Performance review process report

University of Brighton, 2018-2022

Executive summary

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

We have:

- Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Recommended when the institution should next be reviewed.
- Decided when the institution should next be reviewed.

Through this assessment, we have noted:

- The areas we explored focused on:
    - Whether the education provider was financially stable and had taken appropriate action to remain in this position. During the pandemic they experienced a loss of income through the education providers estate, which resulted in them having to undertake some cost saving exercises, such as voluntary redundancies. We were satisfied with this area as the education provider demonstrated they had saved costs and invested in other resources and facilities.
- The provider must next engage with monitoring in five years, the 2027-28 academic year, because:
    - Visitors are satisfied with the submission and confirmed the professions and programmes regulated by the HCPC were performing well. 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.

Previous consideration	This is the education provider's first interaction with the performance review process.
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be

Next steps	Outline next steps / future case work with the provider: • The provider's next performance review will be in the 2027-28 academic year

Included within this report

Section 1: About this assessment

About us

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

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

Our standards

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

Our regulatory approach

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

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

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

The performance review process

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

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

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see,

rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

This report focuses on the assessment of the self-reflective portfolio and evidence.

Thematic areas reviewed

We normally focus on the following areas:

- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support a review of this education provider:

Mark Widdowfield	Lead visitor, Diagnostic radiographer
Helen Best	Lead visitor, Diagnostic radiographer
Ian Hughes	Service User Expert Advisor
Saranjit Binning	Education Quality Officer
Tracey Samuel-Smith	Education Manager

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has

performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require professional expertise across all professional areas delivered by the education provider. We considered this because the lead visitors were satisfied they could assess performance and risk without needing to consider professional areas outside of their own.

Section 2: About the education provider

The education provider context

The education provider currently delivers 16 programmes across five professions plus an independent prescribing programme. It is a Higher Education Institution and has been running HCPC approved programmes since 1993.

It is a well-established higher education institute with ten departments. The Allied Health Professions programmes are based in the School of Sport and Health Sciences. The School offers learners a range of facilities, which include the Leaf Hospital, clinical skills and simulation suites, daily living suite and practical skills rooms. Currently some of the programmes are delivered at the Eastbourne Campus, however this campus is due to close and from September 2024 all programmes will be delivered at Falmer, Brighton Campus.

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	Chiropodist / podiatrist	☒Undergraduate	☒Postgraduate	1993
	Occupational therapy	☒Undergraduate	☒Postgraduate	2006
	Paramedic	☒Undergraduate	☐Postgraduate	2019
	Physiotherapist	☒Undergraduate	☒Postgraduate	1993
	Radiographer	☒Undergraduate	☒Postgraduate	2022
Post-registration	Independent Prescribing / Supplementary prescribing			2014

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes[1].

Data Point	Bench-mark	Value	Date of data point	Commentary
Numbers of learners	460	721	27/01/2023	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission. The education provider is recruiting learners above the benchmark. No learner numbers were provided for learners on the Supplementary Prescribing and Independent Prescribing modules. We explored this by reviewing their reflections on resourcing of the programme, which the visitors agreed was satisfactory.
Learner non continuation	3%	2%	2019-2020	This Higher Education Statistics Agency (HESA) data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests

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

				the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 1% We explored this by considering how the education provider supported learners. We considered the education provider was performing well in this area.
Outcomes for those who complete programmes	93%	93%	2018-2019	This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has been maintained. We explored this by considering the employability opportunities available to learners. We considered the education provider was performing well in this area.
Teaching Excellence Framework (TEF) award	N/A	Silver	June 2017	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education." We explored this by reviewing how the education provider plans to maintain

				this high quality teaching. They have monitored their teaching quality throughout the review period and demonstrated it has remained at an appropriate level. We considered the education provider was performing well in this area.
Learner satisfaction	74.1%	68.5%	2022	This NSS data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 5.6%. We explored this by reviewing the reflection provided in the portfolio. We considered the education provider's performance was satisfactory in this area.

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.

We have reported on how the provider is performing on all areas, including the areas below, through the Summary of findings section.

