![hcpc health & care professions council]

Performance review process report

University of Bristol, 2022-23

Executive summary

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

We have
- Reviewed the institution's portfolio submission against our institution level standards and found our standards are met in this area following exploration of key themes through quality activities.
- Reviewed the institution's portfolio submission to consider which themes need[ed] to be explored through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Recommended when the institution should next be reviewed.

Through this assessment, we have noted:
- The areas we explored focused on:
  - The education provider's continual monitoring of practice placements, which they achieve through meetings and feedback. The visitors made recommendations regarding monitoring the outcomes of external assessment of practice placements.
  - The interprofessional education (IPE) opportunities available to learners throughout the programme. The education provider demonstration IPE is integrated into the programme through events, research and placements.
  - Involvement of service users and carers (SU&Cs) in different elements of the programme. They are involved in learning and teaching, and the visitors made recommendations to consider involving SU&Cs in other areas such as recruitment and programme development.
  - The education provider's planning for the future in terms of reflecting on changes in the sector, profession and education environment which may affect their programme. They reflected on pressures on the profession and how it is continually changing, which they plan to keep abreast of.
  - The embedding of the new Standards of Proficiency (SOPs). They demonstrated their processes for mapping the new SOPs were appropriate and will be in place for September 2023.

- o Lessons learnt by the education provider post-pandemic. They reflected on changes they made and will keep improving the programme from the requirements and changes during the pandemic.
  - o The monitoring and management of online teaching. The education provider outlined how they obtained feedback and provided support to learners.
- The following are areas of best practice:
  - o The visitors noted the education provider's response to the revised ongoing conditions of registration by the OfS was an area of good practice. The education provider submitted several examples of actions taken. This included document template revisions, review of feedback questions, and updating of data and metrics used by their Quality Team.
- The provider should next engage with monitoring in four years, the 2026-27 academic year, because:
  - o The visitors were satisfied the education provider is performing as expected, providing support to learners, and responding to challenges appropriately. The visitors made recommendations regarding the involvement of SU&Cs and the external assessment of placements. The education provider responded to these during the process regarding how they will consider the recommendations in the development of their processes and programme. A four year monitoring period will allow us to review the impact of these recommendations when the education provider can reflect on implementation, during their next performance review.

Previous consideration	The last annual monitoring in the legacy model of quality assurance was in 2018-19. They have not had any other interactions with our processes in the legacy model of quality assurance or the current quality assurance model.
Decision	The Education and Training Committee (Panel) decided: • 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: • 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:

Rosemary Schaeffer	Lead visitor, Occupational Psychologist
Hazel Anderson	Lead visitor, Prosthetist/ Orthotist
Ian Hughes	Service User Expert Advisor
Sophie Bray	Education Quality Officer

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require

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

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

Section 2: About the education provider

The education provider context

The education provider currently delivers one HCPC-approved programme across one profession]. It is a Higher Education Institution (HEI) and has been running this HCPC approved programme since 2005. Previously they delivered education for the hearing aid dispenser and arts therapist profession, but these programmes closed in 2004 and 2002 respectively.

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

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2005

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[1].

Data Point	Bench-mark	Value	Date of	Commentary

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

			data point	
Numbers of learners	12	30	2022	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission. The education provider is recruiting learners above the benchmark. We explored this by reviewing their reflections on resourcing of the programme, which the visitors agreed was satisfactory.
Learner non continuation	2%	2%	2019-20	This Higher Education Statistics Agency (HESA) data was sourced from summary data. This means the data the provider-level public data. The data point is equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 1%, demonstrating improving performance.
Outcomes for those who complete programmes	94%	95%	2019-20	This HESA data was sourced from summary data. This means the data is the provider-level public data. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has been maintained, showing good performance.

