
Performance review process report

University of Bradford, 2021-2025

Executive summary

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

We have

- Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed
- Decided when the institution should next be reviewed

Through this assessment, we have noted:

- The areas we explored focused on:
 - Learner safety in paramedic practice-based learning environments – visitors acknowledged the current issues within the paramedic profession relating to safety and therefore sought further assurances from the education provider on how they were ensuring the safety of learners within practice-based learning environments. Through [Quality theme 1](#) the visitors were provided with further information explaining how the education provider was preparing learners and making them aware of professional behaviours and safety. Alongside this they also acknowledged the steps the education provider were taking to encourage learners to raise concerns and make them aware of the processes.
 - The following are areas of best practice:
 - Admissions procedure – visitors recognised the inclusive and flexible recruitment approaches being used for recruitment, which included the removal of unnecessary barriers and the use of online interviews to widen access.
 - Partnerships with other organisations – visitors acknowledged the development of multidisciplinary clinics and services led by learners that were closely aligned to population health needs, alongside the diversification of placement and practice learning environments. This included expanding opportunities beyond traditional hospital settings into primary care, the private, independent, voluntary and other (PIVO) sector and non-traditional environments to support workforce sustainability. In
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addition to this there were also plans to extend placement experiences with models such as the Leadership, Emerging, Advocacy and Programme Development (LEAP) placements.

- The education provider should next engage with monitoring in five years, the 2030-31 academic year.

Previous consideration	Not applicable. The performance review process was not referred from another process.
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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
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Next steps	Outline next steps / future case work with the provider: • Subject to the Panel's decision, the provider's next performance review will be in the 2030-31 academic year
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Included within this report

Section 1: About this assessment	4
About us	4
Our standards	4
Our regulatory approach	4
The performance review process.....	4
Thematic areas reviewed.....	5
How we make our decisions	5
The assessment panel for this review.....	5
Section 2: About the education provider.....	6
The education provider context	6
Practice areas delivered by the education provider	6
Institution performance data	7
Section 3: Performance analysis and quality themes	9
Portfolio submission.....	9
Data / intelligence considered.....	9
Quality themes identified for further exploration	9
Quality theme 1 – Ensuring the safety of learners on paramedic programme in practice-based learning environments	10
Section 4: Findings.....	11
Overall findings on performance	12
Quality theme: Institution self-reflection	12
Quality theme: Thematic reflection.....	20
Quality theme: Sector body assessment reflection	25
Quality theme: Profession specific reflection.....	27
Quality theme: Stakeholder feedback and actions	29
Data and reflections	32
Section 5: Issues identified for further review	34
Section 6: Decision on performance review outcomes.....	34
Assessment panel recommendation.....	34
Appendix 1 – summary report	36
Appendix 2 – list of open programmes at this institution	37

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:

Duane Mellor	Lead visitor, Dietitian
Claire Langman	Lead visitor, Hearing aid dispenser
Catherine Rice	Service User Expert Advisor
Saranjit Binning	Education Quality Officer

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

In this assessment, we considered we did not require professional expertise as the panel covered the profession delivered by the education provider. The lead visitors were satisfied, they could assess performance and risk

Section 2: About the education provider

The education provider context

The education provider currently delivers 23 HCPC-approved programmes across five professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1993. This includes two post-registration programmes for independent prescribing and supplementary prescribing annotations.

In 2024 and 2025 the education provider engaged with the records change process to change the names of biomedical scientist programmes. This required the closure of programme records for the previous name, and approval of the new name. The programme changes were approved by our Education and Training Committee in April 2024, and May 2025 respectively.

The education provider last engaged with the performance review process in 2021. At the meeting in March 2023 the Education and Training Committee agreed that there was sufficient evidence that the standards continued to be met, and the programmes remain approved. A recommendation of a four-year monitoring period was agreed due to the low risk posed by the education provider running HCPC-approved programmes. The Education and Training Committee recognised that a number of their programmes were new and concluded this recommendation was reasonable, as this would allow these new programmes to run fully from admissions to award. This would enable the education provider to collect data and reflect upon performance effectively.

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 2](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Biomedical scientist	☒ Undergraduate	☐ Postgraduate	2008

	Occupational therapist	☒ Undergraduate	☐ Postgraduate	2005
	Paramedic	☒ Undergraduate	☐ Postgraduate	2016
	Physiotherapist	☒ Undergraduate	☐ Postgraduate	1997
	Radiographer	☒ Undergraduate	☐ Postgraduate	1993
Post-registration	Independent Prescribing / Supplementary prescribing			2014

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 programmes¹.

Data Point	Benchmark	Value	Date of data point	Commentary
Learner number capacity	690	975	19/02/2026	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners were assessed and accepted through these processes. The education provider is recruiting learners above the benchmark. We explored this further through the Data and reflections section.
Learner non-continuation	7%	4%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the

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

				provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 3%. We did not explore this data point through this assessment because there was no impact on SETs considered.
Outcomes for those who complete programmes	92%	85%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing below sector norms When compared to the previous year's data point, the education provider's performance has dropped by 8%. We explored this data point through the assessment in the Data and reflections section.
Teaching Excellence Framework (TEF) award	N/A	Silver	2023	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education." We did not explore this data point through this assessment because there was no impact on SETs considered.

Learner satisfaction	77.7%	75.9%	2024	This data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing below sector norms When compared to the previous year's data point, the education provider's performance has improved by 10%. We did not explore this data point through this assessment because there was no impact on SETs considered.
HCPC performance review cycle length	N/A	Four years	2025-26	The education provider engaged with the HCPC in 2021-22 and a four-year review period was agreed.

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.

Data / intelligence considered

We also considered data and reflections supplied by the education provider, which are discussed and reflected on in section 4 of this report.

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 – Ensuring the safety of learners on paramedic programme in practice-based learning environments

Area for further exploration: Visitors acknowledged the education providers awareness of the issues and risks associated with learner safety in paramedic practice-based learning environments. They recognised the education provider was working in partnership with the ambulance service to address these challenges and were working on developing a safer learning environment charter and making changes to the curriculum. It was noted these actions were still in the early stages of development, which limited the opportunity for visitors to see their impact in practice. Visitors were therefore unable to see how these measures ensured practice-based learning environments were consistently safe and supportive for learners. Further reflections were therefore requested on how learners were supported to understand acceptable and unacceptable behaviours across both academic and practice learning environments. In response, we asked the education provider to reflect upon:

