
Performance review process report

London Metropolitan University, 2021-22

Executive summary

Process stage – final visitor recommendation reached, covering:

- A 5-year monitoring period was advised by the visitors following their review. This Provider shall next enter Performance Review in academic year 2026-27.
- Visitors identified both some areas of good practice and some areas that required further investigation via a quality activity. The areas requiring further investigation included what support was in place for new members of staff, how learning is shared across the different programmes, how feedback is acted upon, how Service Users experience informs learners grades, how fitness to practice issues are resolved and finally what lessons were learnt in a reaction to covid, were any of covid measures implemented being kept.
- The visitors were satisfied with the providers response during the quality activity. visitors commend the provider on their “Fair Outcomes Framework and Education for Social Justice Framework” and recognise this as a point of good practice. This area is well developed and far exceeding a benchmark for this area. Following this review no issues were raised to be referred to another process.

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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 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 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:

Duane Mellor	Lead visitor, Dietitian
Fiona McCullough	Lead visitor, Dietitian
Manoj Mistry	Service User Expert Advisor
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers eight HCPC-approved programmes across two professions. It is a Higher Education Institution and has been running HCPC approved programmes since 2004. The provider has delivered programmes since 2004, with both of the doctorate level Psychology programmes being run from this time. They have in later years gained the additional programmes with the MSc/PgDip Dietetics and Nutrition being added in 2011 and the BSc (Hons) Dietetics and Nutrition following in 2012 then the BSc (Hons) Dietetics following in 2018. They have previously engaged with our former monitoring process (Annual monitoring) in academic year 2018-19 and ongoing approval of their provision was confirmed.

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	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2011
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2004

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	120	238	2018-19	The benchmark indicates the number of learners the approved programmes were originally approved for. The value is the numbers of learners who were enrolled in the last academic year according to the provider. We can see a disparity between the two numbers; however the value can have reached this number after incremental

				changes. The visitors were made aware of this ahead of their review. They explored this area further via a quality activity, looking at the staffing levels, see quality theme one for more information.
Learners – Aggregation of percentage not continuing	3%	0%	2018-19	This value being zero is far higher than the benchmark and is something the visitors were made aware of this ahead of their review. This value indicates that there are no learners not continuing their education at this institution and is a positive outcome.
Graduates – Aggregation of percentage in employment / further study	93%	82.50%	2018-19	There is a disparity between these two numbers, and therefore a significant negative score of 10.5% below the benchmark. Whilst this still implies the majority of those completing programmes go into employment or further study the level of this is lower to the benchmark and therefore lower in comparison to other similar providers. The visitors were made aware of this prior to their review and explored this further via a quality activity. This is detailed in quality theme six.
Teaching Excellence Framework (TEF) award	N/A	Bronze	2017	A Bronze award indicates there is room for improvement. However, it is worth bearing in mind that TEF no longer issues scores with the replacement system still being developed. This score was awarded back in 2017 and therefore could be quite outdated.
National Student Survey (NSS) overall satisfaction score (Q27)	75.15%	82.18%	2021	The data point here shows how the providers value exceeds the benchmark score for this area indicating learners are expressing

				satisfaction in the providers provision.
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Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Quality themes identified for further exploration

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

Quality theme 1 – Staff recruitment and support

Area for further exploration: The visitors were concerned about the staffing levels as the evidence supplied within the providers reflections, demonstrated there has been expansion of the total numbers of learners and recruitment of new staff has occurred and continues to occur. The visitors also wanted to explore further what kind of support mechanisms are in place for new staff. They requested further information about the progress of recruiting staff and the plans are in place to support new members of staff. They sought further clarifications about how the provider ensures sufficient numbers of staff are in place.

Quality activities agreed to explore theme further: We sought clarification on these points via email communication as this would allow the provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

Outcomes of exploration: The provider submitted an explanation of the induction process for new members of staff, provided programme level recruitment information and staffing numbers. They demonstrated how all staff members are provided with ongoing support via dedicated training and learning functions.

The visitors were satisfied on the effective and established procedures in place to recruit and develop staff. It is clear from their response that approved programmes

are valued, and are financially secure, with logically realistic plans to expand the programmes going forward. The visitors had no further concerns going forward.