Quality theme 1 – Financial risk on resources and facilities

Area for further exploration: Visitors noted the reflections provided on the financial stability of the provision and recognised the loss of income that had been experienced. However, they also noted the additional facilities and resources the education provider had invested in, such as the new x-ray room. Given the challenges with the loss of income, visitors sought further reflections on what facilities and resources were at risk due to these financial challenges.

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 provider to respond to the queries they had.

Outcomes of exploration: The education provider outlined measures taken to ensure they remained financially stable. These measures included the restructure of the professional services departments, which included the library, student support, administration, and IT, and the senior management teams of the seven schools. Voluntary redundancy was offered, and 80 members of staff accepted this, however staff teaching on the HCPC regulated programmes were exempt from this, which ensured staff / learner ratios were maintained. Developments in relation to the provision and the estate therefore continue with the plan to close the Eastbourne campus and move all provision to the Falmer campus in 2024. These actions enabled the education provider to remain financially stable and ensure there were no areas at risk.

Visitors were satisfied with the reflections provided. The education provider were in a stable position, and had demonstrated a clear commitment to delivering HCPC-approved programmes.

Section 4: Findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability** –

    - The education provider reflected on the financial challenges they experienced during the pandemic. The income that was lost through student accommodation and hospitality services created some financial difficulties for them. However, based on a review of their finances they are confident their income will be stable by 2025.
    - The development of the Falmer and Eastbourne campuses have posed some challenges for the education provider due to the financial restraints on income. In addition to this, there have been some constraints with space and ensuring all specialist teaching facilities were accommodated. To ensure all programmes are facilitated in the new learning environments consultations took place with staff and learners.
    - Funding was secured from the Office for Students, which enabled the education provider to purchase simulation equipment and develop a Radiography room. The aim of this was to enhance the learning experience across all programmes.
    - Through Quality theme 1 we explored the challenges and risks to the resources and facilities due to the loss of income, particularly in relation to the HCPC regulated professions.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Partnerships with other organisations** –
    - A partnership forum was established to share ideas on how placement provision could be expanded. This resulted in the creation of a range of placements and an increase in partnerships across education providers.
    - The development of the new diagnostic radiography programme enabled the education provider to develop new partnerships, which resulted in an increase in placement opportunities.
    - The education provider reflected on a range of partnerships they work with, such as Trusts and the private, voluntary and independent (PVI) sector. These partnerships enabled them to develop and increase various placement opportunities across the programmes.
    - Clarification was provided on how the education provider collaborated with other higher education institutes (HEI). They explained the collaborative approach used in relation to placement capacity and how the placements were shared with the universities of Surrey, Greenwich, Chichester and Canterbury. There were agreements in place with all placements to ensure placements were fairly distributed. The education provider reflected on the benefits of this approach, as it enabled them to share information and good practice with other education providers and have a consistent approach to placements across the region.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Academic and placement quality** –
    - The approach to auditing placements changed due to the pandemic and the restrictions with accessing placements. Previously the academic team would visit the placement site and complete the audit, however these are now completed by the placement provider, with support from the education provider. This approach ensured placement providers were engaging with the audit process and taking necessary

action where required to enhance the quality of the placements provided. This approach continues to be used with the aim of creating a centralised system for all audits and evaluations to be kept, which will enable the education provider to monitor and enhance the quality of placements.
    - A new Academic Quality Assessment (AQA) process was developed to identify programmes that were at risk based on data the education provider had access to. Programmes identified in this category have been supported by the Executive Board and Associate Dean to develop an action plan and address the areas of concerns and improve the quality of teaching and learning.
    - Reflections were provided on how communication had been improved for learners in practice with the introduction of named placement leads and Microsoft Teams. Having a named placement lead provided learners with consistency and a first point of contact for support. The use of Microsoft Teams provided learners with a whole new way of communicating with the education provider and practice educators. This method of communication was used for tutorials, audits and reviews and continues to be used.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Interprofessional education** –
    - The education provider acknowledged there were some challenges with offering interprofessional education to learners due to the varied timetable and course delivery patterns. However, they have implemented this where possible, for example on the Midwifery and Paramedic programmes. They recognise this area requires further development and are therefore exploring other options for shared learning.
    - Due to the interprofessional education opportunities being limited, the School took a different approach and introduced conferences across the programmes, which enabled learners from other professions to come together and share knowledge. This is an innovative approach, which the education provider will continue to offer to learners.
    - Joint placements were introduced during the pandemic due to limited opportunities available to learners, which involved learners working with more than one profession. The benefits and diverse opportunities these placements offered were considered and a decision to continue using joint placements was made.
    - 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 reflected on the challenges they experienced with maintaining service user and carer involvement during the pandemic. Where possible, the education provider offered support for service users and carers to engage remotely with sessions. Another approach taken was to record service users and carers stories and experiences, which enabled teams to use the material in sessions with learners.
    - Since 2022, all practice assessment documents have required learners to gain service user and carer feedback. This is a new initiative that

