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## Performance review process report

Oxford Brookes University, 2018 - 2021

### Executive summary

Visitors have completed their review and have explored several themes through quality activities and are recommending a monitoring period of five years.

Through the reflection provided, the education provider demonstrated their strong relationships with partners and highlighted the importance of supporting their learners to enhance the learning experience.

This report has been considered by our Education and Training Panel who have agreed the final decision on the review period.

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Previous consideration	Not applicable. The education provider is engaging with the performance review process for the first time.
Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"><li>when the education provider's next engagement with the performance review process should be.</li></ul>
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:

Alexander Harmer	Lead visitor, Operating Department Practitioner
Carol Rowe	Lead visitor, Physiotherapist
Sarah Hamilton	Service User Expert Advisor
Saranjit Binning	Education Quality Officer

## **Section 2: About the education provider**

## The education provider context

The education provider is situated in the South East of England and currently delivers seven HCPC-approved programmes across three professions, which includes the Independent Prescribing/Supplementary Prescribing programme. It is a Higher Education provider and has been running HCPC approved programmes since 1992.

This is the first time the education provider has engaged with the performance review process, however they have previously engaged with the HCPC monitoring processes under the old quality assurance model. There are no outstanding issues from the previous processes and the provider does not have any ongoing approval or focused review case.

The BSc (Hons) Operating Department Practice part time and full time provision has closed, with the last graduation date of 30/09/2022 and has therefore not been included in this review.

## 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	Occupational Therapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1992
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2016
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2020
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	Benchmark	Value	Date	Commentary
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Total intended learner numbers compared to total enrolment numbers	479	295	2022	The number of learners enrolled is lower than the benchmark. Visitors were satisfied with the information and reflection provided in the portfolio by the education provider.
Learners – Aggregation of percentage not continuing	3%	2%	2019-2020	The education provider has a small number of learners not continuing which suggests the pandemic has not impacted this area significantly. The education provider has provided a narrative in the portfolio in relation to this data point and visitors were satisfied with this.
Graduates – Aggregation of percentage in employment / further study	94%	95%	2019-2020	The percentage in employment / further study is slightly higher than the benchmark which implies learners who successfully complete their learning at this institution make significant progress after their studies.
Teaching Excellence Framework (TEF) award	N/A	Silver	June 2017	A silver award would indicate that the institution is doing well but there is room for improvement. The award indicated here is the most recent one issued to the education provider by the Teaching Education Framework (TEF).
National Student Survey (NSS) overall satisfaction score (Q27)	76.0%	70.7%	2022	This score indicates the percentage of learners who are satisfied with their learning at this institution is lower than the benchmark. The education provider has provided a narrative in the portfolio in relation to this data point and visitors were satisfied with this.

### 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 – Academic and placement quality

**Area for further exploration:** Visitors acknowledged there were a range of processes available to ensure programme quality was monitored, such as external examiners, subject committee meetings, the practice education unit, and the annual programme quality monitoring (APQM) process. There is also a quality team in the faculty to oversee all quality issues. Visitors, however noted the narrative in the portfolio predominantly addressed maintaining quality and the portfolio was focussed on the period during the pandemic and the impact it had on the programmes. Visitors therefore requested further information on how the assessment of the academic and placement quality has been used to drive improvements.

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

**Outcomes of exploration:** In their response, the education provider explained how they use the information from regular meetings, reporting exercises, external stakeholder reviews and learner feedback to identify areas which can be improved. There are a range of examples where programmes have amended the focus or number of assessments based on feedback from the external examiner. The Practice Education Unit has also developed tools, such as Practice Assessment Documents, or Practice Education Handbooks for each programme, to ensure practice activities are improved where possible.

The 'Student voice' is an important contributor towards improvements across programmes. The education provider use communication from learners through learner representatives, as well as BSS (Brookes internal student satisfaction survey) and the NSS to focus on areas which could be better developed and delivered. Programmes regularly use mid-semester evaluations to address issues in 'real-time'. For example, the Paramedic Science programme received reports from learners, of some difficulties with the management of some aspects of BePAD. BePAD is an electronic Practice Assessment Document used by learners, supervisors and practice assessors on the programme during their placements to

record the evidence they have gathered, the progress made, and the learning outcomes achieved. As a result, an increased focus on working with providers, and providing BePAD refresher training was provided.