Teaching Excellence Framework (TEF) award	N/A	Silver	June 2017	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education."
Learner satisfaction	77.5%	74.4%	2022	This NSS data was sourced at the summary. This means the data is the provider-level public data. The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has been broadly maintained? We explored this by reviewing the education providers reflections on learner satisfaction, as outlined in the data reflections section. The visitors were satisfied with the action plans they have in place.

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

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

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

<u>Quality theme 1 – Ensuring practice placements are monitored appropriately.</u>

Area for further exploration: The education provider outlined how new practice placements are approved, demonstrating appropriate processes in place to ensure placement quality at the beginning of their partnership. They did not reflect on how they ensure continued quality of placement providers through monitoring. The visitors explored how they monitor/ assess placement providers and what actions they would take if required. It is important the education provider ensures quality of a placement provider throughout the duration for which they are supporting learners.

Outcomes of exploration: The education provider outlined how a placement tutor oversees each placement and learner. There are regular meetings, both in person and virtually between the learner, placement tutor and their placement educator. If issues are identified, placement tutors have flexibility to allow extra time to respond if needed. There are a range of ways issues are addressed, including further meetings, escalation to the placement's Principal Educational Psychologist and the programme Director. There were no references of monitoring of placements by external bodies. They outlined how within training events for practice educators' considerable attention is paid to educators' professional service contexts and any general challenges are problem-solved by the group. The visitors were satisfied practice placement monitoring is satisfactory in response to detected issues. They recommended the education provider consider more proactive mechanisms to identify issues which may affect learners. The visitors highlighted this could be achieved through monitoring the outcomes of external assessments of placements by organisations such as the Office for Standards in Education (OFSTED).

<u>Quality theme 2 – Ensuring there are appropriate interprofessional education (IPE) opportunities for learners.</u>

Area for further exploration: The education provider submitted reflections on IPE which demonstrated the opportunities for learners was from peers, therefore relying on individual prior professional background and experience. They did not outline what other IPE opportunities with learners from other programmes are available to their learners. They visitors explored how they are ensuring adequate exposure to an appropriate range of IPE for learners. It is important there are suitable, reliable IPE opportunities for learners.

Outcomes of exploration: The education provider outlined how there is a multiagency working unit, which provides IPE experiences through teaching and assessment. Learners have planned opportunities to learn with and from others, (e.g., with social work students, teachers) such as at shared research dissemination events. They learn from other doctoral learners from a diverse range of backgrounds (such as within education policy; social policy) within Bristol Doctoral College. Learners are also required to meet other professionals and work collaboratively with them on placement. The visitors were satisfied these examples demonstrate there are appropriate IPE opportunities for learners.

Quality theme 3 – Ensuring service users and carers (SU&Cs) are involved in the programmes throughout their duration.

Area for further exploration: The education provider acknowledged the value of co-taught sessions with SU&Cs and reflects on the impact of SU&Cs on the programme. There was a lack of reflection on the involvement of SU&Cs, and how this is maintained as a significant theme consistently throughout the programme. The visitors explored evidence of SU&C involvement with learners on the programme and other aspects such as programme planning and feedback. It is important SU&Cs are appropriately involved in the programme throughout its duration.

Outcomes of exploration: The education provider outlined how their programme is located within the Norah Fry Centre for Disability Studies (NFCDS), an internationally acclaimed disability research centre. Research conducted here involves SU&Cs with different experiences, and the programme's ethos and practices reflect the NFCDS. SU&Cs are also involved with learners during their placements throughout the programme. This includes understandings and intervention plans co-constructed with SU&Cs. These experiences are debriefed and reflected upon to support the learning across the learner group. Further to this, SU&Cs from regional special educational needs and disability information, advice, and support services (SENDIAS) provide teaching to learners. The visitors were satisfied there are appropriate areas of involvement of SU&Cs in the programme. They recommended for the education provider to consider SU&Cs involvement in areas not limited to learning and teaching, for example admissions processes, feedback, and programme design.

Quality theme 4 – Appropriately planning for the future through horizon scanning.

