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## Performance review process report

Coventry University, 2018-21

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### Executive summary

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

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

There are no referrals and issues to highlight. This report will now be considered by our Education and Training Panel on 28 February 2023 who will make the final decision on the review period.

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Previous consideration	Not applicable. This is because this performance review process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide when the education provider's next engagement with the performance review process should be.
Next steps	Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 academic year.

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## Section 1: About this assessment

### About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing approval.

### Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

### Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

### The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:

- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning 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:

Kathryn Campbell	Lead visitor, Physiotherapist
Sarah Illingworth	Lead visitor, Dietitian
Sarah Hamilton	Service user expert advisor
John Archibald	Education Quality Officer

## Section 2: About the education provider

### The education provider context

The education provider currently delivers 29 HCPC-approved programmes across nine professions. It is a higher education institution and has been running HCPC approved programmes since 1997.

### Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Biomedical scientist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2009
	Dietitian	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2020
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1997
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2003
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2018
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2013
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
<b>Post-registration</b>	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 programmes.

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	763	1218	2022	The enrolled numbers of learners supplied by the education providers are higher than the approved intended numbers we have on our record. After the quality activities, the visitors did not have any issues to explore further about whether

				the education provider has the appropriate resources in place.
Learners – Aggregation of percentage not continuing	3%	2%	2019-2020	The data from the Higher Education Statistics Agency (HESA) shows the percentage of learners not continuing is less than the benchmark at the education provider which implies learners are satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	94%	93%	2019-2020	The Higher Education Statistics Agency (HESA) shows the percentage in employment or further study is 1% lower than the benchmark at the education provider. This implies learners who successfully complete their learning at this institution make progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Gold	June 2017	A gold award would indicate that the institution is doing well.
National Student Survey (NSS) overall satisfaction score (Q27)	75.6%	61.5%	2022	This score indicates that the percentage of learners who are satisfied with their learning is lower than average. After assessment of the initial documentation, the visitors did not have any issues to explore with the education provider about the learning and teaching and support provided to learners at this education provider.

### Section 3: Performance analysis and quality themes

#### Portfolio submission

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

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

### **Quality themes identified for further exploration**

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

#### Quality theme 1 – impact of increase in learner numbers

**Area for further exploration:** We considered there had been a significant increase in learner numbers since 2018. We were unsure as to the areas, professions, and programmes where there had been a significant increase. We were also unclear about any potential subsequent impact on clinical placements, resourcing, and financial stability, and how this had been reflected upon to ensure continued effective and appropriate resources and funding.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** We were informed the significant increase in learner numbers has taken place in physiotherapy and occupational therapy. The education provider outlined how they worked collaboratively with other education providers to maximise placement capacity and ensure suitable placement capacity for all learners on the programmes. The visitors agreed the education provider's processes to review staff to student ratios (SSR) were appropriate for ensuring the SSR was maintained within required parameters to maintain the learner experience and the quality of provision. The education provider reflected how they used processes and procedures to continue to monitor staffing resources to ensure quality provision, and to consider requests for staffing changes. We understood each school has an operational budget which is reviewed monthly and how the education provider had ensured financial stability by undertaking a forecasting exercise. Following this quality activity, we had no further questions going forward.

#### Quality theme 2 – review of practice-based learning quality

**Area for further exploration:** We noted the education provider had introduced a practice placement exception reporting process to enable the identification of themes and trends across the placement sites associated with their approved programmes. We were informed this process is currently only working across a few professions. However, we could not identify which professions are currently using this process. We therefore wanted to understand the education providers reasoning about which professions this was currently in place for and why these were chosen.

We also noted the education provider reflected upon their placement quality by considering the Care Quality Commission (CQC) reports. However, we were unable to determine how this process worked in conjunction with the other policies to ensure appropriate reflection of practice-based learning.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The education provider explained the practice placement exception reporting process covers dietetics, occupational therapy, physiotherapy, paramedic science, operating department practice and radiography. They informed us they are currently extending it to clinical psychology. We also understood this reporting is not applied to biomedical science as placements are non-patient facing and go through an education provider audit to ensure suitability. The education provider explained non-patient facing placements have different risks compared with public-facing placement roles and are therefore monitored via a different mechanism.