Quality theme 2 – Partnerships and Placement management, expansion and evaluation.

Area for further exploration: Following their review of the portfolio and supporting documents, the visitors had some questions regarding partnerships with other organisations, interprofessional education and also academic and placement quality. The visitors noted the expansion in the placement's providers being utilised with a focus on expanding the range of placement provision. But currently simulated placements are depended upon to support the current cohort size. To gain a greater understanding and greater clarity on the proposed expansion and monitoring / evaluating procedures in place, the visitors requested further information on several areas:

- How are placements managed at school and programme level?
- What are the current and future approach to sharing learning across different programmes?
- How placements are currently managed and the plans to extend the placement provisions?
- When on placements, is inter-professional activity recorded and captured?
- How is learner and placement educator feedback acted upon?
- What is the quality evaluation process for the Psychology programme?

Quality activities agreed to explore theme further: We sought clarification on these points via email communication to allow the provider the opportunity to elaborate on previous information they had sent or to send further evidence documents to answer the queries.

Outcomes of exploration: The provider reflected that they have found that the programme level is the best way to manage partnerships and placements. This is due to differences between their psychology and Dietetic programmes, such as the much smaller size of their psychology programmes. There is also a difference in the system for allocating placements, with Dietetics placements being allocated to learners, whereas learners choose their placements from a database for psychology provision.

Learning across programmes is a schools-based approach, however they plan to expand on this as they expand their roster of programmes in the future. Clarification was also provided on how feedback is utilised, such as through stakeholder groups, placement evaluations and manager / supervisor meetings.

Visitors found the response to be comprehensive and highlighting robust systems are in place. They highlighted the provider's utilisation of traditional and non-traditional placements and simulation methods as a positive development point. Visitors noted evidence that the student voice is listened to in both placement and academic settings. The visitors were satisfied their queries were appropriately addressed and had no further concerns.

Quality theme 3 – Changes made during Covid

Area for further exploration: Visitors sought further information about what processes and methods have changed during the covid pandemic, how this worked in practice, and what changes are being kept post-pandemic and moving forward. They followed the reflections in the portfolio section on the impact of covid and also 'use of technology'. The provider had reflected on their moving to online teaching and use of 'black board' systems in reaction to the covid pandemic. Furthermore how the Panopto system is used to support a hybrid style of working, the visitors were unsure from their reflections if this would continue post covid. They also asked what is the timeline for implementing these changes and when will the new 'normal' way of working would be realised.

Quality activities agreed to explore theme further: We sought clarification on these points via email communication to allow the provider the opportunity to elaborate on previous information they had sent or to send further evidence documents to answer the queries.

Outcomes of exploration: The provider explained what measures and mechanisms implemented during Covid-19 are being kept. They have indicated in person learning remains the preferred format, but digital structures exist to provide support and flexibility. They also provided more details on some of these different systems such as the Panopto video capturing system and live online lectures for those unable to attend in person. Visitors found the response was both appropriate and measured and the quality activity appropriately addressed all their concerns.

Quality theme 4 – Stakeholder involvement

Area for further exploration:

Visitors noted systems and processes are in place for the involvement of service users, but this is clearer for their Dietetic provision and therefore asked for further reflections and clarifications:

- Whether Service user and Carer feedback informs the overall learner grades?
- With the overall increase in learner numbers, how has this increase has been managed to support both learner experience and quality?
- Aside from programme level meeting minutes, what other sources of information are available that could help demonstrate learner involvement and how learner feedback is utilised?
- How the provider triangulates different sources of learner feedback to inform course development?

These questions were posed to both profession areas to allow both approved programme areas to expand on their reflections. This allows the provider to submit further reflections and clarification and provide more information for the visitors to review.

Quality activities agreed to explore theme further: We sought clarification on these points via email communication as this would allow the provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

Outcomes of exploration: The provider responded by adding further narrative, reflections and clarification to our feedback document. They explained how service user and carer input feeds into the learner's grade using their pebblepad system and how service user and carer's are actively involved in teaching. They have also reflected on how the involvement of service user and carer's differs from their Dietetics provision to their Psychology provision. Provider also provided clarity of learner involvement and how learner feedback is acted upon. They provided further information on the range of feedback mechanisms such as the NSS survey, post-graduate PTES survey and the online (EvaSys) Student Evaluation Survey.