Area for further exploration: The education provider reflected on global themes such as their focus on net zero initiatives. However, there was no horizon scanning regarding the programme itself and how it will be potentially affected by future changes. The visitors explored if there are any changes or opportunities specific to the programme. It is important the education provider is able to plan ahead and anticipate changes which may affect the delivery of their programme.

Outcomes of exploration: The education provider submitted more detail regarding challenges and opportunities they anticipate for their profession in the future. For example, they outlined how there are statutory pressures in Local Authority Educational Psychology Services are significant and unlikely to alter in the short-medium term. Professional training requires providers to equip learners with the knowledge, skills, and competencies to meet the current professional workforce requirements but also to anticipate and meet the needs of a future professional context. This will require continual development of the programme to ensure it stays relevant, and they have increased emphasis upon the application of learning in professional practice. The visitors agreed the examples provided demonstrated the education provider has reflected on future challenges faced by the profession and how these will impact on the programme. Their strategies regarding how they will address these challenges are proportional to the issues.

<u>Quality theme 5 – Ensuring there are appropriate processes in place to embed the new Standards of Proficiency (SOPs)</u>

Area for further exploration: The education provider outlined how they believed the SOPs were already embedded into the programme and therefore no change was needed. There was no reflection on the assertion the SOPs were embedded, and necessary changes made to document this. The visitors explored the education providers reflections regarding their process to ensure the new SOPs are embedded and how they have evidenced this through documentation. It is important the education provider can validate their claims of the SOPs being embedded into their programme through appropriate processes and records.

Outcomes of exploration: The education provider submitted further evidence to demonstrate how each of the key development themes for the new SOPs were embedded into their programme. They outlined how the programme was mapped against the revised SOPs and aligned well with the programme. There are planned discussions with learners about the changes to make them explicit. They plan to have these discussions with placement practice providers and practice educators as well. Learners' professional practice portfolios will require them to reflect upon their progress against the revised SOPs. All existing teaching units are currently being amended/updated for September 2023 with updated links to the revised SOPs. The evidence provided satisfied the visitors the education provider is appropriately embedding the revised SOPs into their programme.

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

<u>Quality theme: Institution self-reflection</u>

Findings of the assessment panel:
- **Resourcing, including financial stability** –
  - The education provider ensured the stability of their provision through annual planning and budget cycling, referred to as the Integrated Planning Process (IPP). Through this process they review and report risks including probability and impact and mitigation plans. This occurs quarterly and is reported to the Audit and Risk Committee, a sub-committee of their Board of Trustees.
  - They are planning process improvements to implement in 2023. This includes reviewing the key risks and ensuring that they map to strategic objectives. They plan on updating their 'risk appetite' statements. They have reflected on the HEI sector being competitive and a challenging financial environment. This heightens the importance for understanding and managing businesses risks appropriately. The IPP supports them

to do this. They reflected on how the IPP is a helpful tool which helps managers at different levels and positions see how they fit into the strategic plans. They stated it allows senior managers to make informed decisions; and promotes a culture of evidence-based decision-making.
  - o The visitors were satisfied with their performance in this area. The education provider demonstrated they have an appropriate system for governing financial and other resource planning.

- **Partnerships with other organisations** –
  - o The education provider has a central Academic Quality and Policy Office (AQPO) who manage the approval of educational partnerships and ensure an underpinning legal agreement is put in place.
  - o They reflected on how the programme team and their partners have had to work closely together to overcome the challenges to delivering education caused by the pandemic in innovative ways. They have a Policy Framework on Higher Education Provision with Others. This and related guidance and processes was reviewed and revised in 2021. This was to clarify the guidance and policy to make it easier to understand and more useful to proposers. The approval process was made consistent and more able to react to new proposals arising in a timely manner. They outlined how minor refinements/ continual improvement may be made now that there has been time to embed the processes and guidance.
  - o They successfully established a Gateway Group of stakeholders. They reflected on how aligning the partnership approval processes to what happens with programme approval means the right people are consulted and could input ahead of a decision being made. They stated this ensured less unexpected issues arise because by having the right group of stakeholders comment earlier in the approval process, issues are less likely to come to light at the contracting stage.
  - o The visitors were satisfied with their performance in this area because the education provider demonstrated they are managing partnerships appropriately and responding to emerging changes.

