
Performance review process report

University of Birmingham, 2018-21

Executive summary

The visitors recommended the education provider interact with our performance review process in five years' time.

Through the reflection provided, the education provider demonstrated budgets for each college are appropriate for delivering all targets. They are committed to quality assurance. The education provider responded positively to the challenges of the pandemic. They received positive feedback from formal review activities and demonstrated responsiveness to recommendations. The education provider's self-reflection identifies areas that need particular attention, and all programmes appear to have clear plans to support review activities. Across the institution, have implemented strategies to facilitate and respond to feedback from different stakeholders.

There are no referrals and issues to highlight. 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 provide any observation they had on the conclusions reached. Based on all the information presented to them, the Committee decided the programmes remain approved.

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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:

Dawn Roe	Lead visitor, practitioner psychologist, clinical psychologist
Jo Jackson	Lead visitor, physiotherapist
Catherine Rice	Service User Expert Advisor
John Archibald	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers nine HCPC-approved programmes across three professions. It is a higher education provider and has been running HCPC-approved programmes since 1992.

The education provider delivers programmes currently based around physiotherapy, prescribing and psychology. Within the regions of West and East Midlands, eight other education providers run physiotherapy programmes, seven other education providers run psychology programmes, and 11 education providers run prescribing programmes.

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1997
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1992
Post-registration	Independent Prescribing / Supplementary prescribing			2020

Institution performance data

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

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	327	546	2021-22	The enrolled numbers of learners across all HCPC approved provision are higher than the approved intended numbers we have on our record. After assessment of the initial documentation, 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%	1%	2021-22	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	93%	95%	2021-22	The percentage in employment or further study appears more than the benchmark at the education provider which implies learners who successfully complete their learning at this institution make significant progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Gold	2017	A gold award would indicate that the institution is doing well.
National Student Survey (NSS) overall satisfaction score (Q27)	76.4%	75.1%	2021-22	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 that is 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.

Performance data

We also considered intelligence from others, as follows:

- Health Education England (HEE) Midlands - but we did not receive information which would impact on the review.

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 – partnerships with other organisations within the Clinical Psychology Doctorate (ClinPsyD) programme

Area for further exploration: The visitors noted the evidence provided of extensive partnership working across the range of provision. They also noted within the Clinical Psychology Doctorate (ClinPsyD) programme the education provider is aware of a need to broaden stakeholder engagement on committees due to recent staff changes. The visitors wanted to explore more about how the provider will be assessing the level and efficiency of engagement, and the type of stakeholders to be engaged to ensure continued effective delivery of the programme.

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 how levels of attendance at programme committee meetings by NHS representatives have been variable over the years, primarily due to changes in staff roles / services for NHS representatives. The education provider stated they will follow-up to seek representation from a larger number of NHS representatives and non-NHS placement providers locally to contribute as members.

NHS representatives contribute to discussions as they relate to operational matters, internal review, and governance aspects of the curriculum and assessments, as well as to strategic plans for the programme. NHS representatives input information related to developing services and models of practice, placement capacity, and supervisors' needs. Committees are minuted, with actions noted and the minutes subsequently distributed. Actions are followed-up in the next set of meetings.

The visitors were confident there is meaningful engagement and partnership working with other organisations across the review period. The education provider is aware of the challenges associated with the attendance of NHS representatives and are actively seeking ways to address this. The visitors therefore considered the education provider is performing well in this area.

Quality theme 2 – placement quality and evaluation within the Clinical Psychology programme

Area for further exploration: The visitors noted the evidence provided of extensive partnership working across the range of provision.

Reflection on partnership working detailed that the Clinical Psychology Doctorate (ClinPsyD) programme had pressure on the availability of practice-based learning. The visitors considered this may have an impact on whether learners consider they are able to feed back concerns about placements and supervisors in a safe and confidential way when they are aware the education provider has undergone challenges in relation to placement capacity (see quality theme 10). There may be pressure from the education provider to 'get on with it', if there are difficulties with supervisors, they may lose placements. The visitors also considered there is also an inherent power dynamic within the relationship between learner and supervisors, which can make it difficult for trainees to be honest about difficulties they encounter.

The visitors consequently wanted to know by what means the education provider ensured learners on the programme have to feed back concerns about their placement experience in a safe and confidential way.

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 how two placements for the forensic psychology provision were deemed unsuitable. One was due to issues with competence of the supervisor and another due to the variety of work available. The education provider also said learners were not disadvantaged as they were signed off on relevant competencies and experiences and remain in line with their cohort's progress. Individuals were also well supported by appraisal tutors during these difficulties, with additional meetings taking place and tutors leading on addressing difficulties on placement.

The education provider also said learners on the Clinical Psychology Doctorate (ClinPsyD) receive a placement visit twice during their first ten-month foundation placement, and once during each of the remaining four six-month placements.

Placement visits are conducted by the learner's appraisal tutor. The appraisal tutor meets with the learner for an individual meeting. Learners can feed back any placement concerns in this meeting. There is then a meeting between the learner, the placement supervisor, and the appraisal tutor. If there are specific concerns about a placement, learners are encouraged to talk to their appraisal tutor and / or clinical director. If the review of either the supervisor end-of-placement form or the learner end-of placement form highlights or indicates there are difficulties, then a clinical tutor will pick up matters with the learner.

