hcpc

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Performance review process report

Brunel University, 2018 - 2021

Executive summary

- A 4-year monitoring period was advised by the visitors following their review. This education provider shall next go through Performance Review in academic year 2025-26.
- Visitors identified some areas of good practice and three areas that required further investigation via a quality activity.
- The areas requiring further investigation were contingency planning for placement unavailability, international placement monitoring and parity in interprofessional education.
- The visitors considered the education provider's response to the quality activities was good and they did not have any further concerns or areas for further exploration.
- Areas of good practice identified by the visitors included the education provider's transparent and thorough portfolio; their response to the COVID-19 pandemic; and their responsiveness to external examiners.

Previous consideration	Not applicable. This is because this performance review process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide when the education provider's next engagement with the performance review process should be
Next steps	Subject to the Panel's decision, the education provider's next performance review will be in the 2025-26 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:

Jennifer Caldwell	Lead visitor, Occupational Therapist
David Rovardi	Lead visitor, Independent Prescribing
Catherine Rice	Service User Expert Advisor
Niall Gooch	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 6 HCPC-approved programmes across 3 professions. It is a Higher Education provider and has been running HCPC approved programmes since 1993

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	Arts therapy	☐Undergraduate	☒Postgraduate	2021
	Occupational therapy	☒Undergraduate	☒Postgraduate	1997
	Physiotherapy	☒Undergraduate	☒Postgraduate	1993

Institution performance data

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

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	493	493	2022	This figure is intended to give us an idea of whether the education provider is meeting expectations around recruitment. This provider's recruitment matches expectations very closely and this suggested no problems in this area.

Learners – Aggregation of percentage not continuing	3%	2%	2019-2020	This data point is intended to illustrate whether the education provider is performing well in supporting learners to complete the programme. The fact that only 2% are not continuing suggested there were no problems in this area, and the submission did not give us any reason to think that there were issues.
Graduates – Aggregation of percentage in employment / further study	94%	93%	2019-2020	This data point is intended to indicate whether there is any cause for concern regarding the education provider's ability to support learners into the workplace or additional qualifications. They are slightly below the benchmark, but the portfolio did not offer any grounds for concern.
Teaching Excellence Framework (TEF) award	Silver		June 2017	The TEF is intended to give us an idea about the overall standard of teaching at an institution. Silver indicates a generally good level with room for some improvement. Our portfolio analysis did not highlight any issues in this area.
National Student Survey (NSS) overall satisfaction score (Q27)	75.6%	68.5%	2022	The NSS overall satisfaction score is intended to give a sense of what learners feel about their experience at the education provider. This data point suggests that the education provider has some issues with learner experience. However, the provider did reflect on this in their portfolio and the visitors did not consider that the score raises any serious issues when viewed in this broader context.
HCPC performance review cycle length				N / A as this is the first time the programme has been through performance review.

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 – Contingency planning for unavailable placements

Area for further exploration: In the portfolio, the education provider reflected on their approach to securing appropriate capacity in practice-based learning. Through this reflection they had identified several areas in which they needed to develop.

During the review period, the education provider used a Placement Management Partnership along with other higher education institutions (HEIs), and attended regular regional meetings where they received "real time" updates on placement capacity. These measures enabled them to be constantly reflecting on placement capacity. The visitors wished to explore what contingency measures the education provider had in place to maintain appropriate levels of capacity if placements became unavailable for any reason. They were aware from the education provider's own reflection that there was significant pressure on placements in the region. As a result, they considered contingency planning to relevant theme to explore in order to fully understand the education provider's reflection in this area.

Quality activities agreed to explore theme further: The panel considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

Outcomes of exploration: The provider responded with a narrative of the specific steps taken when a practice-based learning placement becomes unavailable. Action is the responsibility of the Placement Management Partnership and takes the form of immediate co-operation with placement partners to source new placements, and

communication with other higher education institutions (HEIs) to make use of unused capacity. This process can be tailored to the specific needs of a placement.

The visitors considered this process was appropriate and effective to ensure continuing placements for learners, and so support them to complete the programme as necessary.

Quality theme 2 – Process to monitor appropriateness of international placements

Area for further exploration: The portfolio informed us that learners were able to undertake international placements if they wished. The education provider expected these opportunities would mostly be taken up by international learners who wished to undertake placement in their home countries. Learners who wished to take up this option were required to find their own placements.

The visitors considered that this was good practice and would strengthen learner experience. However, they did note that only minimal detail was given about the process by which the education provider would establish the ongoing suitability of international placement providers. Without this information, the visitors were not satisfied that the provider could ensure that these settings were appropriate, safe and effective, and therefore they wished to explore this theme in more detail.