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

### Quality theme 2 – Interprofessional education

#### **Area for further exploration:**

Visitors noted a review of the IPE/CPE strategy 2015-2020 took place and acknowledged the strategy had been effective and only minor amendments were required. The education provider, however, did not provide any information on how the review was carried out and who was involved in the IPE strategy. Visitors therefore requested further information in relation to this.

#### **Quality activities agreed to explore theme further:**

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

#### **Outcomes of exploration:**

In their response the education provider explained the review was carried out over a period of six months, and was led by the Head of the Psychology, Health and Professional Development programme. The core team on the review was composed of the Programme Leads from Nursing, Midwifery, Social Work, Paramedic, Occupational Therapy and Physiotherapy. The Head of Service user involvement was also a member of the core team. The core team consulted with learners, practice partners and service users and colleagues from other Universities and departments within the University.

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

### Quality theme 3 – Receiving Care Quality Commission (CQC) reports

#### **Area for further exploration:**

Visitors acknowledged Care Quality Commission (CQC) reports were monitored as part of the risk based approach to placement audits and accepted no interventions or actions had been taken with regards to placement. Visitors however, wanted to seek clarification from the education provider as to whether Care Quality Commission (CQC) reports were received by them. An explanation was therefore requested from the education provider to clarify this.

#### **Quality activities agreed to explore theme further:**

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

#### **Outcomes of exploration:**



In their response, the education provider confirmed the Care Quality Commission (CQC) do not issue reports to them directly and that they monitor the reports which are in the public domain and act if a report suggests a placement area is unsuitable for learners and requires improvement. Fortunately, the education provider has not had to intervene in this way for a HCPC regulated programme in the last 5 years, however they have been notified of a negative Care Quality Commission (CQC) report for the South Central Ambulance Service (SCAS) which is the major provider of placements for the paramedic programme. The report has been evaluated for areas of concern for learners on placements and the education provider has met with the South Central Ambulance Service (SCAS) to discuss their action plan. This action plan is being monitored by Health Education England (HEE) and they are liaising with all the education providers who have learners placed with this provider.

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

#### Quality theme 4 – Engagement with professional regulators and professional bodies

##### **Area for further exploration:**

Visitors acknowledged the education providers clear engagement with the Nursing and Midwifery Council (NMC) and noted there was no narrative on the relationship and quality assurance processes with the professional bodies for the Allied Health Professions, such as the Chartered Society of Physiotherapy (CSP) and the Royal College of Occupational Therapists (RCOT). Further information was therefore requested on how the education provider engages with these professional bodies.

##### **Quality activities agreed to explore theme further:**

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

##### **Outcomes of exploration:**

In the response, the education provider explained how programmes engage with Allied Health Professions (AHP) professional bodies through annual quality reviews, contribute to different committees and interact with them regarding ongoing education enhancement and support. For example, staff represent the education provider at the two key Royal College of Occupational Therapists (RCOT) forums (Occupational Therapy Admissions Forum and Practice Placement Tutors Forum) The education provider has members of staff who currently serve as Education Representatives for the Chartered Society of Physiotherapy (CSP), and link with education providers across the UK to support programme teams with developing and delivering their programmes and service needs. These members of staff also sit on regular panels, feeding into the Quality and Enhancement Network for the Chartered Society of Physiotherapy (CSP).

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

#### Quality theme 5 – Development to reflect changes in professional body guidance

**Area for further exploration:**

Visitors acknowledged the education providers response in relation to the Royal Pharmaceutical Society updated competency Framework for all prescribers in September 2021. The visitors noted that the Independent and Supplementary Prescribing course was reviewed and now runs under the new standards. This change was approved within the university quality process.