The visitors considered the education provider demonstrated the learner voice is an important aspect of determining placement quality, and they take steps to address any issues raised. They have shown they understand issues relevant to the provision of quality clinical placements, and that competency standards are being maintained.

The visitors are confident the education provider has a clear understanding of issues around the quality of placement provision.

Quality theme 3 – future plans for enhanced interprofessional education

Area for further exploration: The visitors noted interprofessional education (IPE) is appropriate for the different professions and reflects the diversity of learner groups, both pre-registration and post-registration. However, the visitors noted there is a move from operating IPE at a local level to a cross-institute approach. The education provider's Programme Framework for the Future (ProFF) initiative works to increase opportunities for sharing across programmes. The education provider stated the alignment of programme structures within the new framework will make IPE more straightforward to organise across the disciplines.

The education provider also highlighted the new clinical skills centre offers an enhanced opportunity for IPE. However, the visitors were unclear about the impact of the new institutional approach to IPE and the new clinical skills centre. They therefore wanted to explore these potential areas of enhancement in more detail.

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 the visitors the new clinical skills centre has provided an opportunity for the diverse range of health professions run by the education provider to come together. This is to strengthen collaborative working across the education provider. The clinical skills centre is being developed through the involvement of steering groups consisting of different stakeholders across the education provider. The education provider outlined how the groups enable the clinical skills centre to deliver the need of all healthcare professions across the education provider to provide a space which is adaptable and big enough to deliver IPE. An interprofessional learning steering group is active and a core driver of developments. The visitors noted there has been an increase in the number of IPE opportunities available and closer collaboration across colleges within the education provider. Other forums have been established such as the health professions group and they are highlighting common areas of working, such as IPE, where increased collaboration is developing. The visitors considered the education provider has demonstrated a commitment to providing meaningful opportunities for IPE and is performing well in this area.

Quality theme 4 – Involvement of service users and carers

Area for further exploration: Across the provision, the visitors noted the involvement of service users and carers across a range of activities throughout the delivery of the programmes. The education provider reflected upon the impact COVID-19 had on the involvement of service users and carers. The visitors considered the education provider had continued to involve this stakeholder group appropriately during the situation many providers found themselves in.

The visitors also noted service user and carers involvement is implemented at a profession level rather than institution wide level. Specifically, for the following programmes, the visitors noted:

Physiotherapy - The education provider reflected about the need to review involvement and re-engage with the strategy. The visitors noted the service user and carer strategy provided was in draft form and appeared to date from 2016. They therefore wanted confirmation about the status of the draft strategy in order to reach an informed decision about the education provider reflections.

The visitors noted the programme had created a database of service users and carers because of feedback from the annual service user forum. The visitors recognised this was an example of how feedback had been listened to and taken forward. They therefore explored this in more detail to learn whether this has been / will be shared with other programmes.

Psychology – The visitors noted the references to the Experts by Experience Steering Committee (EbESC). Overall, the education provider reflected this has been a positive development. However, there were challenges such as COVID-19 and ensuring meaningful involvement. The education provider noted this required consideration of a broader pool of service users and carers, and the breadth, depth and quality of involvement. The visitors also noted a School wide review is due to occur and sought to explore this in more detail to understand the aims, strategy, policy and standards for service user and carer involvement.

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: Specifically for the following provision:

Physiotherapy – the education provider confirmed the draft strategy submitted with is the current strategy. This provided the visitors with clarity about the education provider reflections.

Regarding the database, the visitors noted that exploration of more opportunities for service user and carer involvement with other programmes across the profession will be undertaken. The visitors were also informed the principles which underpin the Programme Framework for the Future are being considered by all taught programmes. This will allow learning and best practice to be shared across the provision.

Psychology - The education provider outlined how the EbESC has met regularly over the last few years. However, the group decided to pause its regular meetings at the start of 2022 pending a formal review and investigation of service user and carer involvement across the School of Psychology. The visitors were informed the aim of the review is to map current activity across all aspects of the school. The review will also evaluate the role of EbESC going forward to ensure meaningful involvement of service users and carers. However, the education provider said EbESC is still

available for consultation, so they are still able to offer a response to requests for involvement.

The visitors consider the education provider is committed to working with service users and carers. They are actively reviewing their approach to working with them. This should see a strengthening of this aspect of their provision across all programmes, with meaningful engagement to be at the forefront of the review. The visitors considered the education provider is performing well in this area.

Quality theme 5 – impact of COVID-19

Area for further exploration: The education provider reflected that learners were moved to either partial or complete remote placement attendance with consequent remote client contact for assessment and intervention work, and team working. The visitors required more information about any impact on learners meeting competencies within remote placements, and whether the confidence of learners who have not had the opportunity to work face-to-face with patients and clients has been affected. The visitors wanted to explore whether the education provider had considered whether learners were receiving an equitable educational experience compared to if they had been working face-to-face.