The education provider explained how they reflect upon practice-based learning. As part of the requirements of the practice education agreement, practice education providers are required to inform them of any CQC visit and the outcomes. These visits are discussed at partnership group meetings. CQC reports and other appropriate intelligence was reviewed by placement co-ordinators in conjunction with learner evaluations. This was followed up if the review identified a potential or actual impact on the learning environment for learners. The education provider stated an action plan was developed and implemented in partnership with the placement provider.

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

### Quality theme 3 – use of simulation and avatars within practice-based learning

**Area for further exploration:** We were informed COVID-19 had an impact on placement capacity across the School of Nursing, Midwifery and Health. In response to this, the education provider offered web-based simulated practice-based learning as a substitute to physical practice-based learning. This was to enable learners to continue their learning and studies. We also understood the education provider's simulation team were currently rolling out the use of conversational artificial intelligence patient avatars across the School of Nursing, Midwifery and Health. However, the visitors were unsure how much simulation had been used and sought deeper understanding of their use and why this was being taking forward.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** We were informed the education provider has undertaken the development of simulation. The education provider informed us

simulation complements practice-based learning. The avatars are embedded into simulation for specific issues such as taking a family history or communicating with a patient. We understood in this way learners are enabled to practice key skills before engaging with patients in practice-based learning. For example, the education provider stated in paramedic science, artificial intelligence patients are used to simulate patients with communication needs and learning difficulties in a safe and controlled manner. Whereas for the biomedical science programme, simulated practice is used in the application of key skills, case studies and role play. We now have a clear understanding of the benefits of the use of simulation and avatars and how these contribute across the programmes. Following this quality activity, we had no further questions going forward.

#### Quality theme 4 – Coventry and London apprenticeship provision

**Area for further exploration:** We understood in September 2021, in collaboration with Guy's and St Thomas' NHS Foundation Trust, the Hudson building was opened in London to supplement the facilities available to the apprenticeship programmes. The education provider outlined how this will enhance the London workforce through its establishment of apprenticeships. However, we were unsure whether the apprenticeship programmes were based in Coventry or London and as such, how this had been agreed upon.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The education provider explained the Hudson building is to deliver apprenticeship programmes in London for learners who are drawn from local Trusts within Greater London. We were informed the education provider won a pan-London tender to provide occupational therapy and physiotherapy apprenticeship provision within London. This has subsequently driven the demand for a London location for apprenticeship learning and teaching. The education provider reflected they have now established a strategic partnership agreement with the Guy's and St Thomas' NHS Foundation Trust.

Learners are taught in either Coventry or London. The education provider confirmed the base of the apprenticeship programmes and how this had been agreed in collaboration with Trusts within London. The visitors were confident there has been meaningful engagement and partnership working with other organisations across the review period. We took reassurance the education provider has an effective relationship with both its Coventry and London services. Following this quality activity, we had no further questions going forward.

#### Quality theme 5 – National Student Survey (NSS) outcomes

**Area for further exploration:** We noted, against the backdrop of the pandemic, lockdowns, and restrictions, the overall NSS score had decreased. We were unsure whether this related to a specific profession / programme. We sought further

information about which professions this may have impacted, and associated reflections / plans put in place to mitigate against these NSS scores.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The education provider informed us overall NSS scores have dropped across the sector. We learnt that some programmes were more affected by COVID-19 than others, and the lower score related particularly to the biomedical science programme. We noted the faculty has provided support for programmes to focus on specific areas highlighted in the NSS. The education provider also stated NSS data for biomedical science indicates the scores are consistent but remain below expected levels. The education provider informed us communication channels between learners and staff have been improved via use of a shared course director inbox. We also read of the action plans the education provider had put in place. Following this quality activity, we had no further questions going forward.