- **Academic and placement quality** –
  - o The education provider's academic quality was praised by their External Examiner (EE). They reflected on the challenges of maintaining academic quality during the pandemic due to the changes in teaching and learning methods. They changed timetables and increased support and flexibility for learners to respond to challenges and ensure quality.
  - o They recognised the integration of university-based sessions and placement experiences is a key challenge of professional learning. The visitors explored how the education provider ensured placements are monitored appropriately in quality theme 1. They reflected on how this was a strength of the programme, which was further developed by extending the focus on the application of learning on placement for learners.

- The education provider introduced dissemination events to improve and develop the effectiveness of the dissemination of learners' research. This is with the intention of the high quality research helping to improve the quality of the profession. These events were well received and strengthened their relationships with partners in the field.
- The visitors were satisfied with the education provider's performance in this area. They demonstrated how they were monitoring academic and placement quality appropriately.

- **Interprofessional education** –
  - The education provider submitted information about their interprofessional education (IPE) opportunities. They reflected on how flexibility of time was a challenge for ensuring IPE opportunities were available for learners. They have a specific module focused on IPE opportunities (explored in [quality theme 2](#)), but also demonstrated IPE is embedded throughout the programme.
  - They established a range of opportunities for learners to learn with, and from one another. For example, opportunities for learners to discuss issues from their previous professional roles. There are also opportunities to learn from other professions during the 300+ placement days they have during the programme.
  - The visitors were satisfied with their performance in this portfolio area because the education provider demonstrated how they were monitoring and developing IPE opportunities.

- **Service users and carers (SU&Cs)** –
  - The education provider outlined how their programme is located within the Norah Fry Centre for Disability Studies (NFCDS), a disability research centre. The thinking and ethos of the programme reflects that of the NFCDS. The location of the programme provides opportunities as well as challenges to involve SU&Cs. This was explored further in [quality theme 3](#). They stated how there is a coherence and commitment of staff and learners to the importance of service users and carers.
  - They have developed the D.Ed.Psych Research Commissions (RCs) which is undertaken in Year 1. These RCs represent partnerships with Educational Psychology services and a range of SU&Cs. This helps the programme to stay relevant with up to date and topical issues. They outlined how they are committed to regular evaluation of the impact of SU&C involvement. Their evaluations have shown a significant positive impact upon learners' thinking, understanding and skills. The education provider continues to develop practices, knowledge and skills that promote the involvement of SU&Cs.
  - The visitors were satisfied with their performance in this portfolio area because the education provider demonstrated they are monitoring and developing SU&C involvement across their programmes.

- **Equality and diversity** –
  - The education provider outlined how they plan to continue to develop and deliver a range of new access, success and progression

interventions. This is to achieve the desired change in equality, diversity and inclusion (EDI). An example of this is ensuring assessment and feedback practices are fair, inclusive and accessible to all learners. They plan to promote and highlight the Equality, Impact Assessment guidance to staff. This is to ensure they are equipped to fully embed inclusion into any decisions, policies or activities that may impact on people and learners. They also outlined a number of initiatives they have in place to support learners from underrepresented groups to succeed.

o The education provider has put several mechanisms of staff support in place. This includes a programme for all staff to learn about and embed anti-racism into their practice, which is named as a priority for the education provider. They also established a Decolonising Teaching and Learning Working Group to advise their academic schools and help initiate decolonisation work. There is a new EDI Strategy Monitoring and Implementation Group to ensure effective application of EDI action plans. They reported they have seen good participation so far and are monitoring the progress of these initiatives.

o The visitors were satisfied with their performance in this portfolio area because the education provider demonstrated they are continually developing their approach to EDI to benefit learners and staff.