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 that learners across the provision received additional support. Specifically for the following programmes, the education provider also explained:

Clinical and forensic psychology –

- learners have been achieving competencies at an equitable rate regardless of placement experiences being remote or face-to-face;
- learners have adapted to placements and supervisors and have had opportunity to develop skills in digital therapy and other innovative practice;
- competencies are monitored from placement to placement over the course of a programme. Gaps needing resolution are identified prior to completing training; and
- during COVID-19, no learners completed their training without opportunity to work face-to-face with patients and clients.

Physiotherapy –

- learners had raised the issue of reduced confidence with practical skills through the learner representative system;
- additional practical skill workshops were arranged to mitigate this;
- placements have provided additional practical skill support in the workplace where possible to help learners develop to the required level; and
- working in a virtual environment has been added to the curriculum to enable learners to be prepared for the ongoing use of virtual consultations in practice.

Educational psychology –

- learners have either equivalent, similar, or alternative learning outcomes, or require additional support to achieve the learning outcomes;
- learning outcomes were verified at the end of year one as being equivalent with previous learners;
- a review of learners' progress in year two indicated the need for additional support to deepen some aspects of learning;
- learners indicated their current placement experiences, where services are employing hybrid working models post-COVID-19, can include a sense of isolation; and
- the programme is taking steps to continue to support learners' quality of learning, through collaboration and reviews with placement educators.

Independent prescribing –

- learners continued with placements in clinical environments;
- this included some remote consultations which have become part of standard practice in several clinical areas; and
- few learners expressed a reduced level of confidence and needed additional teaching; and
- simulations were provided to support learning and development with additional clinical supervision if needed.

The visitors considered the education provider has demonstrated they have a comprehensive understanding of the impact of COVID-19 on the provision of teaching, and the learning experience. They have also shown this has not impacted on the development of competencies. The visitors considered the education provider is performing well in this area.

Quality theme 6 – use of technology: changing learning, teaching and assessment methods

Area for further exploration: The education provider's reflection detailed how they are looking to explore how the technology and methods can be incorporated into their curriculum. The education provider returned some of their learners to in-person teaching after the initial phase of COVID-19 and made use of hybrid teaching technology. Programmes are also looking to explore whether and how to use hybrid learning in their teaching. The visitors consequently required more information about the plans for developing simulation in learning and implementing hybrid learning in both the academic and placement settings.

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 said with respect to placements, hybrid learning will depend upon the individual practice setting with trainees expected to adhere to each practice setting. The education provider also said for the following professions:

Clinical and forensic psychology –

- a curriculum working party meets to explore what elements of hybrid academic practice will be continued into the 2022-23 academic year. This includes use of recorded material for educational elements.

Physiotherapy –

- there is a simulation working group;
- the school's approach to hybrid learning is developing and likely to continue;
- courses, workshops, and drop-in meetings are being planned to support placement educators and academic staff; and
- many resources created during COVID-19 are available to learners to supplement the increase in face-to-face learning.

Physiotherapy and independent prescribing –

- they are buying equipment to enable the greater use of simulation;
- this strategy is designed to bridge the gap to offer local simulation activity until the Clinical Skills Centre is available; and
- this will offer state of the art learning opportunities and more interactive teaching and learning in an inter-professional environment.

Educational psychology -

- programme review in May 2022 identified academic developments to support reflective learning to be implemented from 2022-23;
- these include the use of Video Enhanced Reflective Practice (VERP);
- VERP has been used to support learner reflection in practice learning. It is used to support simulation in supervision and the development of consultation skills;
- face-to-face delivery is the primary approach in the academic setting;
- the use of workshop recordings and live webcasts, adopted during COVID-19, has continued;
- working with clinically vulnerable clients, supervision, and some casework meetings may take place virtually;
- many educational psychology services face restrictions on office-space access, with home working policies;
- learner feedback has captured how informal learning from colleagues in practice-based learning is a key focus, and discussions are being held to ensure learning opportunities continue to supplement formal supervision; and
- learner feedback indicates they value hybrid placement learning.

The visitors considered the use of simulation is an area of development across the provision and the education provider has a clear plan in place to ensure it makes a significant contribution to learning. The education provider continues to explore the best use of technology to facilitate teaching and learning, whilst considering learner's opinions. Simulation appears to offer an opportunity to further enhance learning. The visitors considered the education provider has shown how their provision has developed in line with changing technology and how simulation is used. The visitors therefore considered the education provider is performing well in this area.

Quality theme 7 – assessment of practice education providers by external bodies

Area for further exploration: The visitors noted the education provider's reflection seemed to indicate there are no mechanisms to enable a response to concerns arising from external reviews, such as Care Quality Commission (CQC) inspections. They wanted more information about the plans for a process in the future.

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 stated that at present programmes run their own processes in this area. They said this area has been identified for development and one where they are keen to work collectively to design shared processes where appropriate. They also intend to consider and emulate if appropriate practice elsewhere in the education provider.

The education provider also stated specifically for the following professions:

Clinical and forensic psychology –

- a pre-placement quality checklist is being developed which will include questions around CQC and other external inspections;
- any concerns raised will prompt further exploration and a response from placement educators;
- consideration will be given to placement learning opportunities that can come from a CQC outcome and / or associated risks with placing a learner in a specific context;
- they explore the inclusion of an item related to CQC outcomes in placement visit forms. There is an expectation learners discuss CQC inspections, outcomes and consequent service or Trust plans as an aspect of their professional development and leadership competencies with their placement supervisors.

