has appropriately recognised their future needs across all programmes.
  - We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19** –
  - o We recognised the education provider's management of learning during COVID-19 was successful. For some programmes, the education provider stated COVID-19 had a great impact. For example, the Chartered Society of Physiotherapy lowered the practice-based learning hour threshold required for professional registration. For the dietetics programme the NHS was closed to learners during summer 2020 when the education provider places learners for placement. We understood in response, the autumn teaching was delivered over the summer months and learners went out on placement in the autumn instead. For other programmes, COVID-19 had minimal impact on intake or the experience of learners.
  - o The visitors considered the education provider had a positive response to the challenges of COVID-19. All programmes seemed to be responsive to changes to regulations and guidance, while being committed to delivering quality education.
  - o We recognised the issues explored in this area as detailed in Quality theme 6 of this report and are satisfied with the education provider's response.
  - o We are satisfied how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods** –
  - o We considered the education provider had recognised COVID-19 had necessitated integrating technology much more into their programmes. Reflection and learning on the transition to remote delivery had shaped a range of blended learning approaches now adopted by programme teams. We understood the education provider stated the role of Microsoft Teams as a teaching forum and tele-health clinic platform had meant all programmes reflected on the most effective aspects of blended learning. These have been retained within programme delivery to support learners with more flexibility and diversity.
  - o We recognised the education provider had developed digital training resources to support practice-based learning. This learning package is used as preparation to a face-to-face contact session to allow discussion. We noted the issues explored in this area as detailed in Quality theme 7 of this report and are satisfied with the education provider's response.
  - o We are satisfied how the education provider is performing in this area.
- **Apprenticeships** –
  - o We understood the education provider has a small number of apprenticeship programmes. The education provider informed us they have no further plans at this stage to develop other apprenticeship programmes. We considered the education provider is aware of apprenticeship routes at other education providers and how they may impact their provision.

- o The visitors are therefore satisfied with the education provider's performance in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors recognised the education provider has undergone a process of reflection and learning stemming from COVID-19. This resulted in blended learning approaches now employed by programme teams. The visitors considered this blended approach to be an effective method to support teaching and learning, so learners can develop and meet the learning outcomes.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - o We recognised the education provider's regulations, policies and processes are aligned with the advice and guidance of the quality code. We noted the education provider is no longer assessed against the quality code by an external regulator. These assessments stopped in 2016 when Higher Education Funding Council for England was replaced by the Office for Students. The education provider informed us they were last assessed against the quality code in 2016.
  - o We are satisfied how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies** –
  - o We understood the education provider is working with Trusts as they have several placement settings where learners are rated by Care Quality Commission (CQC) as requiring improvement. We recognised the programme teams are committed to reviewing and amending practice-based learning plans and / or providing additional training and support when an issue is highlighted by the CQC.
  - o We are satisfied how the education provider is performing in this area.
- **National Student Survey (NSS) outcomes** –
  - o We recognised the education provider is proud of the results it achieved during the last review period. As the NSS applies to undergraduate programmes, this affects the physiotherapy programme only.
  - o Results for 2021 were impacted by COVID-19 and demonstrated a slight reduction in satisfaction (83.78% in 2020 to 81.78% in 2021). The education provider informed us this decrease was consistent with other education providers. We considered the education provider evidenced effective plans to respond to these results. These incorporated investment in learning resources and learning opportunities through technology and innovation, and a return to face-to-face teaching.

- o The visitors noted NSS scores have dropped but consider COVID-19 should be considered. They also noted it is clear the physiotherapy team have plans to improve the results.
  - o We are satisfied how the education provider is performing in this area.
- **Office for Students (OfS) monitoring** –
  - o The visitors noted the education provider stated they have adhered to all OfS requirements and have not been under any enhanced monitoring over the past three years.
  - o We are satisfied how the education provider is performing in this area.
- **Other professional regulators / professional bodies** –
  - o The visitors noted all the education provider's programmes have fully engaged with professional body regulation over the past three years. The education provider demonstrated responsiveness to recommendations and have received commendations.
  - o The education provider explained direction from professional bodies was particularly valued during COVID-19 to provide guidance how practice-based learning could continue to be delivered. Members of the programme teams work with their professional bodies and / or the HCPC as partners and are very familiar with the standards they are required to meet.
  - o We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - o We understood the education provider had updated the curriculum across their programmes. This was part of an ongoing cycle to ensure the programmes remain high performing. We considered the updates which had been made were in line with contemporary themes. For example, the visitors noted the dietetics programme curriculum had been updated with regards to sustainability and mental health.
  - o We are satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance** –
  - o The visitors considered the education provider engaged effectively with professional bodies. The education provider informed us they adjust programmes in accordance with recommendations from professional bodies. For example, the education provider valued the direction from professional bodies during COVID-19 to provide guidance how practice-based learning could be delivered.
  - o We are satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning** –