- how expectations relating to professionalism, respect, equality, and safety were communicated, reinforced and embedded throughout the learner journey. In particular, we asked for reflections on how learners were enabled to recognise inappropriate behaviours, understand their rights and responsibilities and develop the confidence and skills to appropriately challenge and report concerns.
- how learners were informed about reporting mechanisms within both the education provider and practice learning provider (PLP) settings. We asked them to include how these mechanisms were introduced, how accessible and transparent they were in practice and how learners were supported to use them. Alongside this we also asked them to consider how reporting processes were monitored and reviewed, including how themes and patterns were identified, responded to and used to inform continuous improvement.
- how learners were protected from potential adverse consequences associated with raising concerns or whistleblowing. This included consideration of the safeguards in place to prevent victimisation or discrimination, the support offered to learners during and after the reporting process and how assurances around confidentiality and non-retaliation were communicated to foster a culture of openness and psychological safety.
- how the education provider worked in partnership with PLPs to identify and address cultural risks within practice learning environments. We asked them to include how quantitative and qualitative data, learner feedback, placement evaluations, incident reports and formal escalation processes were used and how intelligence relating to specific practice settings was triangulated to inform timely interventions, risk mitigation, and decisions regarding placement capacity or suitability.
- how practice educators were supported and encouraged to create safe, inclusive, and respectful learning environments. This included consideration how expectations for the role were communicated, how practice educators were prepared and developed for their role and how concerns relating to supervision or learning culture were identified and addressed. Reflections also

explored the effectiveness of feedback mechanisms and how these were used to inform ongoing improvements.

Quality activities agreed to explore theme further: We agreed to explore this area further by requesting email clarification from the education provider. The visitors considered the email clarification would be the most effective method for the education provider to respond to the queries they had.

Outcomes of exploration: The education provider explained how they had introduced compulsory online training that signposted learners to support. In addition to this the reporting processes had also been strengthened to include online reporting which could be completed with details or anonymously, as well as an authoritative information source. Other support available to learners included access to 24 hour services as well as ongoing counselling and support for studies. Yorkshire Ambulance Service is the main practice education provider they work with and also offer similar staff support that learners can access. In addition to this, the programme provides an introduction to professionalism, respect, equality and safety. Level 4 modules have also been updated to cover professional identity, conduct inclusivity, consent, cultural safety and psychological safety to provide learners with a basic understanding. It was also noted prior to commencing their year in practice, professional behaviour and safety in practice is revisited through simulation, reflective practice and assessment of professionalism across the programme. These mechanisms have encouraged learners to raise concerns and as a result, the education provider has been able to respond to concerns and make improvements to the programme to enhance the learning experience.

Learners are also made aware of the various mechanisms they are able to use to raise and report concerns, such as the academic tutor meetings where they provide support and also signpost learners to support services. In addition to this, Yorkshire Ambulance Service offer a similar process that learners are able to access to raise concerns. However, the education provider acknowledged learners are not always confident in raising concerns in a practice environment. Therefore, they are taking steps to encourage learners to speak up through consultations and regular programme monitoring. Alongside this they are also undertaking a piece of work to implement the NHS Safer Learning Environment Charter, which is designed to support learners to use the processes in place to raise concerns.

The visitors were satisfied the evidence had provided reassurance of the education provider's commitment to providing learners with safe learning environments. The education provider had taken into account how learners did not feel confident to raise concerns and were taking appropriate action to address this and provide a supportive and safe environment.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Admissions procedures**

- The education provider has a structured approach to admissions that aligns with both institutional expectations and regulatory requirements. Visitors noted there were formal approval mechanisms, such as the Faculty and Admissions Sub-Committee, which provide assurance that decisions are subject to appropriate scrutiny and accountability. Alongside this, the use of data dashboards and programme level review structures indicate a proactive and reflective approach to monitoring, enabling the institution to identify trends and support continuous enhancement.
- At programme level, examples were provided demonstrating how the education provider proactively adapted to change. For instance, in paramedic science recruitment processes have been reviewed to improve inclusivity, including the removal of unnecessary barriers and the adoption of values based recruitment. Similarly for diagnostic radiography, they have used a reflective approach through the involvement of patients, service users and carers. Other approaches used have included occupational therapy introducing online interviews and enhanced applicant information and physiotherapy piloting new interview models and adapting entry criteria in response to specific sector trends and to support widening participation. Visitors noted these changes have improved access to the programmes and helped ensure recruitment requirements are meeting workforce needs.
- Visitors acknowledged at an institutional level, the education provider is aware of the wider sector challenges, which include over-recruitment and pressure on practice-based learning and capacity. This enables them to monitor and respond to these challenges and demonstrates a commitment to continuous improvement.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Resourcing, including financial stability**

- Visitors noted the education provider's considered and strategic response to financial pressures through the implementation of an institution-wide "Transformational Change" programme. This included the introduction of a revised "Target Operating" model outlining future strategic objectives, alongside a streamlined faculty structure which supported the sustainability and long term viability of the provision.
- The education provider reflected on the clear organisational and leadership structures they had in place. Visitors noted all HCPC programmes were in the same faculty and therefore benefited from having the same leadership and management team. This enabled them to provide consistency, oversight and have a coordinated approach to resource allocation. For example, they continued to recruit staff within

paramedic science programme to maintain staffing capacity and in physiotherapy they used the staff student ratios for workforce planning.

- Visitors recognised there was a clear commitment to investing in physical resources to maintain the quality of the provision, such as developments in diagnostic radiography, which consisted of enhanced simulation and imaging facilities. These developments highlighted the education providers commitment to aligning infrastructure with programme needs and enhancing the learning experience.
- The education provider recognised both sector wide and programme specific challenges, which included constraints related to practice-based learning, workforce pressures and the implications of over recruitment. Visitors noted how the education provider had responded to these challenges by implementing a range of mitigation strategies to support sustainability. These included curriculum adjustments, adaptations to the practice-based learning models and the introduction of alternative delivery formats, such as distance learning apprenticeships.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Partnerships with other organisations**