Physiotherapy –

- annual quality review meetings of placement education will consider external reviews alongside a range of evaluation data;
- this enables a targeted programme of visits to be made where concerns are raised; and
- action can then be taken where necessary.

Educational psychology -

- placements are in local authority educational services, and are governed by a nationally agreed protocol, the Practice Placement Partnership Framework;
- this determines the minimum standards for placement education;
- the framework is reviewed in regular meetings between learner, placement supervisor and education provider tutor;
- assessments of quality of local authority provision would be appropriate where Educational Psychology Service provision were to be found wanting, and compromised placement learning;

- relevant issues would be identified through meetings between learner, placement supervisor and education provider tutor. Supplementary reviews between programme director and the service manager would take place;
- any placement adjustments would be made accordingly.

The visitors considered the education provider is aware of the need to work collaboratively in this area in the future, but interim arrangements are satisfactory while this work is undertaken. The visitors were therefore satisfied with how the education provider is performing in this area.

Quality theme 8 – development to reflect changes in professional body guidance

Area for further exploration: The education provider reflected on the clinical, forensic, and educational psychology provision, placement capacity appears to be a potential issue for programmes responding to professional guidance. The visitors consequently wanted to know whether there are placement opportunities available, and more information about how the education provider is meeting the challenges in placement capacity. They wanted to explore whether the education provider is seeing an impact of non-NHS placements on the employability of clinical psychology graduates.

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 said for clinical and forensic psychology additional placements have been sourced for the 2022/23 academic cycle. This has been achieved by reaching out to local providers and developing relationships with additional public, private and third sector organisations. There is no impact on employability on placement location with all programmes seeing 100% post-qualification employment. Additionally, for:

Clinical psychology –

- they are increasing placement capacity by offering placements with non-clinical psychology professionals such as counselling psychologists. The visitors noted this is in keeping with the British Psychological Society (BPS) accreditation criteria that most learning opportunities and placements must be provided by clinical psychologists. This gives learners more opportunities to develop skills with a broader range of psychological professionals that fits with the multi-disciplinary nature of most services.

Educational psychology –

- BPS guidance specifies the requirement of a range of experiences within placements;
- local authority placements offer the appropriate breadth of learning and are compatible with the funder, Department for Education, looking for graduates to enter local authority employment; and

- placements are exclusively with local authority educational psychology services, since despite pressures, there is sufficient supply, and local authorities are keen to support future recruitment.

The visitors noted the education provider has thought about the change in guidance and how they can respond, while ensuring learners can still access the opportunities required to develop the requisite competencies. The visitors consequently consider the education provider is performing satisfactorily in this area.

Quality theme 9 – feedback from external examiner

Area for further exploration: For the clinical psychology programme, the visitors noted feedback from an external examiner, where the same feedback was provided for two scripts, one considered borderline, the other a pass. The visitors wanted information whether the education provider sought clarification on this feedback.

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 clarified the reason for the differences in marking between two markers on the same assignment. The assignment reviewed by the external examiner was the models clinical practice report, where learners form a case from two different psychological models. The markers are reviewing and assessing different sections of the script as they relate to different formulations, as well as shared areas on the script (e.g., assessment, reflective practice). The script looked at by the external examiner had one of the formulation sections reviewed by an external marker who is a specialist in psychodynamic work and who contributes to teaching on the psychodynamic model. The other different formulation on the script was assessed by an internal marker. The education provider described they responded to the external examiner with their plan to further ensuring external markers are marking to the required standard, in alignment with the marking grid(s), and a move to developing marking rubrics to further ensure the transparency and consistency of marking.

The visitors noted the external examiner responded they were satisfied with the education provider's response and in agreement with their plans. The visitors consider the education provider is performing satisfactorily in this area.

Quality theme 10 – capacity of practice-based learning (programme / professional level)

Area for further exploration: The visitors noted that except for the forensic psychology provision, all programmes noted challenges in relation to placement capacity. The visitors also noted the education provider's reflection that programmes are exploring alternative opportunities to ensure placement capacity is maintained. The visitors wanted to learn more about the work the education provider is doing to guarantee placement capacity and the assurance of placement quality in new developments.

The visitors wanted to know how many placements on the forensic psychology provision have not been deemed suitable, and what impact this has had on the learners' education, progression, and well-being. Recognising the necessity for some coursework being based on fictional cases, the visitors sought more information on how the impact on clinical competences has been mitigated.

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 said processes are in place to monitor the quality of alternative placements being developed or to offset challenges in capacity. New partnerships are also being developed to meet the new capacity requirements, and these will offer learners opportunities to learn from a wider professional group. They also said for specific professions:

Physiotherapy –

- the placement quality audit tool has been used to evaluate new placements as part of strengthening the quality assurance processes surrounding placement education post-pandemic; and
- ongoing evaluation data will feed into the annual quality review process outlined above.