Quality activities agreed to explore theme further: We considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

Outcomes of exploration: In their response, the education provider stated that when a learner informs them of a potential international placement, the practice educator is required to complete an 'Elective placement suitability form'. A copy of this form was provided. The placement team undertake a detailed review of the placement setting, including assessing the risk of failure process and pathways for raising concerns. At this point a formal agreement is signed and a staff member at the education provider is allocated to be the liaison between the education provider and the practice educator.
The visitors considered that this constituted an effective process by which the education provider could satisfy themselves that practice-based learning settings were supportive of the programme aims and would be safe and supportive for learners. Therefore, they did not consider there was any further need for exploration.

Quality theme 3 – Parity of experience for learners in practice-based learning

Area for further exploration: As part of their reflection on interprofessional education (IPE), the provider noted that one of their challenges had been around parity of experience for learners on different programmes. In this context "parity of experience" refers to the education provider's ability to ensure that all learners have broadly similar opportunities to benefit from learning with and from professionals and learners in other relevant professions. The key problem faced by the education

provider had been the logistical challenges of getting learners from various different programmes in the same space at the same time.

The visitors noted the education provider's reflection on this challenge. They were aware that steps were being taken to mitigate the difficulties.

However, the visitors wished to develop their understanding of the education provider's ability to provide appropriate IPE for all learners. Therefore they considered that they would like to explore what specific actions have been taken to ensure parity of experience, following on from the creation of the Head of IPL post and the new module development. This would enable them to thoroughly understand the provider's performance.

Quality activities agreed to explore theme further: The panel considered the most effective way to explore this theme was through an email exchange with the education provider. The areas for exploration were such that additional documentation was sufficient to provide clarity, and additional or in-depth questioning was unlikely to be needed.

Outcomes of exploration: The provider stated in their response that parity was ensured through their provision of a wide range of interprofessional education (IPE) activities. They also noted that, although there was no IPE learning plan, the skills which learners are meant to acquire through IPE are specifically assessed on all the programmes. The education provider explained that "The ability to learn with and from other healthcare professionals is a capability reflected in programme and module learning outcomes".

The visitors considered that, while more might be done in future, the education provider's performance in this area is strong. They are doing all that can reasonably be done to ensure that learners have equitable access to suitable IPE. They concluded therefore that the education provider is performing well in this area.

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** –
  - In the portfolio, the education provider reflected on the financial position of the Department of Health Sciences (DHS), in which the HCPC-regulated provision sits. Overall funding for the department increased significantly before and during the 2018-21 review period (by

over 300% from the 2014-15 baseline). Staffing is highlighted as an area where some difficulties have occurred and where some measures for mitigation have been put in place as a result of the education provider's reflection.

- o To ensure appropriate expansion and resource stability, the College of Health, Medicine and Life Sciences (CHMLS), in which the DHS sits, is increasing teaching and learning spaces and monitoring the growth of cohort sizes on programmes.
- o The visitors considered that this was a strong reflection on the current situation in this area., The education provider was in touch with existing trends and was able to respond to them with clear actions.

- **Partnerships with other organisations** –
  - o There were two key areas for reflection for the education provider regarding this area. One was the impact of the COVID-19 pandemic, which meant that some practice-based learning settings became unavailable and alternatives had to be sought. The second was the management of variation in placement agreements between different practice educators.
  - o The second of these issues was addressed through the new standardised NHS Education Contract, introduced in 2021. Regarding the first, the education provider notes they worked with Health Education England to deliver alternative practice-based learning where existing settings became unavailable. Additionally, they made greater use of international placements, developing their ability to obtain and manage such placements. The visitors explored this aspect through quality activity 2 above.
  - o Overall, the visitors considered the education provider's reflection had been strong and had taken seriously the challenges arising during the review period.

- **Academic and placement quality** –
  - o The key focus of the education provider's reflection in this area was the attainment gap between white learners and those from other ethnic groups. This had been identified through annual monitoring, which is the key formal mechanism by which the education provider ensures academic quality on the HCPC-approved provision.
  - o The education provider has a defined process for dealing with specific incidents where racial bias in assessment or treatment of learners is identified. They are also undertaking a broader review to identify areas on the provision where learners from ethnic minorities might be disadvantaged in a more systematic way. They have asked for input from learners and outside bodies into this process.
  - o The visitors considered that the education provider had reflected closely on this area and had shown themselves to take extensive and clear action in response to an issue that had arisen. Performance in this area was therefore good.