- The education provider reflected on the range of well-established external stakeholders they have, which include NHS Trusts, Integrated Care Boards, social care organisations and third sector partners. Visitors noted these relationships are maintained through regular engagement at senior leadership level at formal forums, one to one meetings and regional bodies such as the Allied Health Professions (AHP) Council. This highlighted their structured approach to partnership working where collaboration was embedded across the institution.
- At programme level, visitors noted there was a collaborative approach to ongoing engagement with practice education teams that supported the delivery of programmes and their ongoing development. The structured partnership activity, particularly in relation to workforce development and placement capacity, indicated that these relationships were both purposeful and mutually beneficial, with partners contributing to curriculum design.
- The education provider acknowledged the importance of partnerships in supporting the sustainability of practice-based learning. Visitors observed this was achieved through ongoing engagement with stakeholders, collaborative workforce planning and the development of placement opportunities beyond the traditional settings, such as the development of paramedic practice in primary care. Alongside this, visitors noted the development of services and multidisciplinary clinics, which were supported by learners and aligned with workforce demands and public health needs. Visitors considered this approach enhanced learning opportunities and contributed to long-term workforce sustainability.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Staff development**
 - Visitors recognised there was a commitment from the education provider to staff development, which was achieved through a structured CPD framework aligned to institutional policies and professional requirements. This included monitoring mandatory training and access to centralised resources and specialist support for academic staff. In addition to this there was a formal AdvanceHE Fellowship available to staff, where the mentoring and requirements specifically linked to staff probation periods. Visitors noted ongoing development opportunities through conferences and communities of practice. Staff engagement with CPD was further supported and monitored through annual performance and development review activity, peer review of teaching and the institutional processes designed to promote continuous professional development .
 - For practice educators, visitors noted staff development was supported through a combination of mandatory preparation, targeted training and ongoing professional development opportunities. This included a baseline requirement through the multiprofessional practice educator and assessor preparation programme, alongside programme specific training and support, such as the Common Placement Assessment Form (CPAF) support for physiotherapists and online training resources for practice educators in diagnostic radiography. In addition to this, the faculty provides educator forums, workshops and webinars to support continuous. The Practice Assessment Record and Evaluation (PARE) process further supports this approach by acting as a quality assurance mechanism, ensuring the quality of the learning environments and identifying where staff require additional support.
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Academic quality**
 - The education providers approach to academic quality considered both external and internal quality assurance mechanisms. These included benchmarks such as the Teaching Excellence Framework (TEF), Professional, Statutory and Regulatory Bodies (PSRB) accreditation and National Student Survey performance and Academic Portfolio Lifecycle. This demonstrated a structured and risk-based approach to monitoring and maintaining programme quality. Regular engagement with PSRB requirements and review activities ensured programmes were routinely evaluated and enhanced to maintain compliance and quality. For example, the diagnostic radiography programme reviewed its simulation provision and implemented changes in line with the College of Radiographers' recommendation to limit simulation-based learning to a maximum of 120 hours.
 - Visitors noted reflective practice was embedded within the education provider's quality enhancement processes. Feedback from a range of sources, including peer review, module evaluations, learner surveys,

staff–learner liaison committees and External Examiner reports were collected and used to inform programme review and enhancement. This demonstrated a commitment to continuous improvement, ensuring that teaching quality and the learner experience were regularly evaluated and enhanced.

- Visitors noted the education provider aligned with sector expectations, particularly through adherence to the UK Quality Code and the effective use of external examining processes. There was also an awareness of the need to be adaptable which was reflected through the organisational changes made with the updated governance structures. These approaches supported continuous improvement and demonstrated the education providers commitment to maintaining academic standards and the quality of the provision.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Quality of practice-based learning**
 - There was a clear approach to assuring the quality of practice-based learning was achieved through established governance structures and quality monitoring mechanisms. Visitors noted the practice learning group provided strategic oversight, which enabled escalation of all practice-based learning issues and sharing of best practice. The consistent use of PARE across all the programmes further supported quality assurance through the collection and review of clinical audits, learner feedback and action plans. This enabled the education provider to identify areas for improvement, respond to issues effectively and maintain the quality of practice-based learning.
 - Visitors acknowledged the reflections provided on the use of intelligence to support practice-based learning. This included the use of learner feedback, evaluation data, educational clinical audits and practice learning environment profiles, all of which helped gain an understanding of quality within practice settings. In addition, it was highlighted that good relationships existed with practice learning partners and other education providers, enabling the effective gathering of intelligence. The education provider also considered information from the Care Quality Commission (CQC) and had a process to escalate concerns to NHS England where necessary, which demonstrated the use of a wide range of intelligence sources to inform and enhance the quality of practice-based learning.
 - It was noted formalised risk registers played a key role in ensuring concerns were identified and escalated to the faculty risk group. Their responsibility for recording risks in the appropriate register supported a structured approach to risk management. This process provided assurance that risks were not only captured but also actively monitored, enabling timely and appropriate actions to be taken. For example, on the BSc Applied Biomedical Science programme there is a risk of not being able to provide all learners with practice-based learning opportunities. To manage this risk, the education provider has capped the intake numbers on this programme.

- The education provider has introduced practice-based learning guidance alongside specific resources for practice educators to support and enhance the learner experience. The introduction of this guidance has helped learners and practice educators understand expectations and enabled practice educators to provide learners with the required support and raise concerns through the appropriate processes where necessary. Visitors noted this was further supported through various improvements that have been made at programme level such as the development of assessment and grading methods in occupational therapy and the introduction of the Clinical Quality and Learning Environment (CQLE) role in diagnostic radiography.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Learner support**
 - Visitors noted the education providers priorities were outlined in the Students First strategy, which focuses on the learner experience across all areas. This is reflected in the range of core support structures available, such as the personal academic tutor (PAT) scheme and centralised support services for learners.
 - The education provider acknowledged the importance of responding to regulatory expectations, particularly in relation to the Office for Students (OfS) condition on harassment and sexual misconduct. Visitors noted in response to this they implemented E6-compliant mandatory training, which was mandatory for staff and learners to complete. Visitors recognised the completion of this training improved awareness of requirements and responsibilities and promoted a consistent approach to identifying concerns and supporting continuous improvement. Furthermore, the 'Report and Support' system provides an accessible mechanism for raising concerns, including the option for anonymous reporting, while ensuring that appropriate support is available. This highlights the education providers commitment to creating a safe, supportive and inclusive environment.
 - Visitors acknowledged the education provider's commitment to monitoring and responding to learner needs and use of a range of mechanisms to do this. Such as arrival surveys that help identify support requirements early and learner facing guidance materials designed to address identified needs. Support is also provided through the practice learning partners (PLPs), which includes the development of a regional placement hub and a learner passport. Both of which support individualised and inclusive practice learning experiences.
 - In addition, Peer Assisted Learning (PAL) schemes and Equality, Diversity and Inclusion (EDI) initiatives, such as the 'Thriving in Placement' webinar, help foster an inclusive learning environment where learners feel valued and develop a sense of belonging. The PAL scheme provides learners at all stages of the programme with access to additional peer support, while also offering more experienced learners the opportunity to mentor and guide those in earlier stages of their studies. Together, these initiatives enhance learner engagement,

encourage collaboration and mutual support, reduce feelings of isolation, and contribute to a more positive learner experience.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Interprofessional education**

- Visitors acknowledged there were clear opportunities for learners across programmes to engage in shared learning activities. There are a range of planned and facilitated interprofessional education (IPE) activities, including institution wide workshops and programme specific activities, which bring together learners from a range of professional backgrounds. These activities enable learners to develop an understanding of the roles and responsibilities of different professions and prepares learners to work within multidisciplinary teams. These activities are designed with input from Experts by Experience (EbEs), ensuring that learning is linked to real life scenarios.
- Visitors noted learners are supported to understand the purpose and value of IPE through engagement with the Centre for the Advancement of Interprofessional Education (CAIPE) framework, which provides a clear introduction to IPE principles. This approach helps learners understand the importance of collaborative practice across professions. Furthermore, learners are expected to recognise and reflect on their interprofessional learning through the reflective portfolio, which is linked to practice learning experiences and IPE activities.
- Visitors found the education provider uses a range of evaluation mechanisms used, such as gathering learner feedback through QR code evaluations and module evaluations. In addition to this clinical staff also provide feedback through the practice learning experience assessment processes and evaluations. Visitors noted the use of multiple sources of feedback enables the education provider to consider feedback from different perspectives which support the continuous development of the learning experience.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Service users and carers**