- **Horizon scanning** –
  o The education provider reflected on global themes such as their focus on net zero, and institutional wide considerations for the future. After further exploration through quality theme 4, the education provider submitted their considerations of issues which may impact on their HCPC-approved provision. These included the continued pressures of workload on the profession, and challenges to ensure the programme stays relevant in line with a rapidly developing profession.
  o They outlined appropriate plans to address the institutional wide themes, which encompass all education delivered by them as a provider. They are addressing programme level challenges through continual development and review to ensure changes are made where necessary.
  o The visitors were satisfied with their performance in this portfolio area as the education provider demonstrated they are identifying potential future challenges. They identified ways they plan to manage risks and utilise opportunities appropriately.

Risks identified which may impact on performance: The visitors identified limited involvement of service users and carers in all aspects of the programme, as explored in quality theme 3. There were clear examples of them involved in teaching and learning, but not other areas such as admissions processes, feedback and programme development. They made a recommendation for the education provider to consider other areas for SU&C involvement on the programme. The education provider is aware of this recommendation and has responded they will consider this when developing their SU&C involvement.

Outstanding issues for follow up: None.

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
  - The education provider stated how their programme underwent a review and mapping exercise to ensure it aligned to the revised SOPs. They stated how all SOPs were already embedded into their programme, and the process to establish this was explored in [quality theme 5](#). They submitted documents to evidence the mapping exercises which showed they were appropriately aligned to the new SOPs.
  - They plan to discuss the changes with learners, practice placement providers, staff and placement educators. This will ensure they are aware of the changes. They will also update portfolios to require learners to reflect on progress against the new SOPs.
  - All documentation will be updated for September 2023 with updated linked to the revised SOPs. The visitors were satisfied there has been appropriate processes to ensure the new SOPs are integrated into the programme. They were satisfied there are appropriate plans to ensure continued support for learners and staff.

- **Impact of COVID-19 –**
  - The education provider went through a rapid and unplanned transition to online learning and assessment during the pandemic in 2020. They made several arrangements to teach, assess and support learners during the lockdown period. They ensured online learning and assessment allowed learners to demonstrate the intended learning outcomes for each programme and could progress through the programme.
  - They reflected on how this period was challenging, and some of the mechanisms they put in place to address this. For example, a 'safety net' was established for learners studying in 2019/20. This meant their year outcome would not be any worse than the marks they achieved in that academic year prior to the pandemic. This showed how they supported learners despite the unplanned and rapid changes to the programme.
  - The education provider acknowledged how the impacts from the pandemic, such as difficult experiences during the period of restrictions, are likely to continue for the foreseeable future. To alleviate some of the impacts, and to implement adaptions into the programme which worked well during the pandemic, they introduced some blended learning. This included providing applicants a video about the profession and the programme, to inform them and allow them time to process information. It also aimed to reduce anxiety of interviewees ahead of interviews.
  - The visitors were satisfied with their performance in this portfolio area as the education provider reflected on what worked well from some of the adaptations made to academic delivery and support.