#### Quality theme 6 – availability of practice-based learning for biomedical science

**Area for further exploration:** We noted there have been challenges with the availability of practice-based learning for the biomedical science provision. The education provider reflected how COVID-19 had a significant impact on the availability of NHS placements in the West Midlands. We recognised the education provider is working with the professional body to create more capacity. We were however, unclear about the actions put in place to support learners on the biomedical science programme during COVID-19. This was to ensure appropriate practice-based learning was undertaken, and the education providers reflections on these approaches.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The education provider informed us learners on the biomedical science programme were supported by the placement tutors and the careers team to secure their own placements outside of the West Midlands. Effective networking links were established to increase the number of placements available for learners. Several placement locations outside the West Midlands have been approved to maximise capacity. The education provider informed us the programme team is committed to continuing to explore ways to increase placement capacity and has support from the school. Following this quality activity, we had no further questions going forward.

## Quality theme 7 – practice co-ordinator

**Area for further exploration:** We noted the practice co-ordinator liaises with and provides information for learners, attends events to build networks and relationships with placement providers and helps to explore new models of placement supervision. We also noted the practice co-ordinator had left. We were unclear whether this post had been recruited to or any timeframes for future recruitment. The visitors were therefore unable to determine whether this post continued to be an important position within the team. The visitors sought information about the reasons for, or not for, recruitment to this position.

**Quality activities agreed to explore theme further:** We decided to explore this area by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

**Outcomes of exploration:** The education provider outlined why they have recruited a new practice coordinator. We understood they have also developed a new clinical placement team, numbering five additional members of staff. This team coordinates placements across all the pre-registration routes. We understood the reasons for the recruitment and development of the new team to support practice-based learning. Following this quality activity, we had no further questions going forward.

## Section 4: Summary of findings

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

### Overall findings on performance

#### Quality theme: Institution self-reflection

##### Findings of the assessment panel:

- **Resourcing, including financial stability –**
  - The education provider explained the impact of COVID-19 has meant new ways of teaching and learning. We understood how they have adapted to these and embraced the changes necessary to meet the needs to changing expectations.
  - As detailed in [quality theme 4](#), in September 2021, the education provider opened a new building, known as the Hudson Building for the School of Nursing, Midwifery and Health in London. This was in collaboration with Guy's and St Thomas' NHS Foundation Trust and other pan London partners to help address staff shortages in the NHS in the region.
  - We noted the education provider's collaborative process ensures they continue to deliver quality programmes which are effectively resourced.

- The education provider acknowledged the challenges of increasing learner numbers as discussed in [quality theme 1](#), and we noted their processes in place to monitor them effectively. The education provider's business model and processes ensure sustainability and quality of provision. We noted evidence of investment, for example the new Hudson building.
- We were satisfied how the education provider is performing in this area.
- **Partnerships with other organisations –**
  - The education provider has effective partnership arrangements with practice placement providers and Health Education England (HEE), underpinned by the NHS Education Contract 2021-2024. We noted the biannual HEE engagement meetings and regular placement provider meetings.
  - We noted education provider meetings with placement providers continued online throughout COVID-19 and are now offered in a hybrid capacity.
  - The education provider collaborates with other education providers in the Midlands to maximise placement capacity. They use apprenticeship links to expand the pool of available practice-based learning opportunities.
  - The education provider works with health and social care organisations in the public and private sector to work towards high quality education and research.
  - We were satisfied how the education provider is performing in this area.
- **Academic and placement quality –**
  - We noted the education provider's full placement initial review process. Their ongoing quality monitoring processes involve the review of Care Quality Commission (CQC) reports, and reviews of placements at meetings between the education provider and the practice placements.
  - We noted the introduction of a practice placement exception reporting process. This enables the education provider to identify themes and trends across organisations. As detailed in [quality theme 2](#), we noted this process currently covers most professions, though not biomedical science. We also noted the education provider's channels to assess how they are performing in practice-based learning.
  - We noted the work the education provider has undertaken to improve the teaching and learning environment, learner satisfaction, and graduate outcomes. For example, the customer experience team expanded in 2021 with the addition of student success coaches (SSCs). Learners can work with SSCs to understand their ambitions and aspirations, and define these through success plans that provide structure to their goals.
  - We were satisfied how the education provider is performing in this area.
- **Interprofessional education (IPE) –**
  - The education provider ensures IPE facilitates learners understanding of other's roles and responsibilities and the benefits of interprofessional

working for the service users. Learners also engage with IPE so they develop their collaborative abilities.