- The education provider recognises the importance of involving Experts by Experience (EbEs) and has embedded their contribution across multiple levels of the programmes. Their involvement in key areas such as admissions, curriculum design, teaching, assessment, and quality assurance, reflects an inclusive approach. Visitors noted how the education provider valued the insights and perspectives offered by the EbE group, and this is further demonstrated through their recent repositioning within the central teaching excellence function. This has enhanced their visibility, promoted more consistent engagement, and created greater opportunities for involvement in institution-wide activities.
- Visitors found Experts by Experience (EbEs) work closely with academic staff and make a valuable contribution to programme development and delivery. For example, within the Paramedic Science

programme, EbEs highlighted the importance of effective communication, empathy, and patience in providing high-quality patient care. In response, the programme team introduced a simulated emergency incident in collaboration with the fire service, enabling learners to apply their clinical skills in a realistic environment and receive direct feedback from an Expert by Experience. This has helped learners develop an understanding of patient perspectives and the interpersonal skills required in practice.

- EbEs have also played an important role in the development of a new recruitment process for the Physiotherapy programme, contributing to the design of a conversational-style interview approach. This method supports the selection of candidates who can demonstrate good communication skills, empathy, and professionalism, all of which are essential attributes for effective practice within the health professions.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Equality, diversity and inclusion**

- Visitors acknowledged the education provider's commitment to EDI and are recognised nationally for their work in this area where they have been named University of the Year at the Social Mobility Awards. This is also reflected through the range of targeted initiatives they have in place, such as EDI events which are outlined on the Centre for Inclusion and Diversity (CfID) webpage. In addition to this there is a requirement for all staff to complete mandatory EDI training, which demonstrates they have a proactive approach to developing an inclusive learning environment. These initiatives help to increase awareness and understanding of diverse perspectives, promote a culture of respect and belonging, and ensure that staff are equipped to support learners from a wide range of backgrounds. The education provider's national recognition and comprehensive EDI offer demonstrates it is embedded effectively in practice and is having a positive impact on the learner and staff experience.
- Visitors noted the education provider uses data to monitor access, progression and outcomes across a range of learner characteristics, which enables them to identify inconsistencies and issues. Equality principles are also embedded within the practical teaching environments, such as the implementation of a risk assessment system which supports equitable access to laboratory-based learning. They have also considered the diverse learning needs of learners and have made enhancements to the curriculum and virtual learning environments, which includes the use visual tools to support engagement and understanding. Visitors found that well-established arrangements are in place to support learners with disabilities, ensuring that reasonable adjustments are consistently identified, communicated and implemented across both academic and practice learning settings.
- Visitors noted there is an awareness of different attainment levels and the barriers faced by different groups of learners. This understanding is being used to inform changes to teaching approaches, curriculum

design, practice learning support and recruitment processes. This approach indicates a commitment to addressing inequities in a proactive way and supporting learners to progress and succeed.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Horizon scanning**
 - Visitors acknowledged there was a structured approach to horizon scanning, incorporating both strategic and operational perspectives. This includes engagement through senior leadership involvement in national and regional professional networks with contributions from academic staff informed by their professional practice and subject expertise. This approach enables the education provider to identify emerging risks and opportunities from across the sector and integrate these into formal governance processes through portfolio monitoring at both school and faculty level. As a result, the education provider is better positioned to respond proactively to changes in policy, workforce requirements, and professional standards. This helps ensure that programmes remain current, relevant, and responsive to the evolving needs of learners, employers, and service users, while supporting continuous improvement and maintaining the quality and effectiveness of the educational provision.
 - Visitors found horizon scanning was not a standalone activity within the education provider and that it is embedded within decision making structures and programme oversight. For instance, in physiotherapy an awareness of changes in professional practice and workforce expectations has led to significant curriculum redesign, moving away from traditional discipline based structures towards a more integrated model aligned with contemporary practice and the broader roles within physiotherapy. Similarly, in diagnostic radiography, engagement with professional bodies, employers, and national stakeholders has supported understanding of changing standards and workforce needs. This has resulted in the education provider considering alternative entry routes and criteria and flexible training models to respond to workforce shortages and changing expectations within the sector directly. These developments ensure that programmes remain current, relevant, and responsive to the needs of the workforce. Learners also benefit from a curriculum that reflects modern practice, which equips them with the knowledge and skills required for future roles. Employers and service users also benefit from graduates who are prepared to work effectively within changing healthcare environments and meet workforce demands.
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review:

- Admissions procedure – visitors recognised the inclusive and flexible recruitment approaches being used for recruitment, which included the removal of unnecessary barriers and the use of online interviews to widen access.
- Partnerships with other organisations – visitors acknowledged the development of multidisciplinary clinics and services led by learners that were closely aligned to population health needs, alongside the diversification of placement and practice learning environments. This included expanding opportunities beyond traditional hospital settings into primary care, the private, independent, voluntary and other (PIVO) sector and non-traditional environments to support workforce sustainability. In addition to this there were also plans to extend placement experiences with models such as the Leadership, Emerging, Advocacy and Programme Development (LEAP) placements.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised HCPC standards of conduct, performance and ethics across professions**
 - The academic portfolio lifecycle provided the overarching framework through which changes to professional standards were identified and embedded. Within this process, heads of department were responsible for monitoring updates to accreditation and regulatory requirements and liaising with the academic quality team to ensure that these were reflected within programme design and delivery. Proposed changes were subject to academic scrutiny through school and faculty portfolio management groups, which included senior academic leadership and quality specialists. For programmes undergoing significant or major curriculum change, formal approval processes were applied through gateway 3 student journey design events. These provided an opportunity for reviewing and approving curriculum redesign, ensuring that revised standards were fully integrated. Visitors considered this approach provided assurance that programmes remain aligned with current regulatory and professional requirements, supporting the delivery of high-quality education. It also enabled learners to benefit from an up-to-date curriculum that was professionally relevant and reflective of contemporary practice, helping to ensure learners were prepared for practice.
 - Equality, diversity and inclusion (EDI) – Across the portfolio, EDI is integrated within curriculum design, practice-based learning and professional development activities. Learners are supported to understand discrimination, reflect on their own beliefs and values, and recognise the impact of these on service users and carers and colleagues. Expectations around non-discriminatory behaviour are clearly embedded within practice learning experience, with processes in place to address concerns through Fitness to Practice procedures where necessary. Visitors found this approach helps learners develop self-awareness and inclusive professional behaviours. It also promotes

respectful and inclusive learning within working environments and contributes to improved outcomes for service users.