- **Use of technology: Changing learning, teaching and assessment methods** –
  - The education provider outlined how they incorporated the use of technology into teaching. This was increased during the pandemic when all teaching was moved online. They outlined how this increased use of digital technologies and approaches during the pandemic was a challenge, as outlined above. They increased the use of structured and integrated blended approaches. This meant more asynchronous online activity, online assessments and enhanced use of online platforms. They reflected on how this provided better consistency, flexibility, learner autonomy and allowed self-paced learning.
  - The education provider outlined the different mechanisms by which they manage and monitor online learning. This included feedback from learners, regular discussions with the teaching team, business meetings and personal tutorials. To ensure there was appropriate support for learners they implemented frequent breaks to give respite to learners. There was also a strategic programme priority to focus upon learner wellbeing, enacted by frequent and regular feedback from trainees, weekly updates of the week ahead and frequent personal tutorials.
  - They started a Digital Learning Environment (DLE) review project in 2022 which will propose, prioritise and implement changes to the technologies, practices and processes of the DLE. They aim for this to position them at the leading edge of innovation in their use of educational technology, improving both the learner and staff experience.
  - The visitors were satisfied with their performance in this portfolio area. The education provider reflected on the development of their digital platforms and new ways of working. They have responded to the needs of learners through technology and modification of programme delivery.

- **Apprenticeships** –
  - The education provider is not a registered apprenticeship training provider. There is no apprenticeship standard for Educational Psychologists at level 8 in the UK, therefore the programme is not eligible to be delivered as a higher degree apprenticeship. They reflected on how they would consider becoming an apprenticeship provider if there is a demand for provision which requires it to fulfil a gap in provision identified by an employer. They outlined how they continue to monitor the apprenticeships landscape. and will apply for the register. The visitors were satisfied with their reflection in this portfolio area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education** –
  - The education provider outlined how there is no ongoing regulatory requirement to meet the Quality Code in England. Despite this, they plan to maintain alignment with the Quality Code as a source of reference when policies and procedures are updated. The visitors were satisfied with their reflections on the UK Quality Code.

- **Assessment of practice education providers by external bodies** –
  - The education provider outlined how their practice placements are not regulated or assessed by any external bodies in their initial submission. The visitors explored how they monitor the quality of their placements through quality theme 1. They stated their practice placements operate within a national agreement with placement providers called the Practice Placement Partnership Framework (PPPF).
  - They submitted information regarding how the placements are monitored and reviewed, and when issues are highlighted, these are addressed by placement tutors. There is a process for issues to be escalated to higher management if needed.
  - The visitors were satisfied the education provider is undertaking internal monitoring of placements and obtaining feedback. However, they made a recommendation for the education provider to review the outcomes from external assessments of their placement providers.

- **Office for Students monitoring** –
  - The education provider specified how they have not been subject to any monitoring by the OfS. They have considered the revisions to the ongoing conditions of registration and taken steps to ensure that they remain compliant. Several actions were identified to ensure they met the expectations set out in the conditions, which are currently being worked through. They provided examples of changes which have been made. Changes are overseen by their Academic Quality and Standards Committee (AQSC) and their Quality Assurance Framework reflects any changes made.
  - They plan to continue to monitor their performance against the thresholds established by the OfS and take steps to address any specific issues where a risk has been identified. The visitors were satisfied with their performance in this portfolio area.

- **Other professional regulators / professional bodies** –
  - The education provider outlined how their programme is accredited by the British Psychological Society (BPS). They received feedback from the BPS encouraging them to develop models to disseminate and enhance access to the outputs from learners' work. In response the education provider developed research dissemination, for example research summaries from research commissions.
  - They received positive feedback regarding their relationships with placement providers. They hold regular Advisory Panel events which are attended by regional service managers, staff and learners from the programme. They reflected on how these are excellent opportunities to discuss developmental areas of common interest, such as recently,

bursaries in the context of rapidly- increasing costs of living. The visitors were satisfied with their performance in this portfolio area.

Risks identified which may impact on performance: The visitors identified a potential risk in the lack of proactive monitoring of practice placements (as explored in quality theme 1). They made a recommendation for the education provider to consider external assessment of practice placements to ensure ongoing quality. The education provider is aware of this recommendation and has responded they will consider this when developing their monitoring processes.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:
- The visitors noted the education provider's response to the revised ongoing conditions of registration by the OfS was an area of good practice. The education provider submitted several examples of actions taken. This included document template revisions, review of feedback questions, and updating of data and metrics used by their Quality Team.