Clinical psychology –

- The education provider said that for clinical and forensic psychology additional placements have been sourced for the 2022/23 academic cycle. This has been achieved by reaching out to local providers and developing relationships with additional public, private and third sector organisations. There is no impact on employability on placement location with all programmes seeing 100% post-qualification employment; and
- they are increasing placement capacity by offering placements with non-clinical psychology professionals such as counselling psychologists. The visitors noted this is in keeping with the British Psychological Society (BPS) accreditation criteria that most learning opportunities and placements must be provided by clinical psychologists. This gives learners more opportunities to develop skills with a broader range of psychological professionals that fits with the multi-disciplinary nature of most services.

Educational psychology –

- placement allocation processes have identified an over-supply of placements within the West Midlands, so no alternative provision placements are required; and
- were this development to occur, the Practice Placement Partnership Framework developed by the national Joint Professional Liaison Group would govern requirements, and support placement quality assurance.

The visitors recognised the processes in place and the new partnerships being developed to meet the capacity requirements. The visitors were therefore satisfied with how the education provider is performing in this area.

Quality theme 11 – feedback from practice placement educators

Area for further exploration: The education provider's reflection showed there is no standard approach to collecting and responding to feedback from placement educators, such as during placement visits and through communication with appraisal tutors. They wanted more information about the plans for sharing learning and creating a more consistent mechanism for collecting feedback from placement educators.

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 said they see this as an area of practice they could usefully draw together practice. They intend to convene a group to discuss this beginning in the summer of 2022.

The education provider also said for the following professions:

Clinical and forensic psychology -

- a placement education survey is to be developed and circulated to all placement educators to gain feedback; and
- topics are likely to include communication, clarity, trainee experiences and placement experiences.

Educational psychology –

- placement surveys are to be developed for both learners and placement educators; and
- learner feedback indicates the need for enhanced partnership with year two placement educators, to support the learning in that year.

The visitors noted the education provider is prioritising establishing a group and surveys to look at ways to work collaboratively, share good practice and to explore opportunities for shared learning for practice educators. They considered it to be an important development and consider the education provider is performing satisfactorily in this area.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**

The education provider ensures budgets for each college are appropriate for delivering all targets, including predicted learner intakes. In addition, the five-year forward look planning process provides a robust model for dealing with longer term strategic changes. The September 2021 entry for programmes saw additional learner numbers. This resulted in some staff : student ratios being above the level the education provider would consider optimal. The visitors note the education provider found difficulty in recruiting staff. The education provider stated this had the potential to significantly disrupt the delivery of education in several programmes. Following confirmation of the numbers each programme was required to request any additional resource which would be needed. The consolidated requests were approved, and additional budget allocated to recruit staff.

The visitors consider all programmes appear well-resourced. They also noted evidence of investment, for example, the new physiotherapy clinic. The visitors also note the education provider appears to have a robust and forward-thinking funding strategy. They have demonstrated responsiveness to increasing learner numbers following Health Education England increasing the number of places for clinical psychology. The visitors note there are challenges evident in ensuring a full complement of staff. The visitors were satisfied the programme and institution is financially secure and stable.

- **Partnerships with other organisations –**

They have long-standing relationships with placement providers. Some programmes depend upon partnerships with local authority psychology services to support their functions. The visitors noted some partners sponsor learner places on programmes, paying fees and provide a wage or bursary, in addition to providing placements and research opportunities. As detailed in section 3 of this report, the education provider stated NHS staff attend programme committee meetings.

The visitors were confident there is engagement and partnership working with other organisations. They saw the provider is clearly focused on developing meaningful partnerships. The visitors considered they saw excellent evidence of extensive partnership working across the range of provision and staff have worked hard to develop and sustain relationships with partners. The visitors were satisfied how the education provider is performing in this area.

- **Academic and placement quality –**

The education provider said their Academic Policy and Quality Framework sets out the mechanisms for assuring and enhancing the quality of its academic provision. The framework is adhered to by all programmes. It is presented as three interrelated elements of legislation, procedure, and review. At the centre of these elements is

oversight by University Committees have oversight of the framework. The framework acts to uphold standards and to drive improvement.

The visitors considered academic quality appears high, and this is supported by external examiner reports and robust processes of reviewing, monitoring, and evaluating both academic and placement quality across all programmes. The visitors noted placement quality appears to be closely monitored, and where issues arise the education provider is prepared to remove learners during a placement to ensure their overall experience is appropriate. They also noted rapid expansion of physiotherapy in the region has put pressure on capacity. However, they considered it was good to see work was being undertaken to broaden the understanding of what constituted an acceptable placement experience.

The visitors also recognise the issues explored in this area as detailed in section three of this report and are satisfied with the education provider's response. The visitors were satisfied the information provided meant the education provider was performing well.

- **Interprofessional education –**

Interprofessional education appears appropriate for the different professions and reflects the diversity of learner groups. The visitors noted the move from operating IPE at a local level to a cross-institute approach. They considered the new clinical skills centre offers an excellent opportunity for IPE. The visitors noted the education provider has a steering group in place that should strengthen opportunities for IPE. The visitors considered the education provider has demonstrated a commitment to providing meaningful opportunities for IPE.

The visitors recognise the issues explored in this area as detailed in section three of this report and are satisfied with the education provider's response. The visitors were satisfied with the approach of the education provider in this area.