- Visitors recognised the use of service users and carers across programmes provides an opportunity to embed EDI. Learners have the opportunity to engage with real life perspectives that highlight the impact of professional behaviours on service users and carers, supporting an understanding and the opportunity for critical reflection. Visitors found there is also evidence of curriculum developments that challenge perspectives within healthcare knowledge, encouraging learners to consider the issues of bias and inclusivity in their own professional practice. As a result, learners develop empathy, cultural awareness and an understanding of diverse lived experiences. This approach also helps learners to challenge discrimination, recognise unconscious bias and adapt their practice to meet the needs of individuals from a wide range of backgrounds and circumstances.
- Communication – this has been a central component of programme design and the education provider has strengthened this through the updates made in response to the revised SOPs. Curriculum content has therefore been reviewed to ensure learners are able to communicate effectively with diverse populations, including individuals from different cultural and linguistic backgrounds, children, and individuals with learning disabilities. This is evident within introductory professional modules, supported in practice learning related outcomes and developed further in the later stages of programmes where learners are required to communicate more complex clinical information. Experiential learning approaches, including simulation activities and involvement of service users and carers provide opportunities for learners to practise communication skills in realistic scenarios and receive feedback. As a result, learners develop greater confidence and competence in adapting their communication to meet individual needs. These experiences also help prepare learners for the communication challenges encountered in practice and contribute to improved experiences and outcomes for service users and carers.
- Duty of candour – At an institutional level, interprofessional learning activities involving service users and carers provides a foundation for understanding duty of candour through lived experience. These sessions enable learners to engage with real life scenarios that enhance their understanding of openness, honesty and shared responsibility. This is supported further through case based learning, ethics teaching and reflective activities across programmes, which enables learners to translate professional standards into their own practice. As a result, learners develop the confidence and professional judgement to communicate openly. This helps to adopt a culture of integrity and accountability, supports safe and prepares learners to meet professional expectations.
- Visitors noted within physiotherapy programmes, duty of candour is embedded across the curriculum. Visitors found learners are introduced to the concept early on within professional development modules, which ensures learners understand the importance of raising concerns and acting with honesty. This is further supported through

training and further developed in modules delivered later on in the programme, where accountability and professional responsibility are taught. Visitors also noted opportunities within practice learning environments enable learners to apply these principles in real world contexts, including managing adverse events and communicating appropriately with service users and carers.

- Upskilling and training responsibilities – Visitors noted within the biomedical science programme existing curriculum content within practice-based learning modules already addresses the importance of continuing professional development, leadership and maintaining professional competence. Assessment tasks have been updated to align with professional body portfolio requirements, ensuring that learners engage with concepts such as lifelong learning, reflective practice and leadership responsibilities within their profession. Visitors noted there was also a clear emphasis on preparing learners for ongoing professional development and progression beyond initial qualification within diagnostic radiography. Collaboration with postgraduate programme teams supports learners understanding of advanced and enhanced practice, including the educational requirements associated with extending scope of practice. Alongside this learners have the opportunity to engage with conferences and professional activities, which support continued learning and development. These activities support learners to recognise when additional training or qualifications are required and how to manage situations appropriately within their current level of competence.
- Managing existing health conditions and disabilities in the workplace – The personal academic tutor system provides a structured mechanism to support learners, encouraging open and honest dialogue about health, wellbeing and any factors that may impact on academic or practice-based learning. Visitors recognised how this contributes to a supportive culture in which learners are encouraged to seek help and understand their responsibilities in maintaining safe and effective practice. Visitors considered this approach also promotes self-awareness and resilience, helping learners to balance their health needs with professional responsibilities and preparing them for safe and effective practice.
- Within the biomedical science programme, existing curriculum content already addresses key aspects of managing personal health and wellbeing in professional practice. Visitors considered teaching within the work-based learning module and the practice-based learning experiences ensures that learners understand the importance of recognising their own physical and mental health needs, working within their limits of practice, and seeking appropriate support where required. As a result, visitors found learners develop greater self-awareness and professional responsibility, enabling them to identify when their health or wellbeing may affect their ability to practise safely and effectively. This helps to manage workplace pressures, maintain professional standards, and protect both their own wellbeing and the safety of service users and colleagues.

- Sustainability – This is a core component of professional practice, with a focus on preparing learners to contribute to healthcare priorities, including prevention, use of resources and alignment with wider system initiatives such as the Greener NHS agenda. Visitors noted the curriculum includes coverage of sustainability within programme specific modules. For example, within occupational therapy, sustainability is addressed within modules focused on transition into professional practice, ensuring that learners consider sustainable approaches as they prepare for employment.
- Visitors acknowledged that while no significant structural curriculum changes were required to meet the revised standards, the education provider has demonstrated that existing provision already aligns with these expectations and continues to be strengthened. Visitors noted sustainability is embedded across multiple modules, rather than a standalone topic and therefore has relevance to real life and encourages learners to apply this thinking to wider contexts. Visitors considered this integrated approach encourages learners to consider sustainability in a range of clinical and professional contexts, developing their ability to make informed decisions.
- Guidance on social media – Visitors noted there is appropriate integration of the revised SOPs relating to social media across the provision, with evidence indicating that existing teaching and learning activities already address key expectations around professional conduct regarding this. For example, within physiotherapy, social media use was covered within the Professional and Personal Development modules. These modules explored the responsible use of social media platforms and social networking sites, supported by case based learning that highlighted professional boundaries and the importance of maintaining confidentiality and protecting service user and carer privacy.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Impact of workforce planning**
 - Visitors noted engagement with key stakeholders, including national and regional workforce, ensures the education provider remains informed of current and emerging workforce needs. This intelligence is used to inform both portfolio development and curriculum design, which supports alignment between education provision and service/operational requirements. Visitors noted how this helps ensure learners develop the knowledge, skills, and behaviours required for the workforce and prepares them for employment. It also enables the education provider to anticipate future workforce demands, helping to ensure that the education provision remains relevant and meets the needs of the workforce.
 - Visitors acknowledged there is clear evidence of active monitoring and management of staff resource in response to changes in learner numbers. The use of staff–learner ratio data, alongside application trends, enables informed workforce planning decisions. Visitors noted the education provider has clear plans to invest in additional staffing,

supported by formal business case processes, ensuring that teaching quality and learner experience are maintained as the provision expands. Visitors considered there were appropriate processes in place to ensure that physical resources are responsive to increases in learner numbers. This was demonstrated through the purchase of new catheterisation dummies, which were used for learning and teaching activities.