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - The education provider reflected on how their programmes curriculum is primarily driven by relevant regulatory and professional body standards and guidance, and a changing sector. They outlined how it is necessary for the curriculum to be dynamic and flexible to adapt to legal and professional developments. For example, the Children and Families Act, 2014 altered the statutory, professional context which they responded to. They recognised how mechanisms such as Advisory Panel meetings ensure they respond to changes in a timely manner.
  - Programmes were currently going through a curriculum review to ensure alignment with the new SOPs, as discussed in the thematic reflection section. Changes will be implemented in the 2023/24 academic year.
  - They reflected on how they have received positive feedback from learners regarding the quality of speakers who have been involved on the programme. They outlined how speakers are well briefed and supported to maximise their expertise and motivation. Given the remit of the profession and its increasing breadth, they outline how maintaining and developing relationships with such a network of high-quality speakers is essential.
  - The visitors were satisfied with their performance in this portfolio area. The education provider reflected on their processes to review programme curriculum. They have identified where changes have been made and the justifications for these changes.

- **Development to reflect changes in professional body guidance** –

- o The education provider outlined how their programmes are meeting guidelines set out by relevant professional bodies. For examples, they reflected changes to the Children and Families Act, 2014 which altered the statutory, professional context of some of the programme content.
  - o They reflected on how EDI has become more central in professional guidance. They stated their programme has a strong social justice foundation with a recognised reputation for fostering effective, values-based critical thinking. They reflected this was a useful context from which to develop and innovate further from. They have also worked closely with learners to develop this aspect of the programme and will monitor changes to inform future developments.
  - o The visitors were satisfied with their performance in this portfolio area. The education provider provided examples of responses to professional body guidance changes, illustrating their responsiveness and appropriate means to address changes.

- **Capacity of practice-based learning** –
  - o The education provider reflected on how they have worked hard to ensure they have positive relationships with their regional placement providers. Their placement educators attend twice-yearly Advisory Panel meetings to discuss issues of mutual interest including practice-based learning. Learners also attend these meetings and the education provider reflected on how the discussions of the management of placements are useful for all stakeholders.
  - o They outlined how placement educator training has been a useful forum to discuss innovations in practice-based learning. For example, considered use of technology has helped to mitigate the restrictions to the holding of in-person meetings.
  - o The education provider stated the availability and predictability of professional practice placements is very good and has improved. They work with the NOREMIDSW consortium, which has enabled the Southwest to establish an effective system for managing years 2/3 placements.
  - o The visitors were satisfied with the education providers performance in this area. They recognised success in the education provider being in a positive position of not having any placement capacity issues.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - o The education provider collected feedback from learners in formal and informal ways. This includes regular meetings between learners and programme staff, evaluations of taught sessions and Advisory Panel meetings. They stated how they valued these opportunities to discuss

business matters which contribute to the development of the programme and improved learner satisfaction.

- o They reflected on developments in relation to EDI as a good illustration of the collaboration between learners and the programme development. The development was initiated by the programme team and informed by close communication with learners. The EDI developments were co-constructed with trainees over the past two years. Key ideas have been discussed across each year of the programme.
- o They outlined how learners often return to work with the programme as professional supervisors or research commissioners. They reflected how this demonstrated how learners feel positively about the programme and education provider. The visitors were satisfied with their performance in this portfolio area. The education provider provided examples to show they work with learners to develop the programme.

- **Practice placement educators** –
  - o The education provider outlined how all programmes seek feedback from placement educators. This is done through training events, reports, meetings and their Advisory Panel. They reflected on the challenges experienced during the pandemic with regards to ensuring appropriate support was in place with placement educators. They recognised flexibility and adaption was needed to address this. The programme team shared supportive ideas with the practice educators and some innovations have remained in place such as technology like Microsoft Teams.
  - o They reflected on how professional practice supervisor training events received positive feedback. These training events provided opportunities for feedback and enable shared practice. This ensured there were appropriate opportunities for this insight, which did not impact significantly on practice educators who were increasingly located in busy, pressurised work contexts.
  - o The visitors were satisfied with their performance in this portfolio area. The education provider demonstrated how they have obtained feedback from placement educators.