- **Service users and carers –**

The visitors considered there appears to be good service-user involvement and service users are involved in a range of activities. The plan to broaden the network of patient contributors is positive, and there is clearly a desire to make any engagement with service users meaningful. The visitors also recognise the issues explored in this area as detailed in section three of this report and are satisfied with the education provider's response. The visitors were consequently satisfied with how the education provider is performing in this area.

- **Equality and diversity –**

The education provider said they had established a network of college and school equality leads to help ensure the aims of the education provider's equality, diversity, and inclusion (EDI) are embedded and implemented. The leads coordinate activities and report to the education provider's Equality Executive Group. Each college produces an annual report on the outcomes from their activities. College leads for cultural diversity provide advice to colleges' EDI committees.

To help support learners, and to interact with key academic and professional services staff, the Guild of Students have several officers who cover several areas including women, LGBTQ+, trans and non-binary, and disabled learners. The education provider produces an annual EDI report, and a staff and learner equality data report. The EDI strategy is reviewed on an annual basis to ensure it is up to date with any legal developments and is responsive to issues which may have emerged during the year.

The visitors considered the education provider is committed to EDI at both an institutional and programme level. The visitors were satisfied with the information from the education provider to this section.

- **Horizon scanning –**

The education provider stated they are committed to the delivery of high-quality healthcare provision, which is more integrated, breaking down silos, and to investing in staff and infrastructure. They added their biggest challenge is bringing together of HCPC-regulated provision across three different colleges. The visitors noted all of them work with a high degree of autonomy, although within a general framework of regulations and codes of practice.

The education provider also said they saw HEE is increasing commissioning of training across multiple professions. Most of their programmes will be seeking enhanced or new tenders, which could make the future of some provision more uncertain.

The visitors noted the biggest challenge for the HCPC-regulated provision is the distribution of the courses across three colleges. However, the visitors also note there is no evidence this is having a significant impact upon the quality of the provision, and that commissioned programmes will always be challenged by the short-term nature of the commissioning cycle. The visitors considered the education provider's information to be an appropriate recognition of horizon scanning needs across all programmes.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Areas of good and best practice identified through this review: The visitors considered the new clinical skills centre offers an excellent opportunity to develop interprofessional learning.

The visitors considered they saw excellent evidence of extensive partnership working across the range of provision and staff have worked hard to develop and sustain relationships with partners.

The visitors considered the education provider involves service users in a wide and appropriate range of activities. They saw the plan to broaden the network of patient

contributors is positive and shows the education provider clearly wants to make service user engagement meaningful.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**

The education provider stated all provision was affected by the pandemic. The provision was moved to online learning from March 2020. To ensure progression for graduating learners, the education provider introduced frameworks for these graduates in 2019/20 and to plan for 2020/21. These frameworks permitted adjustments to be made to modules, programmes, and assessments to ensure all learning outcomes were met, and learners graduated.

The visitors noted in 2021/22 a light touch process for curriculum change was introduced to retain the changes made as part of the frameworks or to revert to the pre-pandemic structure. Campus teaching adhered to government guidance, with both face-to-face teaching and online sessions.

The education provider said they have now returned to face-to-face teaching while retaining elements of the digital learning initiated during the pandemic. This blended learning ensures learners have the benefit of both on-campus teaching and learning and access to digital resources.

The visitors consider the education provider has given good evidence of a positive response to the challenges of the pandemic, including a responsive and listening approach to learners. All programmes appear responsive to changing regulations and guidance, while being committed to delivering quality education for learners. The visitors also recognise the issues explored in this area as detailed in section three of this report and are satisfied with the education provider's response. The visitors were therefore satisfied with the education provider's performance in this area.

- **Use of technology: Changing learning, teaching and assessment methods –**

The education provider said at the start of the pandemic they moved their delivery of teaching online. As some learners returned to in-person teaching, they used hybrid teaching technology to allow learners to choose the most appropriate mode. The education provider also said as they returned to in-person teaching they have retained elements of online delivery to enhance the learner experience.

Although most in-person teaching could be moved online, engaging with learners with more hands-on teaching and learning was a greater challenge. The education provider said new developments across learning, teaching and assessment will stay. Confidence in blended teaching and learning has resulted in more effective use of their virtual learning environment (VLE). The visitors noted VLE is now a more active learning space.

The visitors considered the education provider built upon the learning from the changes driven by the pandemic, in particular the inclusion of more use of online platforms and flipped approaches to learning. They noted it was good to see VLE has been strengthened and moving forward there is a place for hybrid learning and an increased use of technology.

The visitors highlighted issues in this area and were satisfied with the education provider's response. This has been explored in section three of this report. The visitors are consequently satisfied with how the education provider is performing 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: The visitors recognise the teams who clearly worked exceptionally hard during the pandemic to ensure they supported learners to remain connected and prioritise their well-being. The visitors also considered the education provider's response to COVID-19 using technology showed excellent evidence of developing learning, teaching and assessments.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

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

The education provider stated they were formally assessed by the Quality Assurance Agency (QAA) in 2016. They received two commendations for both the quality and the enhancement of learner learning opportunities. The education provider also said they were also judged to have met UK expectations in relation to academic standards and the information provided about learning opportunities.