- The education provider outlined how COVID-19 had presented challenges to the delivery of IPE, and some programme teams developed new and innovative ways of IPE to ensure it remained central to the curriculum.
- We were satisfied how the education provider is performing in this area.
- **Service users and carers –**
  - The education provider is committed to service user and carer engagement in all aspects of their programmes. We noted service users and carers are involved throughout, including recruitment, teaching, learning and research and how feedback is acted upon.
  - We understand the education provider's clear and consistent approach to this engagement is maintained to meet professional, statutory, and regulatory body requirements.
  - We were satisfied how the education provider is performing in this area.
- **Equality and diversity –**
  - The education provider's equality, diversity, and inclusion (EDI) structure comprises multiple councils, committees, and working groups. These are underpinned by staff from a range of roles.
  - We noted the education provider has developed an EDI dashboard. This contains anonymised data on learners and staff including age, disability, gender, and sexual orientation. This dashboard allows the education provider to analyse equality and diversity at faculty, school, and programme level. The education provider stated having access to this data makes it easier for them to develop action plans to tackle inequalities.
  - We were satisfied how the education provider is performing in this area.
- **Horizon scanning –**
  - The education provider keeps their portfolio of programmes under continual review, looking at content, delivery mode and delivery sites. We noted this ensures new opportunities can be explored and current open programmes remain viable and responsive to current / projected needs as national and local workforce demands change.
  - For example, with the roll out of degree apprenticeship programmes, they created a new role to lead the development of the programmes. This approach helped them to keep up to date with the development of apprenticeship standards, including being involved in some of the trailblazer groups to influence the standards. The education provider also stated they engage with employers in other regions to understand their need for apprentices as part of workforce planning.
  - We were satisfied how the education provider is performing in this area.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

## Quality theme: Thematic reflection

### **Findings of the assessment panel:**

- **Impact of COVID-19 –**
  - The education provider stated COVID-19 had provided challenges such as managing learners' health risk, reduced placement capacity, and change to some placements' mode of delivery.
  - The education provider demonstrated how they understood there was a risk learners could develop COVID-19 because of undertaking practice-based learning. Due to the pandemic, there was reduced placement capacity at a national level for all professions. Consequently, it was not possible to source placements for all learners. Placements for first-year learners were paused for a period early in the pandemic.
  - We noted, from the first national lockdown in March 2020, teaching and learning methods of academic components of programmes changed in response to government guidelines. The education provider also stated the move to remote delivery of teaching and learning needed upskilling staff and learners in terms of available technologies and IT infrastructure.
  - We were informed the delivery of the academic components of programmes were adjusted. As part of the education provider's 'no detriment' commitment (the pandemic would not adversely affect a learner's studies) they implemented measures to provide opportunities to complete their academic studies with a fair assessment process.
  - We were satisfied how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
  - As described in [quality activity 3](#), the education provider stated simulation is being developed to complement practice-based learning. Avatars are being developed and embedded into simulation for specific issues such as taking a family history or communicating with a patient. Learners are thereby enabled to practice key skills before engaging with patients in practice-based settings. For example, in occupational therapy, class simulation is led by the lecturer and demonstrates suitable assessment for pulmonary rehabilitation.
  - From September 2020, all HCPC programmes transferred from the learning platform Moodle to AULA. This move enabled learners, during COVID-19, to learn in an online social community. In addition, programme teams were able to deliver more hybrid and flexible approaches to learning and assessment.
  - We were satisfied how the education provider is performing in this area.
- **Apprenticeships –**
  - The education provider stated their development of apprenticeships has been a key activity. They consider it is important they ensure high quality apprenticeship programmes are available to allow employers to invest in the expansion of the allied health professional workforce. We noted they joined apprenticeship trailblazer groups in occupational

therapy, physiotherapy, and dietetics, and worked with stakeholders to lead these developments.