Visitors questioned if there had been any changes over the past couple of years in relation to professional bodies for the Allied Health Programmes (AHP) and what the outcomes were of the professional body audits and annual reports. For example, a change to the Royal College of Occupational Therapists (RCOT) Learning and Development Standards for Pre-Registration Education required providers to make a minor change to the effect that 'learners are prevented from progressing in the pre-registration programme if they fail their first attempt at consecutive practice-based learning components'. Previously learners could not fail more than two first attempts, but they were permitted to fail two consecutively. Visitors requested clarification on whether the education provider had to make any changes in line with this change.

**Quality activities agreed to explore theme further:**

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

**Outcomes of exploration:**

The education provider confirmed they continue to maintain close relationships with the professional bodies involved with their provision and respond to changes accordingly. They have changed regulations to reflect these changes in professional body guidance and have amended their regulations in line with this: '16 vi. No practice-based module may be failed more than once and a student may not fail more than one such module.' This means learners that fail consecutive practice-based modules would be asked to withdraw. This demonstrated how the education provider considers, reflects and adapts in relation to changes in professional body guidance.

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

Quality theme 6 – Curriculum development**Area for further exploration:**

Visitors noted the education provider has an institutional level framework in place for developing programmes. The focus for the provider is primarily on decolonising the curriculum and embedding inclusivity, which is commendable. It was not clear if any changes would be made to the curricula based on the past two years' experience and if the education provider had any plans to better embed blended learning or to utilise new assessment methods that were developed as part of the response to the pandemic. Further information was therefore requested in relation to this, which included a request for an overarching strategy outlining how the changes would be embedded.

**Quality activities agreed to explore theme further:**

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

**Outcomes of exploration:**

In their response, the education provider confirmed, there are no substantive changes to the curriculum being proposed based on the last two years' experience. While the experience of online provision was good, learners preferred face to face learning, so the education provider have broadly reverted to pre-pandemic approaches. The education provider has also developed a new session recording policy, whereby all main lecture sessions, and tutorial/laboratory/skills sessions, are recorded, and made available to learners for a two-year period, via the VLE. This is done to support learning and is not intended to replace face to face sessions. Where any sessions are going to remain online, this will be done with oversight from the faculty quality team, to ensure that academic standards remain appropriate. This will also involve input from external examiners, and other external stakeholders

Visitors were satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

**Quality theme 7 – Obtaining feedback from service users and carers****Area for further exploration:**

Visitors noted there were inconsistencies with the service user and carer feedback, as there was limited evidence of service user and carer involvement and feedback for the paramedic programme, however for Occupational Therapy there was evidence of service user and carer feedback on learner performance. The Physiotherapy programme also engaged service users and carers in different modules but the feedback from these sessions has also not been commented on. Visitors have therefore requested further clarification on how the education provider obtains and actions service user feedback and if all service users are asked to provide feedback.

**Quality activities agreed to explore theme further:**

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

**Outcomes of exploration:**

For the different programmes, the programme teams engage with the Service Users in activities such as applicant recruitment and programme design. Service user feedback informs the selection of applicants and the development of module content/programme learning outcomes when the opportunities or needs arise. Within Physiotherapy, an annual service users and carers recruitment review is conducted prior to each recruitment cycle, where actions are implemented and reviewed. In respect of teaching and development, focus groups are held for a diverse range of service users and carers, and their feedback is used to assist with

programme design and development where appropriate. Service users are also involved in teaching and providing feedback from their lived experiences.

In practice, when learners are on placement, Service Users are provided with an opportunity to feedback on learner's practice during each of their practice blocks. The inclusion of a defined feedback section in the Common Placement Assessment Form allows service users to feedback directly on the learner assessment documentation. Learners reflect upon this feedback with their Practice Educator/Link Lecturer to help shape their future practice.

Visitors were satisfied with the explanation provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

### Quality theme 8 – Learner representatives' involvement with programmes and communication with their cohorts

#### **Area for further exploration:**

The education provider has elected learner representatives who attend programme subject committees once per semester where learner feedback and questions are discussed with the programme team. Minutes of the meetings highlight questions raised, responses given, and actions to be taken forward by the programme team. Visitors were unclear if learner representation was also available in other areas and therefore requested clarification. In addition to this, the visitors also queried if learners had access to minutes and if learner representatives fed back the outcomes from meetings to their cohorts.