The Quality Code was revised in 2018. Since the Higher Education Review (HER) took place in 2016, the QAA no longer carries out cyclical reviews of institutions that assess alignment with the Quality Code in the manner of the HER process. The education provider's Quality Assurance Committee carried out a review of internal processes against the revised Quality Code, which said they remained in alignment with the revised expectations and core practices. The visitors noted the education provider has not been required to undergo a Quality and Standards Review by the QAA, which indicates to the education provider there have been no relevant concerns regarding their provision or processes.

The visitors noted there have been no recent external assessment. However, they consider the education provider has robust internal assessment processes linked to the code.

- **Assessment of practice education providers by external bodies –**

The education provider said this is an area for development across their provision. They intend to consider practice elsewhere in the education provider. The visitors noted the education provider has mechanisms for ensuring learners can raise any concerns about the quality of placements, and there are several ways educators can inform the education provider of any challenges.

Section three of this report details the issue raised in this area and how the education provider responded to it. The visitors were satisfied with how the education provider is performing overall in this area.

- **National Student Survey (NSS) outcomes –**

The education provider said the physiotherapy provision is the only HCPC-regulated programme which engages with the NSS. They said the overall NSS satisfaction scores have fallen over the last three years. The visitors noted the education provider scores highest in questions relating to teaching and learning opportunities. The weakest scoring questions institutionally relate to assessment and feedback and the Students' Union.

The education provider said their NSS results in 2021 were disappointing, and several factors relating to the pandemic have been considered. An action plan has been put into place, with a view to improving this score.

The visitors noted NSS scores have dropped but consider the pandemic and existing internal review mechanisms should be considered. They also see it is clear the physiotherapy team have plans that reflect a detailed and thoughtful approach to improvement.

- **Office for Students (OfS) monitoring –**

The education provider said they successfully applied to join the OfS Register of English Higher Education Providers in 2018. This followed an application requiring a submission against a set of Initial Conditions of Registration. They have continued to meet the ongoing conditions of registration and have not been subject to any action by the OfS under its approach to monitoring and intervention. The education provider said OfS approved their latest Access and Participation Plan for 2021-21 to 2024-25.

The visitors noted the education provider continues to meet conditions for registration. The visitors consequently considered the education provider to be performing satisfactorily in this area.

- **Other professional regulators / professional bodies –**

The education provider stated they are proud of their successful accreditation with the appropriate regulators across their provision.

The visitors noted all programmes clearly engage actively with their professional bodies. They have received positive feedback from formal review activities and all programmes are accredited by professional regulators and or professional bodies

and demonstrate responsiveness to recommendations. The visitors consider the education provider is performing satisfactorily 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: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**

The education provider said curriculum development had taken, or was taking place, across all its provision. They detailed how programmes respond to different stakeholders. The education provider said there are different mechanisms to review the curriculum across programmes, such as curriculum working party, committees, and programme team review. The visitors note the education provider's work with equality, diversity and inclusion and decolonising of the training is an ongoing process. The education provider said they have a plan for implementing new changes for the academic year 2022/23.

The visitors considered all programmes appear to be going through or about to go through periods of curriculum review and development. They also considered self-reflection identifies areas that need particular attention, and all programmes appear to have clear plans to support review activities. The visitors therefore consider the education provider is performing satisfactorily in this area.

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

Forensic psychology –

- British Psychology Society (BPS) emphasis on the development of ethical practice is reflected in increased teaching on this topic;
- the programme incorporates explicit teaching on the BPS power threat and meaning framework; and
- there are also wider changes in terms of data protection and GDPR relating to research activities, submission of practice-related work, and teaching.

Clinical psychology –

- the education provider has included new items related to a supervisor's assessment of a trainees' competence in being able to consider aspects of power, equality, diversity, and inclusivity in various domains related to clinical psychology work. It is supported by teaching within the curriculum on the BPS power threat and meaning framework;
- research teaching is underpinned by the BPS code of human research ethics. It is shaped by BPS guidance on ethics best practice guidance on conducting research with human participants during COVID-19. It is supported by the

school's requirement for all trainee research projects to have a risk assessment and mitigation plan in place;

- fitness to practice teaching makes explicit links to BPS and HCPC published guidance on use of social media; and
- in response to BPS published guidance on reasonable adjustments due to COVID-19 a variety of temporary modifications were implemented to maintain standards in relation to accreditation criteria, competencies, and standards of proficiency.

Educational psychology -

- the programme meets the BPS accreditation criteria, ensuring learners meet standards of competence. Revised standards are due in 2022;
- all core professional and ethical codes and frameworks are followed. The amount of feedback, and the review mechanisms within the programme, enable responses to change to be developed in a meaningful manner with a clear rationale; and
- revision to BPS codes necessitated a review of guidance to learners around privacy, data storage, and mental capacity.

Independent Prescribing –

- the programme gained re-accreditation to new Nursing and Midwifery Council standards in January 2021 and to new General Pharmaceutical Council standards in February 2022; and
- it has been updated with Royal Pharmaceutical Society guidance in relation to prescribing competencies for all prescribers.