The module leader receives this and develops action plans in partnership with learners. They also responded to the query about triangulation and also how they are managing the increase in learner numbers. The visitors found this to be thoughtful and an appropriate involvement of service user and carer's for Dietetics exceeding what is expected for the threshold level and meeting threshold level for their Psychology provision. The visitors had no further concerns with the process and approach to this area and they considered that the quality activities had adequately addressed the queries raised.

Quality theme 5 – Practice placement Educators

Area for further exploration: The visitors found little information regarding the training and support in place for placement educators within the psychology provision and therefore asked for further information on this area. The visitors asked one question around the theme of support and training for practice placement educators. The question posed was a request for more information on the support and training provided to practice educators including when an issue arises for the psychology programmes.

Quality activities agreed to explore theme further: Visitors recommended the provider respond via email clarification or a narrative response as this would allow the provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

Outcomes of exploration: The provider submitted further reflections and clarification via our feedback document. They explained how placement provision is evaluated and how any matters that arise during the practice placement is handled.

The visitors found the response to be comprehensive and marked this having achieved what they would expect at threshold level. The visitors had no further concerns.

Quality theme 6 – Data: Employment figures

Area for further exploration: The visitors noted through their review of the performance review submission that the data regarding the aggregation of percentage of those who complete programmes in employment / further study was lower than the benchmark. The visitors therefore looked to request greater detail about employment outcomes, especially for the Dietetics programme posing the following question;

- Any actions or reflection on why the employment numbers are lower than the benchmark?

Quality activities agreed to explore theme further: We sought clarification on this via email communication as this would allow the provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

Outcomes of exploration: The provider submitted further reflections and clarifications via our feedback document which gave further insight into the data present and an updated version of this data. HESA provided a data point on the 'Aggregation of percentage of those who complete programmes in employment / further study' where the provider scores 83% which is below the benchmark score of 93%. The provider reflected that this does not match their own internal data (2018/19) which concerns their Dietetics provision and show 91% (of the 32 learners who completed the survey) were employed or went onto further study. Of these 81% were in highly skilled occupations. For their psychology provision it is a score of 100%.

They demonstrated the employment figures are 2% lower than the benchmark and that they will monitor for the future and explore if the percentage drops further. The visitors had no further concerns with the process and approach to this area and they considered the quality activities had adequately addressed the queries raised.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**
 - The provider presented their reflections on the challenges, developments, and successes. They presented these on different levels, providing insight from their Counselling Psychology programmes perspective or their Dietetics provision respectively.
 - Counselling psychology programme detailed challenges they have faced in their recruitment of new staff. The provider then detailed the mitigating steps they put in to address challenges. For counselling psychology they recognised the programmes popularity, to maintain a good staff-student ratio they recruit a small number of learners each year. To address their recruitment challenge, they have brought in associate lecturers who are counselling or clinical psychologists on short-term contracts to teach and cover the expertise as required.

- Going forward, ongoing plans for recruitment including changing the proposed positions salary to match in-practice in order to make the academic role more appealing, they shall also move the focus of the recruitment away from the number of publications a candidate has.
- Dietetics reflections centred on the programme's stability, reflecting that the provision has a clear place within the School of Human Sciences Strategy and the Institutions Strategic plan. The programmes are popular, and recruitment of learners remains strong. They then detailed plans in place to provide sufficient staffing. This includes the use of associate lecturers to cover the increased learner numbers and going forward they have completed the recruitment of additional members of staff to lead simulated placements and support curriculum delivery.
- Going forward, they shall continue to monitor and evaluate the impact that increasing learner numbers has on the quality of their delivery, placement experience and the quality of their graduates. They reflect that the increase in provision of pre-registration healthcare programmes will support the further development of placement simulation and interprofessional education (IPE), they will continue to ensure that Dietetic's programmes remain a focus of strategic plans.
- The visitors noted a strong approach to this section, with clear plans to improve current provision and that HCPC approved programmes have a clear and secure place within the providers overall strategy. This is compounded with a desire to expand existing provision and add an additional approved Physiotherapy programme.
- Following the quality activity, the visitors found that the provider has had responded to their queries in a clear and measured way. Their response demonstrates that the approved programmes are valued, full staffed and resourced. Additionally, the visitors found the provider to have demonstrated that they have logical plans in place for expansion.
- **Partnerships with other organisations –**
 - The provider has reflected on the strong working relationships they have in place with their existing practice placement providers and this is sufficient for their current capacity needs. They also reflect they have a strong network of communication in place with these partners.
 - The providers mitigating steps revolve around their continued plans to expand their practice based learning to new and novel experiences. They shall do this by working with local GP federations, exploring leadership and research placements and models for long-arm supervision. They shall do this whilst continuing to ensure the quality of these experiences through our systems of placement approval, audit and practice educator training.
 - The visitors noted the approach taken by the provider and their focus on expansion. They also noted their current dependency on simulation to support capacity, but also found it positive for the provider to be establishing leadership and research placements and seeking to evaluate effectiveness and quality of novel placements.
- **Academic and placement quality –**
 - Provider has discussed how they assess their academic quality through modular feedback, through programme committee meetings