- They are also developing apprenticeship programmes in diagnostic radiography and paramedic science. The education provider said their aim is to offer apprenticeships across their portfolio of allied health profession programmes.
- We were satisfied how the education provider is performing in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - We noted the education provider's processes and procedures embed the UK quality code. They explained mapping exercises were undertaken to ensure their processes were in line with the indicators of sound practice. Further mapping had taken place in respect of the expectations for standards and quality, the core and common practices within the current quality code and the guiding principles in the advice and guidance themes.
  - We understood the mapping exercises are regularly reviewed annually to ensure no gaps emerge because of changing processes.
  - We were satisfied how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies –**
  - The education provider has an established full placement initial review process which involves the ongoing review of Care Quality Commission (CQC) reports. The education provider outlined how practice partners discuss their CQC status and action plans as a standing agenda item at the Faculty strategic partnership group.
  - We were satisfied how the education provider is performing in this area.
- **National Student Survey (NSS) outcomes –**
  - The education provider stated over the last two years the NSS took place against the backdrop of COVID-19 and national lockdowns and restrictions. They explained how the turbulence caused by COVID-19, was reflected in the national picture, seeing the average overall satisfaction rating across the sector decline from 83% in 2020 to 75.1% in 2021.
  - The Faculty has seen a small decline in overall satisfaction, and the rating was just below the sector average. The School of nursing, midwifery and health also saw a small decline, though the rating was above the sector average.
  - As detailed in [quality activity 5](#), we understood the lower overall NSS score was related to biomedical science, the results were consistent and the plans in place to address this.

- We were satisfied how the education provider is performing in this area.
- **Office for Students (OfS) monitoring –**
  - We noted the education provider's access and participation plan sets out how they improve equality of opportunity for under-represented groups of learners to access and successfully progress in higher education. The education provider stated their practice in areas such as transnational education and freedom of speech and academic freedom, is guided by the OfS annual review of 2021.
  - We understood how the education provider progresses with feedback and actions from the OfS monitoring and are satisfied with how they are performing in this area.
- **Other professional regulators / professional bodies –**
  - We noted the education provider developed both pre-registration masters and apprenticeship programmes, some of which have gained professional body accreditation. The education provider are working towards accreditation with the College of Paramedics and with the Society College of Radiographers for paramedic and diagnostic radiography provision respectively.
  - The education provider stated their non-medical prescribing programmes continued to be approved across a range of regulators including the NMC and General Pharmaceutical Council.
  - We were satisfied how the education provider is performing in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - We noted the education provider redesigned several programmes, including a curriculum review, to fit their new undergraduate academic regulations. A variety of changes were made and approved in response to this to a range of programmes.
  - For example, for the dietetics programme, this meant the programme team developed authentic assessments such as the creation of infographics to share key health messages.
  - We were satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance –**
  - We noted a variety of changes were made and approved throughout the period in response to professional body guidance.
  - For example, the education provider informed us the Institute of Biomedical Science launched a new online registration portfolio in October 2019. This was developed in response to COVID-19 as appropriate development as portfolio verifications could not take place face to face.

- We were satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning –**
  - We noted the education provider experienced challenges to practice-based learning capacity created by the pandemic. This included withdrawal or suspension of placements.
  - We recognise the issues explored in this area for the biomedical science programme, as detailed in [quality activity 6](#).
  - We noted increased capacity is required to meet the demand for placements and so innovative ways to increase placement capacity are required to meet the demand for practice education. The education provider has approved a small number of placement locations outside of the West Midlands region to maximise capacity. Placements have also been developed in emerging areas. Placement capacity forecasting is reviewed on an ongoing basis to inform course level delivery plans.
  - We were satisfied how the education provider is performing in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - We noted feedback from learners is gained through different mechanisms. For example, National Student Survey data, Post Graduate Taught Survey, student voice meetings, and module evaluation questionnaires.
  - For example, the 2021 Course Quality Enhancement and Monitoring (CQEM) process for the biomedical science programme considered feedback from learner's module evaluations and the National Student Survey data. From this, feedback suggested course management and communication could be improved. The programme team introduced weekly course drop-in's, communication programme team inbox, and processes to track 'at risk' learners earlier.
  - We were satisfied how the education provider is performing in this area.
- **Practice placement educators –**
  - We noted the education provider gathers feedback from practice educators at programme level.
  - Feedback received about issues across many professions has led to changes and improvements. For example, in dietetics, placements have traditionally not been provided in a paediatric setting. The education provider explained practice partners requested the development of paediatric placements as they face challenges in recruiting new staff. Placements have consequently been developed in

a paediatric setting through collaboration with a local children's hospital and community paediatric service.