#### **Quality activities agreed to explore theme further:**

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

#### **Outcomes of exploration:**

In their response, the education provider confirmed they had learner representation on the Faculty Academic Enhancement Sub Committee (FAESC), who meets twice per semester. In this meeting a range of programme related issues were discussed, including the appointment of new external examiners, consideration of annual quality reports, and the development or revision of faculty policy. Learners were encouraged to input into all discussion topics in the meeting and raise issues or provide feedback. At a programme level, learners were represented at subject committee meetings, which take place once per semester, where programme specific issues can be raised and discussed.

Minutes for all non-confidential University meetings are available through the education providers Google sites, which includes faculty meetings. These minutes are also normally accessible for all learners through individual programme pages on Moodle (the Brookes VLE). Meeting minutes are produced within two weeks of the meeting and are circulated to involved parties.

Learner representatives communicate information to their cohorts on a regular basis, through programme WhatsApp or Facebook Groups. Visitors were satisfied with the

response provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

### Quality theme 9 – Feedback from practice placement educators

#### **Area for further exploration:**

The narrative in this section identified the issues practice placement educators have experienced when using the PEM system and PEU webpages and the low response rates. Visitors noted the lack of information provided regarding the feedback from the practice placement educators and therefore requested further evidence of practice educator meetings e.g. minutes of meetings.

#### **Quality activities agreed to explore theme further:**

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

#### **Outcomes of exploration:**

In their response, the education provider has confirmed they have a practice education group (PEG), which meets periodically. These meetings have representation from the different trusts involved, who speak on behalf of practice educators. Programme placement leads also engage considerably with practice educators, and bring feedback from practice educators to the PEG meeting. A selection of minutes from relevant meetings were also provided as examples. Visitors were satisfied with the response and evidence provided and considered the quality activity adequately addressed the issues raised and the education provider is performing well in this area.

## Section 4: Summary of findings

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

### **Overall findings on performance**

#### Quality theme: Institution self-reflection

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

- **Resourcing, including financial stability –**
  - The education provider recognises the challenges with over or under recruiting and therefore use the programme planning process to calculate the minimum and maximum number of learners for programmes to ensure they have sufficient teaching resources each academic year. In cases where staff shortages are experienced, they temporarily use specialist associate lecturers. The education provider recognises the potential financial risk if a programme under recruits, as this is a loss of fee income, however fortunately it is rare for this to

- happen and any reductions in learner recruitment is not significant enough to have an impact on staffing.
  - Each department is allocated a budget to purchase equipment and can also use the capital bids process to bid for equipment. All funding includes the purchase and ongoing maintenance of the equipment.
  - During this review period the education provider have also developed the Activity of Daily Living Suite (ADLS), which has been created as a home environment fully equipped with hoists and walking equipment to support learners with developing a wider range of skills. The programme teams work collaboratively and therefore the equipment and facilities are used by a range of programmes, which benefits a larger group of learners.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
- **Partnerships with other organisations –**
    - The education provider demonstrates strong relationships with partners, which are supported and maintained by the programme development team and liaison manager. In addition to this the programme teams work collaboratively with the placement partners to support placement provision. The education provider recognises how the partnerships have worked collaboratively during and prior to the pandemic, however, note there is a need to review the terms of reference and operational workings of the partnerships to reflect the changes in the way services are delivered in a post-pandemic environment.
    - Other partnerships that have been developed during this review period are with the Gibraltar Health Authority to deliver the paramedic science programme using the flying faculty approach and with the Metropolitan College in Greece the MSc in Rehabilitation has been accredited by the education provider. There is evidence of the education provider having a collaborative approach to partnerships and working closely with partners to ensure these links are developed and maintained.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
- **Academic and placement quality –**
    - At the start of the Covid-19 pandemic, all teaching was moved to online delivery and some difficulties were experienced with this, however staff and learners adjusted to it within a short period. Some elements of teaching have remained online due to the effectiveness of it, but most other services are back to normal delivery.
    - The education provider recognised the need to provide learners with additional support during the pandemic and therefore developed link lecturing. The purpose of this approach was to provide learners with support and a space for them to raise concerns or issues, which also included placement support and visits. This approach was also used to connect staff, learners, placement providers and service users as a quality assurance mechanism to ensure all concerns and issues were being addressed and relevant support was being provided.
    - Due to the changing demands of the sector the education provider has developed placements in clinical research environments through their