- Visitors noted the education provider demonstrates an awareness of the challenges associated with practice-based learning capacity, particularly in areas where provision is limited or competitive. For example, sourcing placements for the BSc Applied Biomedical Science programme is challenging, however this risk is actively managed through capping learner numbers and improving forward planning for practice learning experienced allocations.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Use of technology: Changing learning, teaching and assessment methods**
 - Visitors acknowledged how organisational developments have strengthened institutional capacity in this area, with the establishment of specialist roles within the Teaching Excellence team, including digital learning and immersive learning expertise. This has supported the development and implementation of Technology Enhanced Learning (TEL) approaches across programmes. Visitors considered there is clear evidence of structured support for staff through training, professional development and peer networks.
 - The education provider recognises the increased use of artificial intelligence (AI). The introduction of an assessment 'traffic light' system provides clarity on acceptable use of AI within assessments, while the requirement for learners to disclose AI use promotes transparency and responsible practice. Visitors noted there is mandatory training for learners and extensive professional development for staff to support the development of AI literacy across the institution. In addition to this they acknowledged the education provider are committed to embedding AI literacy within the curriculum, ensuring that graduates are prepared for professional practice where digital and AI capabilities are increasingly widespread.
 - Visitors noted mechanisms for identifying and addressing academic misconduct, including inappropriate use of AI, are clearly defined and aligned with institutional regulations, ensuring the integrity of assessment processes is maintained. This is further supported through clearly defined policies, regulatory frameworks and practical guidance for both staff and learners. This helps learners develop an understanding of academic integrity and their responsibilities when using digital technologies and AI.
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Apprenticeships in England**

- Apprenticeship delivery within the biomedical science provision is reported to be successful, with consistently high levels of learner achievement and positive feedback from both learners and employers. The attainment of high classification degrees and distinctions in the end point assessment indicates the programme is effectively supporting apprentices to meet the requirements.
- Visitors acknowledged the education provider has had a recent Ofsted inspection, which resulted in a judgement of good overall effectiveness. The visitors noted some areas were identified where improvements were required, such as the timeliness of feedback and employer engagement. They acknowledged these had been incorporated into a Quality Improvement Plan (QIP), which outlines the actions and completion dates. This plan is reviewed regularly and updated accordingly.
- Visitors noted the introduction of the APTEM system, which was the 'end-to-end apprenticeship management system' was a positive development in improving apprenticeship delivery. This contributed to both the learner experience and provided programme oversight, which enabled effective monitoring and management of learner progress.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education**

- Visitors acknowledged alignment with the Quality Code is achieved through a coordinated framework of quality assurance activities. These include annual monitoring, programme approval and validation processes, engagement with professional, statutory and regulatory bodies (PSRBs), and external examiner oversight. Visitors noted these mechanisms provide assurance that academic standards are maintained and programme design and delivery remain consistent with sector expectations and subject benchmarks.
- Visitors recognised the introduction and full implementation of the academic portfolio lifecycle provided a risk based approach to programme monitoring and quality assurance. This model enables evaluation across the programme lifecycle which ensures the level of scrutiny applied is proportionate to risk. It is clear to visitors that data and feedback are used to inform decision making and action planning. Furthermore, feedback from external examiners and professional, statutory and regulatory bodies (PSRBs) is integrated into quality assurance processes. Visitors noted this has led to a number of enhancements, which have included the review and standardisation of

external examiner roles and responsibilities, the introduction of a risk-based approach to external examiner engagement, and revisions to academic regulations and assessment processes.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Office for Students (OfS)**
 - Visitors noted the education provider demonstrated a clear understanding of the ongoing conditions of registration and the importance of meeting these through the academic portfolio lifecycle. This framework effectively integrated feedback from learners, external examiners and PSRBs, supporting continuous improvement in academic quality and the learner experience. Visitors considered there was clear evidence that resources, staffing and support were appropriately aligned to programme delivery, which contributed to a stable and effective learning environment. In addition to this, assessment practices were consistent and ensured reliability, validity and alignment with learning outcomes.
 - The education provider engaged with the OfS monitoring activity during the review period for the Advanced Clinical Practitioner programme, which we noted was not a HCPC approved programme, however the recommendations arising from this were considered and applied where required across the HCPC provision. Visitors noted this demonstrated a commitment to learning from feedback and supporting ongoing quality enhancement.
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Other professional regulators / professional bodies**
 - Visitors recognised multiple programmes have undergone successful accreditation and reaccreditation processes with relevant professional bodies, including biomedical science, physiotherapy, occupational therapy, and diagnostic radiography. This provided assurance that programmes meet the required standards and remain aligned with current expectations.
 - Visitors noted the move towards ongoing accreditation arrangements in some areas further reflects alignment with regulatory approaches and continuous monitoring expectations. Visitors found there is evidence that feedback and guidance from PSRBs is considered through programme developments. A good example of this is the updates to guidance on simulation and practice learning hours in diagnostic radiography which have led to a review of simulation provision.
 - Visitors noted the education provider engages with professional networks and bodies which clearly goes beyond formal accreditation processes. This engagement ensures programmes remain aligned with current sector developments and professional expectations and demonstrates a commitment to maintaining relevance and enhancing the overall quality of the provision. As a result, learners benefit from a curriculum that reflects current workforce needs and developments within their profession. This enhances their preparedness for

professional practice, supports the development of up-to-date knowledge and skills and helps to ensure they are equipped to meet the expectations of employers and service users.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development**

- The education provider demonstrates that curriculum development is informed by consultation with a range of stakeholders, including practice learning partners and employers, service users and carers and PSRBs. This ensures that programmes remain current and responsive to workforce needs. Visitors acknowledged the programmes had engaged with relevant professional guidance and accreditation processes, with multiple programmes undergoing revalidation or reaccreditation, such as the Occupational Therapy, Paramedic and Radiography programmes. Visitors found feedback from these processes highlights strengths in programme design, stakeholder engagement, and alignment with professional practice. As part of these processes the curriculum has also been refreshed for these programmes, which has resulted in some changes being made to the modules to reflect current practice.
- Across the programmes, curriculum development is reflective of the key changes in professional practice. For example, physiotherapy programmes have been redesigned to move away from traditional discipline based structures towards a more holistic approach, which aligns with evolving professional roles. Diagnostic radiography programmes have been updated to incorporate technological developments and emerging areas of practice, including cross-sectional imaging and digital healthcare systems, ensuring that graduates are prepared for practice learning environments. Similarly, with the occupational therapy programme there is a clear focus on inclusivity and preparing learners, with curriculum improvement designed to support diverse learners and improve how ready they are for practice learning activities. These changes include revised assessment design, increased opportunities for professional skill development and support for learners within practice-based learning environments.
- These changes demonstrate a learner-centred approach that is informed by feedback from learners and external stakeholders. Visitors noted this commitment to continuous improvement and responsiveness to identified needs, ensuring that programmes remain relevant, effective and aligned with professional practice. The benefits include an