and via the external examiners feedback. Provider also runs formative observations of teaching staff which also assess the academic quality of their work, and they complete periodic reviews to assess their quality and ensure they meet their academic quality development (AQD) standards as identified in their strategic plan.

- Reflections on placement quality provide detail on the mechanisms in place for ensuring the quality of placement education. Specifically for the professions:
 - Psychology - this includes requiring placement educators to be HCPC registered or UKCP accredited to maintain a standard in the supervisory input learners receive. Placements are evaluated twice a year through formative and summative reviews and through an annual visit from the placement coordinator.
 - Dietetics - they reflect that all new placements go through an approval process to ensure they meeting meet the HCPC, British Dietetic Association (BDA) and Health Education England (HEE) standards. They are also meeting regularly with the placement providers through the London Dietetic Education Stakeholder group, student leads and during the placement experience. Visitors also noted that the learners voice is listened to and examples of changes with respect to feedback has been highlighted.

- **Interprofessional education –**

- The quality activity concerning partnerships and placement management investigated whether Interprofessional education is captured on placement. Through this, the provider expanded that interprofessional learning is on a school and institutional basis.
- Reflections regarding the Psychology programmes, discuss how learners learn alongside those on MSc programmes. This gives learners an insight into clinical settings' and needs of service users. Additionally, learners have weekly reflective practice groups where they engage in peer discussions and offer peer supervision with the facilitation of tutors. Finally, they have reflected that the learners cooperate on research discussions and presentations, involving all doctoral University learners, they learn from other's research practice and ideas.
- The provider also reflected that there could be increases across disciplines and across subject areas within the same school but also across schools. They have suggested, schools could be holding days for staff to exchange information and research ideas so that further collaborations and wider co-learning that can take place.
- For Dietetics the learners learn from and with learners from Human Nutrition and Biomedical Sciences at key stages within relevant modules at each level of study. They reflect that through this the learners can learn about strong communication, mutual respect, scope of practice and models of multi-disciplinary and inter-professional learning. The experiences here they reflect allow for simulated placement learning, multidisciplinary role with a focus on patient care.

- **Service users and carers –**

- Provider delivered insight into the mechanisms and processes they have find place and practical examples of this. They reflected that

service user and carer's are involved in the delivery of the programme, through participating in assessments. They have discussed the range of support that is provided to service user and carer's to help prepare them for their engagement in the assessment. Provider intends to develop a larger bank of service user and carer's to support their provision. Service user and carer' involvement will include learner recruitment, practice simulation and enhancing their processes. They have presented their reflection on a programme-level basis as shown below.