- **Interprofessional education** –
  - o The key area for reflection that the education provider identified in this area was parity of experience for all learners. Although they had a wide variety of interprofessional education (IPE) activities, logistical difficulties were making it difficult for them to bring together appropriate

learners and professionals at appropriate times, meaning that not all learners were getting the same opportunities.
- o This was addressed through the creation of a new senior post, Head of Interprofessional Learning, to co-ordinate IPE across the provision. The education provider also created a new module for the education provider's Clinical Education MSc and developed specific new IPE pathways for particular groups of learners.
- o The visitors considered that this reflection showed strong performance although they did seek to clarify some aspects of the education provider's approach through quality activity 3 above.
- **Service users and carers** –
  - o The education provider has a diverse range of methods for involving service users and carers in their provision. Their key area of reflection in the portfolio was their need to improve support for service user and carers who work with them, and to formalise and standardise the involvement across programmes. As a result, a Service User and Carers Working Group (SUCWG) was created with the aim of ensuring service users and carers are appropriately trained, supported, prepared, and remunerated.
  - o The COVID-19 pandemic also posed challenges for the provider around service user and carer engagement, and the SUCWG is also intended partly to mitigate these difficulties.
  - o The visitors considered the provider had shown evidence of strong reflection in this area, and performance was good. The service user expert advisor did not raise any serious concern around performance.
- **Equality and diversity** –
  - o As noted above in the 'Academic and placement quality' section, the education provider has identified an ethnicity-related attainment gap and has reflected on the reasons for this, and how they can be addressed. Their Student Success Project is a core part of their plan in this area. In addition, their staff have undertaken anti-racial discrimination training. There has also been a concerted attempt to understand barriers to ethnic minority achievement in placement.
  - o The education provider is undertaking a university-wide project to incorporate equality, diversity and inclusion into all aspects of its work.
  - o The visitors considered that this was excellent reflection, and they had no concerns about performance in this area.
- **Horizon scanning** –
  - o The education provider identified several specific areas from reflection as they move forward including: whether their current provision matches workforce demand in the most appropriate way; capacity in practice-based learning; increased use of virtual learning tools; and recruitment and retention.
  - o Specific action is being taken to address each of these.
  - - The occupational therapy and physiotherapy programmes have been asked to develop new Integrated MSc and Professional Doctorate programmes in response to student and employer demand.
  - - New approaches to placement, including more use of virtual placements overseen by the new post of Digital Learning Technologist.

- Promotion of the education provider as a strong research institution to attract and retain staff.
  - o The visitors considered that this showed strong evidence of an institution that was keen to look forward and to develop its offer.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Impact of COVID-19** –
  - o The education provider's operations were significantly disrupted by the pandemic, especially practice-based learning and in-person instruction. In the portfolio their key area of reflection was what adaptations can or should be incorporated in the routine operation of programmes in the post-COVID world.
  - o The education provider noted they will be retaining their more flexible approach to learner engagement with the programme, as well as their increased use of virtual learning and virtual placements. They have determined through internal quality monitoring and other discussions that these are popular and have not affected programme quality. Enhanced welfare support for learners is another outcome of the pandemic that the education provider will be retaining, after reflection on its usefulness.
  - o The visitors considered that performance in this area was good, as there had been strong and transparent reflection.
- **Use of technology: Changing learning, teaching and assessment methods** –
  - o The portfolio contains evidence of the education provider's reflection on their increased use of learning technology and how this has enhanced their programmes. Key areas of development highlighted include increased use of simulation in practice-based learning, more online teaching, easier communication between staff, learners and partner organisations, and new software for submission of learners' work. The portfolio makes clear they are moving forward with these areas in response to new possibilities opened up by technological advance and their learning from the pandemic.
  - o The visitors considered that performance in this area was good, as they had seen abundant evidence of ongoing relevant reflection on use of technology.
- **Apprenticeships** –
  - o The education provider does not currently run apprenticeships in HCPC-regulated professions and do not indicate any plans to develop such provision.