- **External examiners** –
  - o The education provider submitted their latest External Examiner (EE) report and reflected on the feedback given. They reflected on how the increasing costs of living was a significant concern for learners and was a prominent subject at the most recent EE process. To address this, a Southwest services meeting in 2022 was led by Bristol and Exeter universities and was useful in eliciting an agreement to increase financial support.
  - o They responded to feedback regarding increasing the diversity of assessment and increasing the assessment focus upon the application of learning on placement. They outlined how proposals have been made to diversify the assessment on the programme to increase the focus upon the application of learning on placement. They plan for

these proposals to be discussed in detail with learners to guide their development.
- o The visitors were satisfied with their performance in this portfolio area. The education provider clearly outlines how EE feedback is used to drive actions and is considered as an important contribution to develop programmes.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

<u>Data and reflections</u>

Findings of the assessment panel:
- **Learner non continuation:**
  - o The percentage of learners not continuing the programmes is consistent with the benchmark. The education provider reflected on how during the last five years, only one learner has not completed the programme, and this was due to health reasons. In the instance of any issues with completion rates being identified, these would be discussed within the school. They stated there are currently no concerns and the visitors were satisfied with this outcome.

- **Outcomes for those who complete programmes:**
  - o The percentage of learners who complete programmes in employment / further study is higher compared to the benchmark. They reflected how the Graduate Destinations date for the programmes shows how between 2017-2020, 100% of learners were in employment. They consider this to be a strength and success of the programme. They will continue to monitor this and support learners to achieve employment/ career continuation after programme completion. The visitors were satisfied with this outcome.

- **Teaching quality:**
  - o The education provider was awarded a Silver award for the Teaching Excellence Framework (TEF) award in 2017. They outlined how they were undertaking an application to the next TEF cycle which is taking place in 22/23 academic year. Results for this are expected in August 2023. They reflected on the application process from the previous TEF, and the indicators from current and previous TEFs. They stated they are proud their successes in learner outcomes are clearly demonstrated, however, they acknowledge how significant challenge remains in parts of the NSS satisfaction ratings, as discussed through the report. The visitors were satisfied with this outcome.

- **Learner satisfaction:**
  - o The National Student Survey (NSS) overall satisfaction score is lower compared to the benchmark, and the education provider acknowledged how the NSS response rate was low during the reporting period. They submitted detailed survey results from across their institution,

identifying subjects where the score was significantly lower. They identified areas of low satisfaction, such as marking and feedback, and have implemented an action plan to respond to these areas. The visitors were satisfied with the actions in place to address the learner satisfaction rates.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

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

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

Reason for next engagement recommendation
- Internal stakeholder engagement
  - o The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
  - o The education provider engaged with professional bodies. They considered professional body findings in improving their provision.
  - o The education provider engaged with other relevant professional or system regulator(s) (e.g., OfS). They considered the findings of other regulators in improving their provision.
  - o The education provider considers sector and professional development in a structured way.
- Data supply
  - o Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:

- o From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.
- In summary, the reason for the recommendation of a 4 year monitoring period is:
    - o The visitors were satisfied the education provider is performing as expected, providing support to learners, and responding to challenges appropriately. The visitors made recommendations regarding the involvement of SU&Cs and the external assessment of placements. The education provider responded to these during the process regarding how they will consider the recommendations in the development of their processes and programme. A four year monitoring period will allow us to review the impact of these recommendations when the education provider can reflect on implementation, during their next performance review.

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 Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Doctorate of Educational Psychology (D.Ed.Psy.)	FT (Full time)	Practitioner psychologist	Educational psychologist		01/01/2005