- For the counselling psychology provision, provider has reflected on service user and carer's involvement, including the running of some classes in a learners final year and final year learners conduct a service evaluation where service user and carer's can be co-researchers and / or participants. Innovations include, collaboration with external companies to source service user and carer's from a range of backgrounds and experiences.
- The visitors explored this section further via a quality activity and the provider responded with further reflections. For Dietetics, the visitors found this to be exceeding what is expected for the threshold level. For counselling psychology, the response and clarifications of the system in place to be at threshold level. The visitors had no further concerns or questions for this section.
- **Equality and diversity –**
 - Provider's reflections detail the different mechanisms they have in place, such as their 'Fair Outcomes Framework'. They have also discussed how their Equality and Diversity policy is applied from the point of admissions through the entirety of a learner's journey. How 'onboarding events' are provided to introduce the learning environment and how course leaders meet with learners to prepare them for the next year, introducing the modules and placements.
 - Visitors explored this area further, first recognising an area of good practice, the provider's Fair Outcomes Framework and Education for Social Justice Framework being well-developed areas. Furthermore, the Social Justice Framework and overall approach is good and should be commended as an area of good practice. Recognised as exceeding the benchmark and should be something other providers can learn from.
 - The quality activity's questioning revolved around prospective applicants who have a fitness to practice issues and whether there was an external or independent voice involved in this process. The providers considerations for such issues are assessed and outlined in the providers admissions policy. Following the additional clarifications in the provider quality activity the visitors had no further concerns or questions for this section
- **Horizon scanning –**
 - The provider has reflected in this section that pre-registration allied health profession programmes remain of high interest to prospective applicants and recruitment into these programmes remains strong. They reflect that their plans to develop this provision is ongoing and will

allow them to further develop interprofessional education and service user involvement.

- They have also reflected on how Covid-19 has impacted their provision and provided the impetus to enact certain changes to the delivery of their provision such as simulated placements, online learning and hybrid delivery. They have embraced online learning beyond this with the use of structured education, BLOGS and VLOGS and have emphasised the importance of preparing learners for the digital world and new approaches to healthcare delivery.
- The provider reflected on their next intended developments through their 'empowering London' strategy. This contains many innovations such as offering provider-led multi-disciplinary health clinics in partnerships with local providers, which will allow their learners to deliver healthcare to the local community. The provider is looking to implement UNICEF's baby friendly standards and become an accredited course. They reflect that these innovations will allow the provider to showcase their provision and improve the quality of their delivery, improving the learner experience.
- The visitors have reflected on this section and found these plans and innovation to be interesting and think this a good area of development to reflect upon during their next review. They have said that there are a number of good examples in this section particularly at the innovation and alignment with key policy and accreditations such as the UNICEF baby friendly standards. The visitors also note their focus on co-creation as part of the social justice framework and their plans to work on the 'Empowering London Strategy.'
- The visitors had no concerns or future recommendations for this area and have found the provider to be performing at the threshold level.

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 noted an area of good practice in relation to the providers approach to Equality and Diversity reflections and innovations. Specifically, the visitors wanted to highlight the provider on their Fair Outcomes Framework and Education for Social Justice Framework which they deemed very forward thinking and something other providers could look to implement. Additionally the visitors identified and noted that the provider is working to expand their roster of placement settings for practise based learning and noted the positive development of establishing leadership and research placements and seeking to evaluate effectiveness and quality of novel placements.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**
 - The provider reflected on the challenges, developments and successes related to this area. Initially reflecting on how prior to lock down the provider moved to online learning in preparation for restrictions being

implemented. They have reflected on the range of mechanisms and processes that they moved to both in preparation for a worsening of the pandemic and as a reaction to the onset of Covid-19. This includes the alteration of placements to online placements and extending if required.

- They have reflected on their plans going forward which includes the continuation of simulated practice and building on this through enhanced simulation suites. They have also described how they will be piloting the use of hybrid delivery methods such as the Panopto system, but also facilitating face-to-face practical sessions as preferred by learners.
- The visitors found the provider to have managed well in the face of the pandemic. They noted the response to Covid has been praised by external examiner and they also noted the retaining and further developing benefits of hybrid learning and simulated placement hours.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - The provider has reflected on the use of technology and a variety of mechanisms they have in place, but also changes they have implemented over the review period. This includes more advanced virtual learning, online teaching and use of the 'Blackboard' and Panopto systems. This has led to a hybrid style of teaching as mentioned in the section on Covid-19. Going forward the provider has reflected on the importance of evaluating their new approaches and monitoring the student experience and evidence of new pedagogical strategies.
 - The visitors noted the use of technology and assessments change / development through Covid from the providers submission and the piloting of the Panopto video capturing system as discussed in quality theme three on changes made during Covid.
 - The provider submitted further reflections and explanations in response to the visitors' queries. They explained what technological systems would remain and how they will approach a blended learning method with both traditional and digital resources being deployed. Following these clarifications, the visitors had no further concerns.