research groups to enhance the learners experience in other areas, which can contribute to their academic work. Additionally, this approach has also secured new placement opportunities for learners, which has become quite challenging since the pandemic.

- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
  
- **Interprofessional education –**
  - The education provider has acknowledged this area can be strengthened and they are currently in the process of reviewing and updating the interprofessional education strategy. The aim is to develop interprofessional education further to enable learners to work collaboratively with other disciplines and to share modules and simulation facilities across different programmes. Interprofessional education is considered for all programmes when developing them and an example of this is the Leadership and Management in Health and Social Care module, which is shared with the MSc Occupational Therapy and MSc Physiotherapy programmes.
  - The annual interprofessional education conference covers a range of subjects and provides learners and staff with the opportunity to network. The conference was originally a face-to-face event, however it has now moved to an online platform and attracts up to 700 professionals, service users and learners from within the region. Some of the professionals included were physiotherapists, paramedics, police officers, social workers, health visitors and trainee school teachers. It is clear the knowledge and experience shared at this event is extensive and benefits learners from all disciplines.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
  
- **Service users and carers –**
  - The education provider recognised the recruitment and support for service user and caregiver involvement was inconsistent across programmes and have therefore developed the Service User and Caregiver Involvement strategy for the faculty. This strategy will support and encourage the involvement of service users across programmes and will also allow staff to monitor involvement and share good practice across programmes. In addition to this, to support this area a Senior Lecturer role has also been created.
  - Service users and caregivers are involved with the design and development of programmes and attend course committee meetings and programme quality monitoring meetings. They are also involved with teaching and assessments on some modules.
  - The faculty have developed a Service User Recruitment Advisory Group (SURAG), which is made up of experienced service users. This group support programmes with the admissions processes and provide advice on programme development. Input from this group enables the education provider to maximise service user involvement across programmes and enhances the learning experience for learners with real life scenarios.

- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
- **Equality and diversity –**
  - The education provider acknowledges the learner population is not ethnically diverse and there is a gap with degree outcomes. It is noted that learners on the Occupational Therapy programme performed poorly and because of this steps have been taken to address the gap, which includes decolonising the curriculum and obtaining feedback from previous learners from BAME backgrounds.
  - To support this area further the education provider has developed the IDEAS framework to assist programme teams with developing an inclusive curriculum to address equality, diversity, and inclusion issues. The framework focusses on inclusion learning and teaching, digital inclusion, employability learning, assessment for learning and sustainable learner success.
  - Visitors were satisfied with the information provided in this section and acknowledged appropriate measures were in place to address the area explored through the quality activity, which demonstrated the education provider was performing well.
- **Horizon scanning –**
  - The education provider ensure they maintain links with external organisations and develop partnerships to provide training opportunities. This benefits them and their learners with a range of training and possible placement opportunities. There is evidence of the education provider having established partnerships.
  - Competing with other institutions, where new programmes are being developed, for placement opportunities is challenging. To ensure there are sufficient placements, the education provider continues to develop and increase their links with partners. For example, links with sports team such as Oxford United FC and Oxford Harlequins RFC have helped provide placements for learners on the Physiotherapy programme.
  - Other developments include the development of a partnership with the Dyspraxia Foundation (Oxford). This partnership will provide learners on the Occupational Health programmes with the opportunity to deliver an afternoon activity club for children with DCD. This will be an opportunity for learners to gain and expand their real life experiences further and also get involved with research.
  - Visitors were satisfied with the information provided in this section, which demonstrated 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:**

The Paramedic Science programme received £100k from Health Education England (HEE) for simulation facilities and activities. Part of this funding has been used to refurbish a teaching space to provide simulation teaching to learners. The remainder has been used to take learners off-campus to an external environment for a week to



experience a different simulation environment, which will support learners with developing their skills further in different environments.