continues to be evaluated and will be embedded in future courses when they are re-validated.
    - The School Quality Standards Committee involve a service user to review all module documentation. The aim of this engagement is to ensure there is appropriate service user and carer engagement across all programmes.
    - Clarification was provided on how service users and carers integrating with the programmes. The education provider confirmed due to the pandemic most of the engagement was online, which created a barrier for some service users and carers and prevented access. In response to this, they implemented a new 2023-26 strategy, which outlined a new approach to service user and carer engagement. This included providing service users and carers with training annually and involving them with meetings and curriculum development, which brought them on to the campus.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Equality and diversity** –
    - There is a clear commitment to equality and diversity, which has been demonstrated through the decolonisation of the curriculum and offering a more diverse content within the modules. In addition to this, they also ensured learner representatives from Black and Minority Ethnic (BAME) backgrounds were involved with meetings and committees across all programmes.
    - Clarification was provided on the policies supporting this area and how outcomes were monitored, and risks identified. Examples included the equality and diversity policy and training provided to all staff and learners to increase awareness and a better understanding of equality and diversity issues.
    - Equality and diversity data was captured through various mechanisms and monitored and evaluated by the Quality and Evaluation Department. This data was reviewed regularly and shared with schools and programme teams to enable them to identify any trends, issues or risks. Some of the outcomes from this monitoring included changes to the layout of modules and changes within the disability and dyslexia team.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Horizon scanning** –
    - During the pandemic both staff and learners experienced challenges with the use of IT. Support was provided to enable staff to teach online and learners to access the teaching platforms online during this period. IT equipment was also a challenge, however this was overcome by providing learners with access to laptops and staff were transitioned to more agile method of working which involved them being provided with their own laptops.
    - There were some difficulties with recruiting academic staff in some professions due to candidates having clinical experience but no teaching experience. This issue was resolved by enrolling these members of staff on the education providers Centre of Teaching and Learning Postgraduate Certificate Academic Practice (PGCAP).

- The closure of the Eastbourne campus will impact the podiatry service that the education provider offers through the Leaf Clinic, which is an in-house clinic. This clinic will therefore close, and a new clinic will open at the Falmer campus, which will need to be developed in terms of new partnerships and private patients. The senior executive team are aware of this and are liaising with the NHS Trusts and private providers to ensure the new clinic is sustainable and meets the learners requirements.
- 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.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
  - The education provider demonstrated how the revised SOPs would be delivered from September 2023 across all programmes and reflected on how some elements of them were already embedded in some of the programmes and were being supported. To ensure the SOPs were embedded, the education provider completed a mapping exercise for some of the programmes.
  - Based on the reflections provided it was clear the education provider understood the importance of implementing the SOPs across the programmes. For example, public health and preventing ill-health has been embedded in all programmes and further supported through interprofessional education. It was also developed further through service user and carer engagement and placements. Other examples include the Physiotherapy programmes, which concentrated on developing placements to include diversity, research and leadership. This specifically linked to SOP 8.6 and 8.10 and prepared learners to practice as Physiotherapists.
  - Clarification was provided on how the education provider ensured learners understood their role in relation to managing their own mental health and wellbeing. A range of services were offered through Belong @ Brighton activities that provide learners with support, such as counselling services, guidance tutors and student support systems. In addition to this, health and wellbeing were also integrated into the curriculum and there were various workshops and seminars delivered on health and wellbeing, which were supported by the wellbeing services.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Impact of COVID-19** –
  - Reflections were provided on the challenges the education provider experienced with placements, as all placements were discontinued due to the government guidelines issued. Where possible, programme teams developed alternative assessments and practice-based learning