Physiotherapy -

- the education provider continues to follow operational guidance and recommendations from the Chartered Society of Physiotherapy (CSP); and
- in stream-lining placement activity, they have adopted the CSP's Common Placement Assessment Form which consolidates placement assessment for learners.

The visitors considered all programmes are developing in response to professional body guidance, and this can be seen most in curriculum, placement, and research. The visitors consider placement learning appears to be a strong element in programme responses to professional body guidance. All programmes appear clear on professional body requirements and are responding appropriately.

Section three of this report details the issue raised in this area and how the education provider responded to it. The visitors were satisfied with how the education provider is performing overall in this area.

- **Capacity of practice-based learning –**

The visitors noted except for the forensic psychology provision, all programmes highlighted challenges in relation to placement capacity. For the independent prescribing programme this is in relation to the availability of designated prescribing practitioners to support learners. However, there is evidence of an active response

and innovative solutions being identified. Programmes are exploring opportunities to ensure placement capacity is maintained. For example, a partnership with local retirement villages is providing placements where learners can work with residents to support healthy ageing and engage in community-based research projects.

The visitors noted except for the forensic psychology provision, all programmes noted challenges in relation to placement capacity. The visitors noted programmes are exploring alternative opportunities, to ensure placement capacity is maintained. The visitors consider the education provider is performing satisfactorily in this area.

Risks identified which may impact on performance: The visitors noted placement capacity as a potential issue. However, they are comfortable to accept it as:

- placement capacity is an ongoing issue for all education providers;
- the education provider has robust processes to manage it effectively;
- the education provider's monitoring of placement quality will ensure if there are any issues, these will be highlighted and responded to in a timely manner; and
- the education provider has a proactive approach to sourcing placement opportunities.

The visitors consider this does not impact on future engagement.

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**

The education provider said they have a well-developed learner representation system, a multi-layered approach to ensuring learner voice is embedded within education across the institution. This system is described in the code of practice on the learner representation system. One of the key parts of the learner representation system is the staff-learner committees.

The visitors noted end of semester feedback through the Student Evaluation of Learning and Teaching (SELT) survey. This is for learners on all taught programmes. Results are distributed internally for analysis and action. Learners have received both education provider and programme-level and information about the survey and actions taken as a result. There have been no formal complaints or complaints referred to the Office for the Independent Adjudicator for this provision, in the defined period.

The visitors considered learners have many opportunities to provide feedback. The minutes of meetings evidence actions taken in response to learners. All programmes have implemented strategies to facilitate feedback from learners, and demonstrate they are responding to it. The visitors consider the education provider is performing satisfactorily in this area.

- **Practice placement educators –**

The visitors noted the education provider has a mixed approach to collecting and responding to feedback from placement educators. The education provider has a recognition of the value of practice educators and their feedback, and a clear awareness of the need to include placement educators with programme developments.

The visitors also recognise the issues explored in this area as detailed in section three of this report and are satisfied with the education provider's response. The visitors were satisfied the information provided meant the education provider was performing well.

- **External examiners –**

The education provider stated they have a Code of Practice on External Examining which all programmes are required to follow. Each examiner is normally appointed for four years, although during 2020 and 2021 appointments could be extended into a 5th year if required. Summaries of external examiner reports and responses are sent to college Quality Assurance and Approval committees and the education provider Quality Assurance committee to ensure thorough scrutiny and appropriate action.

The visitors noted clear institutional policy and guidance informs programme activity. They also noted good external examiner reports including both positive feedback and areas for development, with associated responses. The visitors were satisfied the information provided meant the education provider was performing well.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: None

Data and reflections

Findings of the assessment panel: The visitors noted the extensive and appropriate reflection undertaken by the education provider. Their detailed reflection on continuation and employment data evidences significant strategies to support both.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: 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: The visitors have come to this recommendation because they consider:

- the education provider is clearly committed to quality assurance;
- the education provider responded positively to the challenges of the pandemic;
- the education provider received positive feedback from formal review activities and demonstrates responsiveness to recommendations;
- the education provider's self-reflection identifies areas that need particular attention, and all programmes appear to have clear plans to support review activities; and
- all programmes have implemented strategies to facilitate and respond to feedback from different stakeholders.

Additionally, the visitors consider the education provider had engaged extremely well with the performance review process and supplied a transparent submission.

Education and Training Committee decision

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

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

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

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

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Applied Educational and Child Psychology (D.Ed.Psy)	FT (Full time)	Practitioner psychologist	Educational psychologist		01/01/2005
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
BSc (Hons) Physiotherapy	FLX (Flexible)	Physiotherapist			01/01/2005
Clinical Psychology Doctorate (ClinPsyD)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1992
Doctorate in Forensic Psychology Practice (ForenPsyD)	PT (Part time)	Practitioner psychologist	Forensic psychologist		01/01/2002
Doctorate in Forensic Psychology Practice (ForenPsyD)	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/01/2002
Forensic Clinical Psychology Doctorate (ForenClinPsyD)	FT (Full time)	Practitioner psychologist	Clinical psychologist; Forensic psychologist		01/09/2013
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/01/2005
Practice Certificate in Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020