Quality theme: Thematic reflection

**Findings of the assessment panel:**

- **Impact of COVID-19 –**
  - During the pandemic all teaching was moved online and initially this was challenging for the education provider, as staff and learners required some time to adjust and get used to using the online platforms. Despite this the feedback received from learners was positive and staff were commended on delivering the teaching online and accommodating learners. This method of delivery has also enabled the education provider to identify the modules that can be taught online on a long-term basis to allow learners to have more flexibility with their personal circumstances (e.g. childcare).
  - Placement provision was impacted significantly due to the social distancing guidelines that had been introduced and the redeployment of staff, which limited the availability of practice educators. Some placement providers were therefore forced to postpone placements, and, in some cases, learners made the decision to delay their placements due to them being vulnerable. Where possible, programme teams developed simulation, virtual and remote working placements, which were effective and provided learners with a good experience given the circumstances.
  - The return to campus was phased and learners who were on programmes where practical training and assessments had to be completed were prioritised. Timetables were also revised and where possible some practical sessions were moved to later in the semester, when Covid-19 restrictions would ease. Most activities have now moved back to pre-covid formats.
  - The education provider recognises how well staff performed during the pandemic and how challenging this was for them, however despite the challenges this period has been viewed as a success. Learners have commended staff on their hard work and the support that was provided to them through virtual sessions.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
- **Use of technology: Changing learning, teaching and assessment methods –**
  - It is noted how well the education provider uses the different technology they have access to, however they also acknowledge the requirement to explore how some of the technology can be used by other programmes.
  - The implementation of Anatomage has been successful and has assisted learners with developing their knowledge of human anatomy. A range of programmes have used Anatomage as a learning tool including the paramedic science and occupational therapy programmes.

- Simulation training is used as a learning tool by many programmes and learners have access to mannequins and SMOTS, which is a simulation recording system that can be used to review practical sessions and assessments. The benefits of simulation training are recognised by learners and is valued as it enhances and develops the learners' experience.
- Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well
- **Apprenticeships –**
  - The education provider currently has no plans to develop apprenticeships in the HCPC regulated professions.

**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 –**
  - The education provider notes they have had no assessments for the HCPC regulated programmes against the UK quality code by any relevant external body. This demonstrated the education provider is performing appropriately in this area.
- **Assessment of practice education providers by external bodies –**
  - Care Quality Commission (CQC) reports are monitored as part of the placement audit and if a placement provider receives a negative report, learners are normally withdrawn. Placement providers are then supported to develop an action plan and audited again.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **National Student Survey (NSS) outcomes –**
  - The NSS score for organisation and management and feedback and assessment were low for the faculty. It was noted that programme teams cannot control this specific score, however despite this programme teams use the subject committee meetings to discuss concerns and issues learners have and address them. For example, learners raised concerns about the feedback on the Occupational Therapy programme and in response to this the programme team developed a feedback template to ensure all feedback is consistent.
  - The paramedic science programme performed below average at the beginning of this reporting period. Measures were therefore taken to address the issues and various action plans were implemented, which has resulted in a significant improvement across all areas. It is noted the action plan was effective and the performance of the programme will continue to be monitored in the same way as other programmes.

- The Occupational Therapy and Physiotherapy programmes have maintained an overall NSS satisfaction score of 87%, however despite this positive score the programme team continue to make improvements and enhance the learning experience for learners. Where possible, service users and guest lecturers are involved with the delivery of modules, which learners value.
- Visitors were satisfied with the information provided in this section and acknowledged appropriate measures were in place to address the below average scores, which demonstrated the education provider was performing well
- **Office for Students monitoring –**
  - The education provider is registered with the Office for Students (OfS). It is noted there was a condition against the education providers initial registration regarding the access and participation plan, which has been addressed and the condition no longer applies. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Other professional regulators / professional bodies –**
  - The education provider has demonstrated they engage with the Nursing and Midwifery Council (NMC) and Social Work England for revalidation events and other programme related matters. Through the quality activity they have also demonstrated how they engage with professional bodies and respond to changes. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