- We also understood the education provider has recruited a new practice coordinator as detailed in [quality activity 7](#).
- We were satisfied how the education provider is performing in this area.
- **External examiners –**
  - We noted feedback from external examiners was generally positive. When external examiners provided specific feedback about issues relating to the pandemic. In these cases, the education provider considered them and, if appropriate, implemented appropriate changes.
  - The education provider also recognised development and successes over the period. For example, greater information / guidance provider to external examiners about timeframes and the use of the education providers virtual learning environment (AULA).
  - We were satisfied how the education provider is performing 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:** The education provider reflected upon the lower than expected National Student Survey (NSS) scores as outlined in [quality activity 5](#).

In addition, the education provider stated it recognised that data around learners not continuing their programme of study, is based on many factors and COVID-19 presented new challenges for some learners. We understood the education provider had implemented a range of interventions such as, first year placements were paused, and programmes were restructured to enable learners to remain on their programme. The education provider said they had worked in partnership with placement providers to ensure learners had the opportunity to undertake paid placements. They also supported learners to join the emergency Register if applicable. The education provider explained this support for learners contributed to ensuring reducing the number of learners not continuing.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

#### Section 5: Issues identified for further review

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

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

## Section 6: Decision on performance review outcomes

### **Assessment panel recommendation**

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

- The education provider's next engagement with the performance review process should be in the 2026-27 academic year

**Reason for this recommendation:** We have come to this recommendation because we consider:

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

Appendix 1 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Applied Biomedical Science	FT (Full time)	Biomedical scientist			01/09/2009
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/09/2020
MSc Dietetics and Leadership	FT (Full time)	Dietitian			01/09/2021
MSc Dietetics and Leadership, Integrated degree apprenticeship	FT (Full time)	Dietitian			01/08/2021
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1997
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/1997
BSc (Hons) Occupational Therapy	WBL (Work based learning)	Occupational therapist			01/09/1997
MSc Occupational Therapy	FT (Full time)	Occupational therapist			01/01/2021
MSc Occupational Therapy Integrated Degree Apprenticeship	WBL (Work based learning)	Occupational therapist			01/01/2022
BSc (Hons) Operating Department Practise	FT (Full time)	Operating department practitioner			01/09/2019
BSc (Hons) Operating Department Practise	WBL (Work based learning)	Operating department practitioner			01/09/2019

Diploma of Higher Education Operating Department Practice	FT (Full time)	Operating department practitioner		01/09/2003
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic		01/09/2018
BSc (Hons) Paramedic Science	PT (Part time)	Paramedic		01/08/2018
Diploma of Higher Education Paramedic Science	FT (Full time)	Paramedic		01/09/2008
Foundation Degree in Paramedic Science	FT (Full time)	Paramedic		01/09/2005
Foundation Degree Paramedic Science	PT (Part time)	Paramedic		01/01/2016
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist		01/05/2013
BSc (Hons) Physiotherapy	PT (Part time)	Physiotherapist		01/09/2018
BSc (Hons) Physiotherapy	WBL (Work based learning)	Physiotherapist		01/09/2019
MSc Physiotherapy and Leadership	FT (Full time)	Physiotherapist		01/09/2020
MSc Physiotherapy and Leadership	WBL (Work based learning)	Physiotherapist		01/09/2020
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer	01/09/2021
MSci Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer	01/09/2021

Conversion Course From Supplementary to Independent Non-Medical Prescribing (Non-Accredited)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/12/2014
Practice Certificate in Independent and Supplementary Prescribing (Level 3)	PT (Part time)			Supplementary prescribing	01/10/2016
Practice Certificate in Independent and Supplementary Prescribing (Level 3)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/10/2016
Practice Certificate in Independent and Supplementary Prescribing (M Level)	PT (Part time)			Supplementary prescribing	01/10/2016
Practice Certificate in Independent and Supplementary Prescribing (M Level)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/10/2016