Risks identified which may impact on performance: N/A

Outstanding issues for follow up: N/A

Areas of good and best practice identified through this review: N/A

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - The provider gave a brief reflection to this area and described how they had recently held a successful periodic review of their Dietetic's courses, which implemented their new placement structure, the

Education for social justice framework and changes as a result of COVID19.

- The visitors noted the report from recent periodic review was included and upon reviewing this had no further questions.
- **Assessment of practice education providers by external bodies –**
 - The provider did not give any reflections in relation to this area indicating that this has not occurred during the review period. They instead marked it non-applicable. The visitors noted that the provider has been re-accredited by the British Dietetic Association which is explored in a later section titled 'other professional regulators / professional bodies'.
- **National Student Survey (NSS) outcomes –**
 - The provider has reflected on this section however they have stated that the NSS does not apply to the providers postgraduate Psychology provision. Applying only to their undergraduate Dietetics provision.
 - For those postgraduate programmes not covered by the NSS, the provider has described how learner satisfaction is monitored via the mechanisms of course committee meetings, module feedback forms and the Post graduate taught education survey (PTES) survey that applied to post-graduate provision.
 - For their Dietetics programme the provider has reflected on the NSS with the teaching achieving a score of 95% satisfaction, they do reflect that the overall score is lower with assessment, feedback and returning of work scoring lower than teaching. Other sections of the NSS did not score as highly, such as assessment and feedback and the timing of returned work. Their BSc Dietetics has only had one cohort graduate thus far and they have an action plan in place to act on feedback in a timely manner to provide a positive learner experience.
 - The visitors note the providers reflections in this section and also how the NSS is only applicable for the Dietetics provision, which the visitors note as positive and above the benchmark. Additionally, the scores achieved are commendable results especially when considering these were scored during the pandemic. They also note that there is a clear programme action plan going forward.
- **Office for Students monitoring –**
 - The provider has described how they contribute to their 'Access and Participation Plan' and review ongoing outcomes data from the Office for Students (OfS). The plan focussed on actions to decolonise their curriculum and empower their black and minority learners through the events to showcase work of their graduates from underrepresented groups. They have an active peer support scheme where learners from level 5 support learners at level 3 and 4.
 - The visitors noted these reflections and also noted the providers TEF score. They have fed back that the provider has appropriate content in their 'Access and Participation Plan'. The visitors had no concerns on this section
- **Other professional regulators / professional bodies –**
 - The provider's reflection for this section concerned that they have recently completed a programme periodic review which included British Dietetic Association (BDA) reaccreditation against the BDA (2020)

Curriculum Framework. They summarised this in the section on Profession specific reflection and Curriculum Development. They reflected that the periodic review (BDA) was very successful, with a number of commendations, particularly surrounding their implementation of the framework and the support learners received during the initial stages of COVID19 pandemic.

- The visitors noted this and also noted that the BDA accreditation / reaccreditation is a positive outcome. The visitors had no concerns in relation to this section.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: N/A

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**
 - The provider has reflected that all members of staff have undertaken training as part of their social justice framework and on inclusive assessments and decolonising the curriculum.
 - Within their psychology provision specifically, they have reflected on the mechanisms and innovations that have been implemented. This includes discussions and workshops on intersectionality, unconscious biases, racism and social justice which exist within the timetabled classes. Twice termly lunchtime drop-in sessions are held where learners can reflect on aspects such as race, culture and class in relation to themselves, their learning and clinical practice.
 - They have also identified challenges they may face, such as low levels in participation, or learners may perceive these as a form of assessment. They theorise these anxieties will pass as these meetings progress and have also received positive feedback from learners on these initiatives.
 - Their Dietetics provision reflects that the social justice framework is embedded and a key component of their curriculum development as the integration of simulated placements, and the use of an online portfolio which learners use throughout their degree. They have explored learner satisfaction, continuation and pass rates.
 - The visitors have noted their reflections in this section and have not raised any concerns. They note the connection to the social justice framework, the development is in line with this framework and that the aim is to increase inclusivity of the programmes. They have also fed back stating more content on Equality Diversity and Inclusion (EDI) and inclusion on de-colonising of curriculum is included.
- **Development to reflect changes in professional body guidance –**
 - The provider has reflected that the British Dietetic Association has updated their curriculum framework guidance which they then implemented as part of their periodic review. Their programmes were