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 education provider had emerged strongly from the COVID-19 pandemic and was taking on board the lessons learned during that time.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - The key area of reflection for the education provider identified in this area stems from a QAA Higher Education Review undertaken in early 2016. Although this was a long time ago now (this report was compiled in February 2023), it does form the backdrop for the education provider's approach to this area in the review period 2018-21.
  - The education provider noted in the portfolio they were given certain commendations during this 2016 cycle, and the QAA requirements for improvements were incorporated into an institution Action Plan. Evidence was submitted as part of the portfolio to illustrate the provider's response.
  - The visitors considered that performance in this area was good as the education provider had given clear evidence of their reflection on a QAA assessment.
- **Assessment of practice education providers by external bodies** –
  - The education provider's portfolio lays out the mechanisms by which they monitor and maintain the quality of practice-based learning through engagement with other London-area education providers and relevant professional bodies.
  - Their key area of reflection is the challenges faced in practice-based learning by some learners from ethnic minority backgrounds, for example bullying, harassment and prejudicial attitudes. To address this, they initiated the Access and Participation action research project, which involves a detailed examination of the experience of ethnic minority learners in practice-based learning, and how their outcomes might be improved (on this subject see also the 'Academic and placement quality' section above).
  - The education provider also notes that they have also introduced the Pan London Practice Learning Environment Audit, a standard developed in partnership with various health education stakeholders.
  - The visitors were confident that the education provider is paying close attention to the feedback received from external bodies and is willing to take defined action on feedback received.
- **National Student Survey (NSS) outcomes** –
  - The portfolio highlights the education provider's reflection on why there have been low scores in some NSS areas during the review period (see also the HCPC data table in section 2 of this report). Lower than expected NSS scores are required to be addressed through programme's individual actions plans.
  - The portfolio suggests the COVID-19 pandemic has adversely affected learner satisfaction during the review period, by disrupting learners' teaching and learning activities and their personal lives. The education

provider presented evidence of their reflection on negative feedback received through NSS scoring. For example, having learner input to moderation of assignments, and improving the ways in which learners are given feedback on their work. Other areas of the portfolio also note that pastoral and other forms of support for learners were strengthened during the pandemic.

- o The visitors considered this showed good performance, as the provider were clearly willing to learn from negative feedback and to adapt their approaches.
- **Office for Students monitoring** –
  - o The education provider noted through the portfolio that they are compliant with the conditions for Office for Students (OFS) registration. There is no reflection included as the OFS has not made any specific demands or requirements for them.
- **Other professional regulators / professional bodies** –
  - o The education provider noted in the portfolio that they are in regular co-operation with all relevant organisations for their provision, for example Health Education England (HEE), the Chartered Society of Physiotherapists (CSP) and the Royal College of Occupational Therapy (RCOT).
  - o The key area of reflection highlighted is practice-based learning. The portfolio notes "many issues arising with placement provision and quality". The education provider has have worked with relevant professional bodies to address these. For examples collaborations with the CSP to improve assessment in placement and develop their approach to equality, diversity and inclusivity (EDI).
  - o Although this section of the portfolio was relatively brief, the visitors considered that the education provider had given strong evidence of reflecting on feedback from relevant organisations in several different areas. They therefore considered that performance was good, because the education provider was able to adapt and develop their offer in response to input.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - o The portfolio described the education provider's reflection on their performance in several key areas related to curriculum development. These areas were, firstly, equality, diversity and inclusivity (EDI), specifically whether the curriculum reflects the institutional commitments in this area. Second, changes in the professional environment which require learners to be prepared for professional practice in a different way. Third, the development of advance practitioner programmes, in co-operation with Health Education England, and fourth, internationalisation of the curriculum.

- o In all these areas the education provider explained why they had decided to take the direction they have chosen, and what they are hoping to achieve.
  - o The visitors therefore considered that the education provider was performing well at developing its curriculum. They were clearly attentive to which areas might need updating and willing to take timely and appropriate action.
- **Development to reflect changes in professional body guidance** –
  - o For this area the education provider state they have good relationships with relevant professional bodies, and they incorporate updated guidance as necessary. They also note many of their staff are experienced practitioners who stay in touch with developments in their profession.
  - o In terms of reflection, the portfolio focuses on the education provider's aim to introduce a more multi-disciplinary approach to sharing expertise across their programmes, in accordance with professional body requirements. For example, they note that children's health and mental health expertise is mostly in the occupational therapy team, while the physiotherapy team contains most of the specialist knowledge about women's health and neurological rehabilitation. They are trying to develop ways of sharing this knowledge more effectively so that it is available to more learners. Part of their response to this involves changes to interprofessional education.
  - o Overall, the visitors could see that the education provider had taken concrete steps in relation to new guidance from professional bodies and so they concluded that the provider was performing well.
- **Capacity of practice-based learning** –
  - o The portfolio identifies placement capacity as an area where the education provider has undertaken significant reflection during the review period. They note a number of areas they regard as strong, including their involvement with the regional Placement Management Partnership and their adoption of new communications technology to facilitate better communication with practice education partners and other education providers in the area.
  - o Areas where their reflection has identified a need for development or improvement include:
    - making better use of existing capacity through more use of simulation, or hybrid placements which have both virtual and in-person elements.
    - ongoing work with the London and South East Placement Partnership group (LSEAPP) and Health Education England (HEE) to develop a fair share formula for practice-based learning.
  - o The visitors considered performance in this area was good. The education provider had provided clear evidence of a continuing focus on maintaining capacity and an innovative approach to making best use of existing capacity.