to enable learners to progress with their learning, achieve the required learning outcomes and complete their studies. The education provider reflected on the various methods used to enable learners to complete their studies and progress. They recognised the benefits of these methods and acknowledged learners were able to meet learning outcomes through different settings, which enabled them to develop more opportunities outside of the traditional settings.
    - Teaching was moved online and learners were supported with adjusting to using the online platforms. The education provider noted how effective the delivery of online teaching was and how learners engaged with it. This resulted in them continuing to use digital technology as a learning tool, particularly in relation to practice.
    - During this period a 'No Detriment Policy' was introduced in 2020 to ensure learners were not disadvantaged with assessments and were supported with their learning. As the government restrictions were gradually removed this policy was also phased out and by 2022 the education provider had returned to using the pre-pandemic regulations. This policy provided learners with the support required during this period with their assessments and reduced some of the pressures they were experiencing. As a result of this policy the standard of learning was maintained during this period. Staff workloads were however, affected by this policy due to the flexibility and the required adjustments, as it was difficult for them to plan assessments and marking. Workloads were therefore reviewed, and support was provided where necessary with timeframes to provide feedback and releasing results.
    - 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** –
    - The education provider invested in digital technology to ensure staff and learners had the appropriate equipment to enable learning. Microsoft Teams and the virtual learning environment were used for teaching and learning, however staff and learners experienced some difficulties with adjusting to using these platforms for this purpose. Support was provided for this, and the education provider invested in additional IT equipment and resources. They recognised the importance of staff and learners requiring access to appropriate IT equipment and therefore continue to invest in this. In addition to this, they are also providing staff with support through the digital literacy partners to develop digital technologies within modules.
    - The education provider recognised the benefits of learners having access to simulation equipment and have therefore purchased a range of simulation equipment to support programmes across the school to enhance their skills. They have also invested in SimCom and used this as a learning tool to create real time simulation. The purpose of the tool is to encourage learners to consider complex and challenging communication strategies.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Apprenticeships** –

- There have been changes with the apprenticeship regulations, which have impacted workforce planning. Previously, learner reviews were only required to take place twice a year, however with the recent changes these have now increased to four times a year. Some difficulties have been experienced with this and workload models have been reviewed to accommodate the additional reviews to workloads.
- Recognition of Prior Learning (RPL) has always been considered for learners joining the apprenticeship programmes and has been based on previous learning. This process recently changed and there is a requirement for all learners to have a mapped document outlining prior learning achieved and skills in clinical practice.
- Clarification was provided on the reasons for the BSc and MSc programmes being merged for teaching. This approach was adopted to support the financial viability of programmes. Employers also requested this, as they wanted both routes to match their workforce needs.
- Visitors acknowledged the reflections provided and noted the changes that had become embedded through the apprenticeship route. There was clear recognition of the process issues and a plan had been developed to address these.
- 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.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education** –
  - The mitigating circumstances and appeals processes have been reviewed and centralised as opposed to them being School based. The Quality Assurance Agency (QAA) quality code was considered when the new policy was being developed and implemented.
  - The education provider ensured learning and teaching aligned with the Quality Assurance Agency (QAA) quality code. The Putting Students at the Heart (PSATH) workstream focused on developing this area and reviewed and evaluated the impact of the developments within the programmes. For example, ensuring a clear process for marking and moderation was identified. The feedback policy and moderating process were reviewed and refined to ensure consistency across all programmes. This included a requirement for all marking criteria's for all modules to be reviewed by the School Quality and Standards Committee.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Assessment of practice education providers by external bodies** –
  - The education provider worked closely with placement providers and where a Care Quality Commission (CQC) visit was unsatisfactory they liaised with the individual placement provider to establish the risks.