- reaccredited in 2022 and they introduced more opportunities for learners to undertake physical assessments.
- For their psychology programmes they have reflected the British Psychological Society (BPS) is developing an EDI policy with an EDI working group will further contribute to the creation of new standards or amendment of existing ones. Moreover, the BPS is working towards the acceptance of qualified counselling psychologists in clinical neuropsychology training programmes.
 - The visitors noted that the Dietetics provision has revised their curriculum and been reaccredited, which suggests a responsive approach to professional body changes. Furthermore, areas strengthened and introduced have been summarised and also note very positive comments in relation to the recent BDA accreditation. The visitors had no concerns regarding this area.
 - Regarding their psychology provision, the visitors noted developments in relation to professional body equality diversity and inclusion developments and which links to the providers framework on social justice.
 - **Capacity of practice-based learning –**
 - The provider has reflected here on their way of utilising novel approaches to practice-based learning. They have described how they have sufficient capacity for their current level of learners but have also described how they plan to expand this. Building new and maintaining partnerships with both practice-based learning providers and education providers. This relates specifically to their Dietetic's provision where the partnerships with other providers are in place and an additional partnerships are being developed. They have also reflected on challenges, such as those around funding and staff consistencies. They are looking at mechanisms and new ways of working for their placements to alleviate these challenges. This includes splitting placements over the summer months.
 - They have also reflected on their placements allocation policy and how learners feed into this process and placements are chosen and also protected characteristics are allowed for. They reflected further on this area on characteristics apply specifically to their psychology provision. They also discuss how learner's development is managed, how their needs are allowed for and the interactions they have with their managers.
 - The visitors did note the providers work with Kings College and also their plan to work with new providers in London in order to share capacity. Furthermore, on their plans to establish new public health placements, altering timetables to offer two timepoints and to optimise capacity. The visitors did not raise a specific quality activity for this area feeling instead it has been covered in the in 'Partnerships with other organisations' section. Visitors felt Dietetic reflections were clear, this was less clear for psychology, but this was addressed in the previously mentioned other sections and they had no concerns going forward.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: N/A

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - The provider reflected on the range and variety of mechanisms are in place for learners to feedback into their processes. This includes modular, programme and institutional levels. They reflect those learners have reported positively on their experiences. They enjoy the practical nature of the provision, the support from staff, the input from specialist guest lecturers and placement experiences.
 - The provider has reflected on areas they need to develop further and make improvements on. Including the turn-around for coursework, assessment guidelines and consistency in responses from staff to requests. Additionally, they have discussed the plans they have implemented to make these improvements such as a commitment to responding to learners within three working days and the returning of coursework within three weeks of submission with plans to keep learners informed if these timeframes are not possible. Finally, they have reflected on the importance of responding to learners to promote a positive learning community
 - The visitors note the reflections and the evidence relating to programme level meetings and the minutes from these. The visitors did have some questions were explored as part of a quality activity. Following this the visitors no further queries.

- **Practice placement educators –**
 - The provider has reflected on the ways educators can feedback into the providers processes and how placements have progressed after each placement. The provider has reflected that recent feedback has generally been positive with some comments on requests for more training on specific systems. The provider has also said this was resolved swiftly and expanded on areas where they have made improvements where they have adapted their teaching and increased the content of paediatric teaching across the Dietetic provision and made it part of the assessment strategy.
 - The visitors have noted the use of the pebblepad system and requests for more training by practice educators. The visitors requested more information via a quality activity on the support and training provided to practice educators including when issues arise.
 - The provider responded directly to the visitors' questions and the visitors found their respond to be comprehensive and addressing the queries raised, declaring at this stage at they found the provider to be meeting the threshold level for this area.

- **External examiners –**
 - The provider has reflected on what they term the 'important indications' from the external examiner on areas for development for their Dietetic

provision . This includes giving clear feedback to learners on their work and indicating who has marked it so the learners can follow up with any work.