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 education provider clearly takes very seriously the need for vigilance around capacity in practice-based learning and for co-operation with practice education providers and other education providers.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - The education provider submitted an extensive reflection on some cases of negative feedback received from learners who were dissatisfied with their experience on the programme. They provided several different pathways for learners to provide feedback and make complaints.
  - In these cases, the portfolio showed that the education provider had given a fair hearing to the learners in question and was willing to co-operate with the Office of the Independent Adjudicator (OIA). The education provider also noted that any external finding against them, whether partial or full, will result in an action plan for improvement being generated. In one case, five complainants on an HCPC-approved programme who felt that parts of the programme had not been delivered appropriately had their case partially upheld by the OIA, and so changes were made to the programme.
  - Another important area of reflection regarding learners stemmed from the National Education and Training Survey (NETS). The education provider report that this suggested "high levels of bullying and harassment experienced by students undertaking clinical placements, particularly by female students, students from minority ethnic groups, and disabled students". These outcomes have fed into the equality, diversity and inclusion projects noted above.
  - In light of the transparent and comprehensive reflections in this area the visitors considered that the education provider's ability to respond to learner feedback and complaints was good.
- **Practice placement educators** –
  - The education provider's reflections focused on the feedback they had received from and about practice educators, and what had been done in response to this feedback. For example, learners who undertake practice-based learning with sports teams have had their placements restructured to ensure their schedules do not clash with the schedules of the teams in question.
  - Another instance of action being taken after reflection on practice educator feedback was a renewed focus on learners' behaviour and professionalism after some practice educators reported that this was lacking. This was at least partly due to the disruption to normal placement routine by the COVID-19 pandemic.
  - The education provider has also made strategic changes in response to feedback. They are using a 'Pan-London audit tool' to gain better and more consistent feedback from practice educators, they also have created a new

position within the Department of Health Sciences: the Departmental Director of Practice Education, with broad responsibilities for enhancing their placement offer.
  - o The visitors were confident that the education provider was able to get strong feedback from its practice educators, and to take defined action in response.
- **External examiners** –
  - o External examiners at the education provider are appointed under the External Examiners for Taught Programmes Policy. They are expected to provide an annual report with recommendations for improvement as necessary.
  - o There is substantial reflection within the portfolio on feedback given by external examiners on various programmes within the HCPC-regulated provision. Examples of changes made in response to external examiner feedback include amendments to modular structure, improvement of assessment methods, and an extra focus on learners' writing skills.
  - o The visitors considered that this was strong evidence that the education provider had a proactive and positive approach to gaining feedback from external examiners and taking relevant action.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:
- There is clearly a robust culture of responsiveness to external examiner feedback.

Data and reflections

Findings of the assessment panel: In line with the context document prepared earlier in the case, the visitors did not have any specific concerns around data points, with the exception of the low NSS score noted above. However, the provider portfolio reflected on this in an appropriate way which reassured the visitors that there were no risks related to this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:
- The provider is committed to taking on board feedback from the NSS and taking relevant action to drive improvements.

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 2025-26 academic year

Reason for this recommendation: The visitors considered that this was a comprehensive and transparent portfolio, with appropriate reflection on all necessary areas. They were able to explore some areas of uncertainty through quality activity but did not consider that there were any serious risks to the education provider's effective delivery of HCPC-approved provision.

Reason for this recommendation: We have come to this recommendation because we consider:
- the education provider is clearly committed to quality assurance.
- the education provider responded positively to the challenges of COVID-19.
- the education provider demonstrates responsiveness to recommendations for external regulators and professional bodies.
- the education provider's self-reflection identifies areas which needed attention and they reflected upon their plans had been put in place to address them.
- programmes have implemented strategies to facilitate and respond to feedback from different stakeholders.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1997
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/03/1993
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/10/2021
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2007
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2013
Postgraduate Diploma in Occupational Therapy (pre-registration)	FT (Full time)	Occupational therapist			01/08/2019