enhanced learner experience, improved curriculum relevance, engagement with employers and practice partners, and better preparation of learners for professional practice.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Capacity of practice-based learning (programme / profession level)**
 - Visitors acknowledged the education provider recognised the pressures and challenges related to practice-based learning nationally and have taken steps to address this. For instance, they have diversified practice learning environments and experiences with expansion project opportunities that go beyond traditional practice-based learning models, such as developing leadership placements with integrated care boards and using RealWear technology to stream live clinical experiences. There is evidence of collaborative working with stakeholders at a regional level which supports the development of practice learning capacity across a range of environments, including primary care and private, independent and voluntary organisations (PIVO). This is reviewed on an ongoing basis and adjusted based on learner numbers and professional requirements, ensuring programmes remain responsive, sustainable and aligned with workforce needs and learners are prepared for practice.
 - Practice-based learning is aligned with programme learning outcomes and professional requirements, ensuring that learners have opportunities to develop and demonstrate the knowledge, skills and behaviours required for safe and effective practice. Visitors noted the provision is subject to regular review and adaptation in response to learner needs, placement capacity and evolving workforce requirements, helping to ensure that learners are able to achieve the required competencies and are prepared for professional practice. Visitors recognised the education provider has implemented a range of innovative approaches, including simulation-based learning, virtual learning opportunities and alternative supervision models, to enhance learning and maintain the quality of the placement experiences. In addition, learner support services and coaching-style approaches to supervision provide personalised guidance and promote learner confidence and professional development. Visitors found these measures demonstrate a proactive response to capacity challenges while maintaining the quality and effectiveness of practice-based learning experiences.
 - At programme level, there are examples of flexible practice learning models that support access to a wider range of learning opportunities and experiences. For example, in physiotherapy, there are extended and flexible practice learning structures that enable learners to gain experience in practice learning environments that may not be accessible through traditional block practice learning experiences. Visitors noted this supports placement capacity and also facilitates the development of specialist skills, exposure to diverse service settings and an understanding of different models of care. As a result, learners benefit from enhanced professional development, increased

adaptability and improved preparedness for the varied demands of professional practice.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Learner safety in paramedic practice-based learning**
 - Visitors acknowledged the education provider recognised the risks associated with learner safety in paramedic practice-based learning environments, particularly those associated with bullying, harassment, and sexual misconduct. They acknowledged these issues were embedded within the culture of ambulance services/paramedicine and may impact their learners during practice learning experiences. To address these issues, they are working in partnership with the ambulance service to address these challenges through a range of initiatives, which includes engagement with policy developments such as strengthening of dignity at work approaches and collaboration on the development of a safer learning environment charter. They are also developing the curriculum to better prepare learners for practice-based learning experiences, with an increased focus on personal wellbeing and physical safety. Aspects of this were also explored further through [Quality theme 1](#). Visitors noted these developments are intended to create a safer and supportive learning environment, encourage learners to recognise and respond to inappropriate behaviours, increase confidence in raising concerns, and promote positive practice learning experiences that support learner wellbeing.
 - Visitors found insufficient information had been provided which demonstrated effective measures were currently in place to ensure practice-based learning environments were consistently safe and supportive for learners. While processes for reporting concerns were referenced, there was limited detail on how learners were actively supported to recognise unacceptable behaviours, how they were protected when raising concerns, or how reporting mechanisms were monitored. We explored these issues further through [Quality theme 1](#).
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Strategic approach to feedback**
 - Visitors noted there is a clear, structured, and integrated approach to the use of data and feedback to inform programme quality, which is underpinned by the academic portfolio lifecycle framework. This provides a mechanism for monitoring programmes through defined gateways, ensuring that data and feedback are used in a proportionate

way. Visitors noted this approach enables the identification of strengths, risks and areas for improvement. As a result, programmes are better able to maintain quality and standards, respond effectively to stakeholder feedback and enhance the learner experience.

- A wide range of data sources and stakeholder feedback are used to inform decision making, including admissions data, cohort profiles, learner performance and progression data, learner feedback, external examiner reports and engagement with PSRBs. Visitors noted these sources are used to support the evaluation of programme quality, identify emerging trends and inform action planning. The use of multiple evidence sources provides an understanding of programme performance and learner experience. Programmes are therefore able to improve learner outcomes, address areas for development, maintain academic standards, and ensure continued alignment with professional and workforce expectations.
- Visitors acknowledged engagement with external examiners and professional, statutory and regulatory bodies provides further assurance that programmes remain aligned with required standards and expectations, supporting ongoing quality and relevance.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Learners**

- Visitors noted the education provider has a structured approach to monitoring and responding to learner feedback through multiple feedback mechanisms. A learner voice system is embedded across programme, school, faculty, and institutional levels, ensuring that feedback is captured and used to inform both operational decisions and wider strategic developments. Visitors acknowledged this approach enables the education provider to respond to emerging issues, implement improvements and improve learner satisfaction and engagement. This is supported further through mechanisms such as the Staff Student Liaison Committees, module evaluations and informal feedback channels that provide opportunities for learners to raise concerns while also contributing to the co-design and co-development of programmes. By sharing outcomes through teaching sessions, virtual learning environments and formal committee structures, the education provider demonstrated a commitment to effectively closing the feedback loop.
- Visitors acknowledged learner feedback has led to changes at programme level, which indicates a responsive approach to continuous improvement. Examples include the redesign of practice learning models to improve the continuity of learning, the introduction of mid-module feedback to enable real time improvements and the standardisation of assessment feedback to improve consistency. Enhancements to practice learning support is another example of how feedback is used to improve the overall learner experience.
- Visitors noted the education provider responded to two learner complaints during this review period that related to learning needs.

Both complaints were managed appropriately and the issues raised were addressed through the relevant processes. However, both complaints triggered a review of institutional policies, particularly the Fitness to Study and Fitness to Practice procedures. Visitors found this led to clear lines of responsibility and improvements to procedures, including enhancements to Fitness to Study and Fitness to Practice processes. In addition to this they also improved awareness of the support services available to learners, how staff can support learners and made it clear who was responsible for which part of the process. This highlights the education providers commitment to learning from concerns and improving systems to support learners.

- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Practice educators**

- Visitors acknowledged there are clear mechanisms in place to gather feedback and use this to inform improvements to practice learning and support. The education provider reflected on their ongoing partnership working with practice educators and wider practice education teams, supported through regular forums, meetings, and engagement with regional stakeholders. These engagements provided the opportunity to understand emerging challenges, sharing of best practice, and effective problem solving across practice learning environments. Visitors noted feedback from practice educators has directly informed developments designed to support both the learner and practice educator experience.
- Visitors noted the education provider had introduced learner Passports which supports communication between learners and practice educators at an early stage. There is also a centralised support platform which hosts resources and guidance so that all practice learning information is easily and readily available. The practice educator preparation package has recently been updated which ensures that individuals who support learners have the knowledge and capability to undertake the role.
- An example of how the education provider responds to practice educator feedback is in physiotherapy, where concerns regarding learner professionalism and practice educator confidence in managing learner development has led to the introduction of a practice learning experience handbook, educator update days and increased direct engagement with practice learning partners. This has strengthened relationships between and PLPs and improved the understanding around expectations and support processes.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **External examiners**

- Visitors noted the education provider has a clear approach to engaging with external examiner feedback, which they use to maintain and enhance academic quality and assessment. External examiner reports confirm that programmes are aligned with relevant external

benchmarks and academic standards are comparable with those of other higher education institutions. The feedback also highlights key strengths, particularly in the quality, clarity, and constructiveness of feedback provided to learners, alongside the effective use of a diverse range of authentic and appropriate assessment methods.