- They go on to explain that all suggestions provided by the external examiner were applied and the marking and moderating process has become more transparent on all modules and easier for learners to identify where they need to improve. The topics learners engage with has expanded with an additional focus on BAME populations as well as topics in relation to gender, sexuality, women's health and impact of poverty on access to mental health.
- For the Dietetics provision the provider has reflected on the feedback and recommendations made by the external examiner. This feedback they reflect is positive and they want to work to ensure they continue to communicate effectively and continue to achieve the high standards they currently enjoy.
- Provision specific reflections for their psychology provision and important indications from the External Examiner suggest that standards remain high and learners are well supported throughout. They have reflected that due to the small size of their psychology cohort, the external examiner is able to read through all submissions and provides feedback on each individual submission. Learners have found this individual feedback hugely beneficial.
- The visitors noted the feedback / reflections, finding the provider to have a robust and communicative relationship with their external examiner. Their feedback and recommendations are considered appropriately and applied. Visitors found the reflections to be well presented and feedback well responded to. They found the focus on placement quality by the examiner also to be commendable.

Risks identified which may impact on performance: The visitors did raise a couple of quality activities in relation to learners and practice placement educators and these were responded to by the provider with further information and clarifications. Following this quality and the additional information provided the visitors had no further concerns.

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: N/A

Data and reflections

Findings of the assessment panel:

- The provider has four data points available that we can use to help inform their current levels of teaching quality, learner satisfaction etc. These data points will also be available to allow us to monitor the provision of the provider going forth into the ongoing monitoring period. The provider has reflected on the various scores the data has produced and also provided additional clarifications, they have also at times disagreed with the data. The aggregation of percentage of those who complete programmes in employment / further study' data point from HESA was examined as part of

quality theme six. Here the provider provided further insight into the data and why they were lower than the benchmark including provider more recent data on this area.

- The visitors found the providers response to be thoughtful, appropriate and realistic reflections for this area. The provider has responded to the queries raised after the initial review and they had no further questions going forward.
- The Teaching Excellence Framework (TEF) award which the provider was awarded is a bronze level award. They also noted that this institutional level nature of the rating. Additionally, had it been included with analysis of the data at the time, with better employment, continuation rates as well as a high percentage of learners achieving a good degree, they predict they would instead have been awarded a silver grade award. The visitors noted improvements have been made since the awarding.
- The final data point looked at is the National Student Survey (NSS) overall satisfaction score (covered by Q27), the provider scored 82% at this data point which is far above the benchmark 75% score. The provider has reflected on the data available and their overall high score, they have also reflected on a drop in ratings from the year before but believe this is due to the impact of the pandemic. They have also stated that they will continue to monitor this going forward.

Risks identified which may impact on performance: The visitors did raise a quality activity relating to reflections on why the employment figures were lower than the benchmark. The provider did respond to this query with additional data and reflections, they did conclude that their data does show a 2% lower score than the benchmark and they will continue to monitor this. The visitors did not feel this constituted an elevated level of risk and were satisfied by the provider responses to their queries. This data point will continue to be monitored as throughout the ongoing monitoring period.

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: N/A

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 this recommendation: The visitors found that the provider had engaged fully in this process and reflected well on the various sections. Furthermore, they have provided extensive supporting docs and responded openly and candidly to quality activity requests for further information, clarification and reflection. The provider has demonstrated that they are performing well in many areas and the visitors noted an area they are exceeding expectation and have marked these as areas of good practice. The visitors had no ongoing concerns, or areas to refer to another process and are recommending the maximum 5-year monitoring period. Visitors also note that all required data points available and can be used to continue the monitoring of the providers quality of their provision within this period.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/09/2018
BSc (Hons) Dietetics and Nutrition	FT (Full time)	Dietitian			01/09/2012
MSc Dietetics and Nutrition	FT (Full time)	Dietitian			01/09/2011
Post Graduate Diploma Dietetics and Nutrition (Pre-registration)	FT (Full time)	Dietitian			01/09/2011
Professional Doctorate in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/01/2004
Professional Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2004
Professional Doctorate in Health Psychology	FT (Full time)	Practitioner psychologist	Health psychologist		01/01/2011
Professional Doctorate in Health Psychology	PT (Part time)	Practitioner psychologist	Health psychologist		01/01/2011