Based on this, decisions were made as to whether they could continue to use the placement provider.
    - During this period, the South-East Coast Ambulance Service were inspected by the CQC and the outcome was inadequate. This prompted an immediate response and the South-East Coast Ambulance Service and the education provider met to discuss the issues and concerns and the impact of these on the learners. Learners were provided with a range of support to ensure the learning experience remained positive.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Office for Students monitoring** –
    - The education provider ensured they are compliant with OfS regulations and monitor the guidance to ensure they were making the necessary amendments to their internal processes.
    - The Annual Quality Assessment process was revised to reflect the changes to conditions B1, B2, B4 and B5. These changes ensured quality and standards were maintained and requirements were met.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Other professional regulators / professional bodies** –
    - The education provider demonstrated they work with a range of professional regulators and professional bodies, such as the Chartered Society of Physiotherapy (CSP), Royal College of Occupational Therapists (RCOT), Nursing and Midwifery Council (NMC), College of Paramedics and Royal College of Podiatry.
    - They offer a range of NMC approved programmes and work closely with the NMC to ensure the necessary changes were implemented on the relevant programmes. They report to the NMC annually. Reflections were provided on the challenges of coordinating the various activities for the NMC programmes and ensuring all regulatory changes were being made, as well as responding to the NMCs annual monitoring requirements within the specified timeframe. To support this work, there was a designated PSRB Officer who worked closely with the NMC quality leads and course teams to ensure effective communication.
    - 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.

<u>Quality theme: Profession specific reflection</u>

Findings of the assessment panel:

- **Curriculum development** –
    - The revised SOPs have been included in the curriculum and the necessary action has been taken to further develop them in the areas where it is required.

    - The Curriculum Framework has been updated to reflect current practice. All programmes are required to embed digital learning and literacy, sustainability, inclusivity and de-colonisation into the curriculum. Some of these areas are already embedded within the curriculum due to the implementation of the revised SOPs.
    - The updated Royal Pharmaceutical Society (RPS) competency framework was incorporated into the prescribing programme to ensure the curriculum aligned with the new competencies. This allowed learners to have a patient-focussed approach to prescribing and practice.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Development to reflect changes in professional body guidance** –
    - Reflections were provided on how they had responded to changes in guidance from the Royal Pharmaceutical Society for the Independent Prescribing course. For example, the new Royal Pharmaceutical Society's competency framework was embedded in 2022.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Capacity of practice-based learning** –
    - The past three years have been challenging for the education provider due to the pandemic. To overcome the challenges the Head of Practice Learning and Development and the placement leads worked closely with NHS England, AHP Councils and regional Integrated Care Boards to increase placement learning opportunities. The work completed to increase placement capacity was recognised in 2022. The team received the University of Brighton 'Excellence in Empowering and Supporting Learning' Team award.
    - The education provider worked with a range of stakeholders to develop new practice learning opportunities and increase capacity. They reflected on how collaborating with these stakeholders enabled them to increase practice learning opportunities and further develop their partnerships. This work was supported by the Head of Practice Learning and Development and continues to be supported to ensure the requirements of practice-based learning are met.
    - Reflections were provided on the challenges experienced with placements on the Podiatry programmes due to the closure of The Leaf Hospital. This clinic was in-house and provided learners on the Podiatry programme with placements. The closure has impacted placement capacity, however the team have developed new opportunities externally and are monitoring the capacity the new Falmer site will offer to ensure there are sufficient placements.
    - 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.

<u>Quality theme: Stakeholder feedback and actions</u>

Findings of the assessment panel:

- **Learners** –
    - There were various mechanisms used to gather feedback from learners, such as the NSS, placement evaluations and module feedback. Despite these methods of gathering feedback, the education provider reflected on the challenges they had experienced with learners providing 'timely and meaningful' feedback. This was partly because feedback was not anonymous and was received at the end of the year and therefore any action taken and impacts from these actions would not be experienced by those learners who provided the feedback.
    - Positive and negative themes have emerged from the feedback gathered. The positive themes referenced are the course, teaching and the opportunities for learners to develop their skills. The areas identified for improvement were the course content, timetabling, support, and online learning. Work on improving the learner experience and responding to feedback continues and any changes made are communicated through the 'you said we did' platform.
    - Most of the complaints received during this period from learners were because of the pandemic and related to a lack of support and the impact the pandemic had on their learning. There were no key themes identified from the complaints.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Practice placement educators** –
    - Practice educators experienced some challenges with the assessment documentation being different to other education providers. The education provider therefore introduced the common placement assessment form (CPAF) for the placement assessment, which is a document used across other education providers.
    - A Q&A session was introduced on the Occupational Therapy programme to prepare learners for placements. This was as a result of feedback received from practice educators, who thought learners did not have appropriate knowledge of the placement competencies and paperwork.
    - Learners and practice educators in the Physiotherapy area requested additional support with practice related queries during the pandemic. Weekly online sessions were therefore offered to them, however when services returned to normal these sessions were discontinued.
    - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **External examiners** –
    - The education provider demonstrated good working relationships with the external examiners. There are processes in place to ensure external examiners are involved with the teaching and assessment of learners and provide appropriate feedback.
    - Inconsistencies with feedback were identified across all programmes by staff and external examiners. To address this issue, the education provider developed a more consistent approach to providing feedback, which the external examiners confirmed had improved the quality of feedback learners were receiving.