- The visitors considered providing practice-based learning for learners had been a challenge for the education provider. They recognised HEE had provided support for the education provider to increase learner numbers and has provided funding to help increase local placement capacity. We also noted the education provider is working to ensure there is availability of appropriate practice-based learning for all learners. The education provider placement manager has been focussing on developing additional capacity and establishing alternative types of practice-based learning.
- The visitors recognised the issues explored in this area as detailed in both Quality theme 2 and Quality theme 3 of this report and are satisfied with the education provider's response.
- We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors recognised changes to the curriculum had been implemented according to contemporary themes. This will include adding technology, simulation, and virtual reality into learning. We recognised learning will reflect the population the education provider serves including, dealing with the complexity of multiple long-term conditions and diverse populations. The visitors considered these themes ensure the curriculum reflect the needs of the local and global community.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
    - The visitors considered the mechanisms for learners to feed back about their experiences were effective. For example, learners feedback via module evaluations, and forum meetings. We considered the education provider is committed to supporting learners. For instance, all learners are allocated a personal tutor and they are required to meet at least once per semester. We recognised there has been one complaint from a learner, and this resulted in 'no case to answer' for the education provider. However, we noted the education provider reflected on the complaint and has put in positive steps to ensure a robust paper trail.
    - We are satisfied how the education provider is performing in this area.
- **Practice placement educators** –
    - We understood how practice educators fed into the programmes, for example by attending strategic meetings and attending a biannual learner training forum. We considered there was effective

communication and engagement between the practice educators and the education provider.

- o We therefore considered the education provider is performing well in this area.

- **External examiners** –
  - o The visitors considered feedback from external examiners is mainly positive with no areas to work on to implement changes. External examiners provided specific feedback about issues. For example, the external examiner for the educational psychology programme stated the programme's reponse to COVID-19 had resulted in minimal disruption and unwanted outcomes for learners.
  - o We therefore considered the education provider is performing well in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel: We noted the appropriate reflection undertaken by the education provider. We also noted, through the data, the education provider has performed well. The education provider supplied an honest reflection of their performance. For example, in response to the aggregation of percentage of learners not continuing, the education provider explained they had invested significant resources in increasing support for learners. This included academic skills advisors, and mental health advisors and counsellors. They also reflected there have been challenges, such as staff requiring extra time to support learners struggling with COVID-19, mental health, and by answering questions around the compulsory COVID-19 vaccination for all healthcare learners.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 5: Issues identified for further review

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

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

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

Reason for next engagement recommendation: We have come to this recommendation because they consider:
- the education provider has performed well during the review period;
- the education provider is committed to quality assurance;
- the education provider responded positively to the challenges of COVID-19;
- the education provider received positive feedback from formal review activities;
- the education provider's self-reflection identifies areas that need attention and they have appropriate and effective plans to address them;
- all programmes have implemented strategies to facilitate and respond to feedback from different stakeholders; and
- where we did have areas we wanted to explore further, the education provider responded with sound reasoning and evidence.

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: ETC made this decision based on the above visitors' recommendations.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Master of Nutrition and Dietetics (MNutr)	FT (Full time)	Dietitian			01/09/2017
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
Doctorate in Applied Educational Psychology (D.App.Ed.Psy)	FT (Full time)	Practitioner psychologist	Educational psychologist		01/01/2005
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/2005
Professional Doctorate in Forensic Psychology	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/09/2010
Top up Professional Doctorate in Forensic Psychology	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/09/2010
Non medical prescribing for Allied Health Professionals, Degree level	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2018
Non medical prescribing for Allied Health Professionals, Degree level	DL (Distance learning)			Supplementary prescribing; Independent prescribing	01/08/2018
Non medical prescribing for Allied Health Professionals, Masters level	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2018
Non medical prescribing for Allied Health Professionals, Masters level	DL (Distance learning)			Supplementary prescribing; Independent prescribing	01/08/2018