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

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

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - The current programmes delivered by the education provider are up to date and fit for purpose and the education provider recognises the continued need for programmes to reflect changes in practice. They are therefore considering a holistic approach for the Physiotherapy programme and will explore and develop this over the next few years in consultation with external stakeholders.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Development to reflect changes in professional body guidance –**
  - The education provider demonstrated their engagement with professional bodies and have updated the Independent and Supplementary Prescribing course to reflect the new standards that were updated by The Royal Pharmaceutical Society in September

2021. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Capacity of practice-based learning –**
  - Placement capacity was challenging before the pandemic, however this became a bigger challenge during the pandemic due to staff sicknesses and other workload pressures, which reduced placement capacity.
  - The Allied Health Professions (AHP) placements are managed by Placement Allocation Management Groups (PAMG) and are made up of key representatives from partner organisations and the programme teams. This group meet two to three times a year to review learner numbers, placements and to discuss any other factors relating to placements. The education provider has demonstrated they work collaboratively with partners to increase placement capacity and continue to develop new partnerships.
  - The education provider has acknowledged the difficulties experienced with placing international learners in the Oxford area during the pandemic, which was resolved with the team sourcing placements outside of Oxford. This resolved the difficulties and learners were able to complete their studies.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

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

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

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - The provider demonstrated a commitment to receiving and responding to feedback and met with learner representatives once a semester in the subject committee meetings to discuss issues and concerns. There are various systems by which learners can feedback e.g., module evaluations, mid-module evaluations and the NSS. In addition to these systems, the education provider has introduced the Brookes Satisfaction Survey (BSS), which is an internal survey that is completed by learners in year one and two. The purpose of this survey is to capture issues at programme level before learners complete their studies, which enables the education provider to respond to issues earlier.
  - It is noted no complaints have been recorded in relation to the HCPC programmes. This demonstrated the education provider is performing well in this area.
- **Practice placement educators –**

- The education provider recognises they do not receive consistent feedback from practice placement educators, and they are therefore considering making some changes to their Practice Education Management System. The aim of the changes is to improve and make it easier for practice placement educators to provide meaningful feedback, which will include changes to the webpages to make them more user-friendly.
- It is noted the response rate for feedback was low, however a 24% response rate was achieved, and the majority of feedback received was good and identified areas of strengths and weaknesses. This feedback enables the education provider to make specific improvements, in addition to the improvements they are making to their systems.
- Visitors were satisfied with the information provided in this section and acknowledged the improvements being made in this area, which demonstrated the education provider was performing well
- **External examiners –**
  - There are robust processes in place to ensure external examiners are involved with the teaching and assessment of learners and provide appropriate feedback. External examiners have commended the programme teams for their hard work. This demonstrated the education provider is performing appropriately 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 has maintained a 90% learner continuation rate and continue to provide learners with the required support to ensure they complete their studies. The percentage of those learners who complete programmes and are in employment was positive. This was another area where programme teams provided learners with support to develop their employability skills and also ensure employability was factored into programmes when developing and designing them.

Despite the challenges of the pandemic, the education provider has maintained NSS scores above benchmark levels for most programmes, including the paramedic science, Physiotherapy and Occupation Therapy programmes. Visitors were satisfied with the rigorous information and reflection provided in this section by the education provider.

**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:** Visitors are satisfied with the submission and confirmed the professions and courses regulated by the HCPC were performing to a satisfactory standard. There are no risks or issues identified that have been referred to another process. Visitors have therefore recommended a five year performance review monitoring period for the education provider.

### **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 committee agreed with the findings of the visitors during this review and were satisfied with the recommended review period.

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) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1992
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2016
BSc (Hons) Paramedic Science	FLX (Flexible)	Paramedic			01/09/2016
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2000
Independent / Supplementary Prescribing for Allied Health Professions	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2012
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2012