- The external examiners across the programmes recognised the challenges the education provider experienced during the pandemic and how they responded to them to minimise the impact on learners.
- 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.

Data and reflections

Findings of the assessment panel:

- **Learner non continuation:**
  - The impact of the pandemic and the difficulties being experienced by learners was apparent. The education provider recognised this impact and to support learners introduced a 'no detriment policy'. The aim of this policy was to reduce some of the stress they were experiencing during this difficult period.
  - To improve the continuation rate, the education provider offers learners a range of support, which includes personal tutors, support guidance tutors, the wellbeing team and pastoral support for learners living in halls accommodation.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Outcomes for those who complete programmes:**
  - The education provider reflected on how employability was embedded across the programmes. Through the Belong at Brighton initiative, learners are provided with access to the tools they require to start developing their career plan.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Teaching quality:**
  - A Silver Teaching Excellence Framework (TEF) award was achieved in 2017. The education provider stated their commitment to excellence in teaching and learning. To maintain this, programmes were required to produce reports based on the NSS data and link it to the TEF outcomes.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well.
- **Learner satisfaction:**
  - The National Student Survey (NSS) overall satisfaction score is lower compared to the benchmark, and the education provider acknowledged how the NSS response rate was low during the reporting period. Reflections were provided on the impact covid had on the learner experience in placement, due to the various pressures of the pandemic on NHS services and the actions taken to address this.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider's performance was satisfactory.
- **Programme level data:**

    - Learner numbers were provided for all the HCPC programmes the education provider delivers. Staffing levels were appropriate based on the learner numbers provided.
    - 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.

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 2027-28 academic year.

Reason for next engagement recommendation

- Internal stakeholder engagement
    - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
    - The education provider engaged with several professional bodies. They considered professional body findings in improving their provision.
    - The education provider engaged with Chartered Society of Physiotherapy (CSP), Royal College of Occupational Therapists (RCOT), Nursing and Midwifery Council (NMC), College of Paramedics and Royal College of Podiatry. They considered the findings of other regulators in improving their provision.
    - The education provider considers sector and professional development in a structured way.
- Data supply
    - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:

- From data points considered and reflections through the process, the education provider considers data in their quality assurance and enhancement processes and acts on data to inform positive change.

Education and Training Committee decision

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

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

- The education provider's next engagement with the performance review process should be in the 2027-28 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
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2022
BSc (Hons) Diagnostic Radiography (Degree Apprenticeship)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2022
BSc (Hons) Occupational Therapy	PT (Part time)	Occupational therapist			01/09/2006
BSc (Hons) Occupational Therapy - Occupational Therapist Degree Apprenticeship	WBL (Work based learning)	Occupational therapist			01/09/2019
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2019
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/03/1993
BSc (Hons) Physiotherapy Degree Apprenticeship	PT (Part time)	Physiotherapist			25/09/2023
BSc (Hons) Podiatry	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/1993
BSc (Hons) Podiatry (apprenticeship)	FT (Full time)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2019
Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
MSc Diagnostic Radiography (pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2023
MSc Occupational therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2019
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/08/2018
MSc Podiatry (pre-registration)	FTA (Full time accelerated)	Chiropodist / podiatrist		POM - Administration; POM - sale / supply (CH)	01/09/2017

Pg Dip Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2013
PgDip Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/08/2018

Appendix 2 – summary report

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

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
University of Brighton	CAS-01239-V1S1G5	Mark Widdowfield Helen Best	5 years	Visitors are satisfied with the submission and confirmed the professions and programmes regulated by the HCPC were performing well. 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.	There were no outstanding issues to be referred to another process.