- The education provider had a responsive approach to external examiner feedback at both programme and institutional levels. Visitors noted at an institutional level, a full review of academic regulations including progression and award criteria has been undertaken in response to feedback. At programme level, the introduction of recording live assessment has improved moderation and external examining processes, while also enhancing internal standardisation and consistency across programmes. Visitors also acknowledged the education provider has recognised areas for further development identified by external examiners, including the need for greater consistency in feedback across staff and more efficient marking processes.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Data and reflections

Findings of the assessment panel:

- **Learner non continuation:**
 - It was noted the education provider was performing well in relation to learner continuation, with outcomes exceeding the relevant sector benchmark. The reported non continuation rate is lower than the benchmark, indicating that there was effective learner retention and engagement across the programmes. This performance is supported by a comprehensive and well embedded framework of academic and pastoral support.
 - The education provider recognises the role of programme design and recruitment processes in supporting continuation. Entry requirements and selection processes ensure that learners are well prepared for the demands of their programmes. The vocational nature of the provision, with clear pathways to professional registration and employment, further support learner engagement.
 - The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Outcomes for those who complete programmes:**
 - The education provider demonstrates outcomes for graduates that are broadly in line with sector benchmarks, with some areas of strong performance. The reported data indicates that overall graduate outcomes are below the benchmark, however, this has been subject to

internal review and external scrutiny. They reported that they undertook a focused review in response to this performance, and this process was concluded with no further action required, indicating that they had appropriately analysed and addressed the issue. More recent graduate outcomes data shows improvement and alignment with sector performance at institutional level.

- The outcomes are comparable with sector averages and there is evidence of good performance in relation to highly skilled employment, with a notable increase in graduates entering these particular roles. This suggests that programmes are effectively preparing learners for employment and that recent developments may be having a positive impact. Performance within relevant subject areas exceeds institutional averages, indicating that HCPC related provision is particularly effective in supporting positive graduate outcomes. The high proportion of graduates entering employment reflects the vocational nature of the programmes and their alignment with workforce needs. The education provider is also committed to supporting graduates beyond completion of their studies, with continued access to careers support for an extended period which contributes to positive employment outcomes and supports graduate progression.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Learner satisfaction:**

- The education providers learner satisfaction outcomes are slightly below the sector benchmark but show clear evidence of improvement and an institutional response to addressing this gap. The narrowing of the gap between institutional performance and sector averages suggests that actions taken in response to earlier challenges are beginning to have a measurable impact. There is clear evidence of a structured and proactive institutional response to learner feedback. Learner voice mechanisms are well established and include multiple formal and informal channels through which feedback is collected, considered and acted upon.
- The introduction of a 'Students First' strategy provides a clear framework for enhancing the learner experience, with a focus on flexible, inclusive and career focused education. Investment in learner support services and facilities further demonstrates a commitment to improving the overall learner experience. In addition to this, enhancements to wellbeing services, increased staff training and significant investment in physical learning and social spaces respond directly to identified learner needs. These developments support both academic and wider aspects of the learner experience, which are known to influence satisfaction outcomes.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Programme level data:**

- The education provider demonstrates appropriate oversight and management of programme level data, including cohort sizes and

staff:learner ratios, with evidence that these are actively monitored and used to inform resourcing decisions. Staff:learner ratios are generally appropriate for the nature of the programmes delivered, particularly within practice based and professionally regulated provision. It is noted the ratios are maintained at levels that support effective teaching, learning and supervision.

- Staff:student ratios are monitored at faculty and programme level, with established processes for reviewing workload and resource requirements. Where increases in learner numbers place pressure on staffing, the education provider is able to respond through formal business case processes to secure additional resource.
- The visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

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

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- The education provider's next engagement with the performance review process should be in the 2030-31 academic year

Reason for next engagement recommendation

- Internal stakeholder engagement
 - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
 - The education provider engaged with professional bodies. They considered professional body findings in improving their provision
 - The education provider engaged with other relevant professional or system regulator(s) (eg NMC, OfS).
 - The education provider considers sector and professional development in a structured way

- Data supply
 - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period
- What the data is telling us:
 - From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.

Education and Training Committee decision

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

Based on all information presented to them, the Committee decided that:

- The education provider's next engagement with the performance review process should be in the 2030-31 academic year.

Reason for this decision: The Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	University of Bradford		
Case reference	CAS-01822-L7K6M4	Lead visitors	Claire Langman & Duane Mellor
Review period recommended	Five years		
Reason for recommendation			
• The education provider should next engage with monitoring in five years, the 2030-31 academic year. • Internal stakeholder engagement ○ The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners. • External input into quality assurance and enhancement ○ The education provider engaged with professional bodies. They considered professional body findings in improving their provision ○ The education provider engaged with other relevant professional or system regulator(s) (eg NMC, OfS). ○ The education provider considers sector and professional development in a structured way • Data supply ○ Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period • What the data is telling us: ○ From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change			
Referrals			
N/A			

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Healthcare Science (Life Sciences) with Blood Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Cellular Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Genetics Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Infection Science	FT (Full time)	Biomedical scientist			01/09/2017
BSc (Hons) Applied Biomedical Science with Blood Science	FT (Full time)	Biomedical scientist			01/09/2025
BSc (Hons) Applied Biomedical Science with Cellular Science	FT (Full time)	Biomedical scientist			01/09/2025
BSc (Hons) Applied Biomedical Science with Genetics	FT (Full time)	Biomedical scientist			01/09/2025
BSc (Hons) Applied Biomedical Science with Infection Science	FT (Full time)	Biomedical scientist			01/09/2025
BSc (Hons) Healthcare Science (Life Sciences) with Blood Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Cellular Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Healthcare Science (Life Sciences) with Genetics Science	PT (Part time)	Biomedical scientist			01/09/2017

BSc (Hons) Healthcare Science (Life Sciences) with Infection Science	PT (Part time)	Biomedical scientist			01/09/2017
BSc (Hons) Applied Biomedical Science with Blood Science	PT (Part time)	Biomedical scientist			01/09/2023
BSc (Hons) Applied Biomedical Science with Cellular Science	PT (Part time)	Biomedical scientist			01/09/2023
BSc (Hons) Applied Biomedical Science with Genetics	PT (Part time)	Biomedical scientist			01/09/2023
BSc (Hons) Applied Biomedical Science with Infection Science	PT (Part time)	Biomedical scientist			01/09/2023
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2005
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/08/2016
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
MPhysio Sport and Exercise Medicine	FT (Full time)	Physiotherapist			01/09/2017
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1993
Practice Certificate in Supplementary Prescribing	PT (Part time)			Supplementary prescribing	01/02/2014
Prescribing for Healthcare Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014