
Performance review process report

Buckinghamshire New 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. There are various developments taking place, such as the 'Curriculum 23' project, the approval of the 'Experts by Experience Policy and the development of an Allied Health Professional strategy.

This report will be considered by our Education and Training Panel in January 2023 who will make the final decision on the review period.

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

Vince Clarke	Lead visitor, Paramedic
Tony Scripps	Lead visitor, Operating Department Practitioner
Manoj Mistry	Service User Expert Advisor
Saranjit Binning	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers ten HCPC-approved programmes across three professions. It is a higher education institution and has been running HCPC approved programmes since 2011.

The provider is made up of seven Schools and the HCPC approved programmes sit within the School of Health Care and Social Work and the School of Nursing, Midwifery and Allied Health.

Recently the provider interacted with the HCPC to seek approval for the MSc Physiotherapy and BSc Paramedic Science programmes in 2021 and BSc (Hons) Physiotherapy in 2022. Both programmes were approved by the Education and Training Committee.

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	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2011
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
Post-registration	Independent Prescribing / Supplementary prescribing			2017

Institution performance data

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

Data Point	Bench- mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	435	335	July 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%	7%	2019-2020	The value is higher than the benchmark. The provider has reflected on this in the portfolio. Visitors were satisfied with the information provided in the portfolio.
Graduates – Aggregation of percentage in employment / further study	93%	96%	2019-2020	The value in this area is higher than the benchmark, which indicates graduates make good progress with securing employment opportunities and progressing to further study. Visitors were satisfied with the information provided in the portfolio.
Teaching Excellence Framework (TEF) award	Silver	N/A	June 2018	A silver award indicates the institution delivers high quality teaching, learning and outcomes for its learners.
National Student Survey (NSS) overall satisfaction score (Q27)	75.7%	70%	2021	This score indicates the percentage of learners who are satisfied with their learning at this institution is lower than the benchmark. The 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 – Practice-based learning and partnerships in the Paramedic programmes

Area for further exploration: The visitors recognised how the education provider had appropriate strategies in place to develop relationships across the provision. However, they noted the education provider was considering offering a third intake for the Paramedic Science programme, which they considered may not be sustainable with current placement agreements and staffing numbers. Evidence was therefore requested to demonstrate how a third intake would be supported. In addition to this, visitors also requested further evidence from the education provider to confirm there was sufficient capacity for practice-based learning and asked for further evidence regarding practice placement educators. In particular, the visitors wanted to see the evidence specifically linked to the profession.

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 as part of the 'Curriculum 23' project the education provider will transition from two semesters to a three term model. With this transition there will be the opportunity to introduce a third intake for programme. In the clarification they provided assurances that any proposals to do this would be presented to placement partners and agreed on in writing via the Practice Placement Agreement, Education Contract and Memorandum of Understanding.

The Head of Practice Learning leads on practice learning and meets regularly with placement partners to discuss the operational and strategic aspects of this area, which includes learner numbers and placement capacity. Based on the explanation

provided, it is evident the education provider has good working relationships with partners and has already secured placement capacity to support up to 20 learners in 2022-23 with the South Central Ambulance Service. To support the above explanations the education provider referenced several supporting documents.

With regards to the evidence for the practice placement educators section, the education provider informed the HCPC executive the courses for those specific professions were not being delivered during this period. The education provider was therefore not required to provide any further information in relation to this area.

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 – Clarification on terminology and roles

Area for further exploration: Visitors experienced some confusion with the terminology used in the portfolio. There were some inconsistencies with the term 'mentor', which was often used instead of 'practice educator'. Clarification was requested on the role of the 'mentor' and 'practice educator' and what the differences were between the two roles. In addition to this, visitors also requested further clarification on who the link tutors were, their position within the institute and how they were allocated within the operating department practice area, as this was not clear.

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 different terminology was used to meet the Professional and Statutory Regulatory Bodies (PSRB) requirements/regulations. This meant that for the non-medical prescribing programme the term mentor/supervisor was referred to as practice educator for our purposes. For the Nursing and Midwifery Council (NMC), this role was referred to as practice assessor or practice supervisor. The use of the different terminology was therefore linked to the requirements of the regulatory bodies. However, for the operating department practitioner programme, it was the NHS Trusts using the two different terms to differentiate between the roles. The practice educator was therefore a senior member of staff who was responsible for overseeing the quality of clinical placements and supporting them and the mentor was a registered clinical member of staff who supervised and assessed learners in a clinical environment. Although it is not within the education providers remit to change the use of this terminology there are joint discussions taking place to review it this academic year.

Clarification was also provided in relation to the link tutor and how this role was an extended support role undertaken by the operating department practice teaching team. The purpose of the link tutor was to attend the clinical environment to offer support to the learner and all those supporting the learner in the clinical environment

and to review and assess the progress of the learner. These tutors were allocated based on the relationships they had with the NHS Trusts and their workloads.

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 3 – Blended approach to the use of pre-recorded lectures

Area for further exploration: Visitors noted the reflection provided in the 'Impact of Covid-19' section only provided evidence of what the education provider did during the pandemic to minimise the disruption to the learners. However, they did not provide any evidence of what they did when Covid-19 restrictions were eased. There was a suggestion in the reflection that the education provider would continue to use pre-recorded lectures as the only way of delivery. This raised concerns with the visitors and they wanted to know if there were any future plans to reduce the use of pre recorded lectures. The education provider was therefore asked to provide a narrative on what the plan was moving forward with regards to pre-recorded lectures.

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: In the response, the education provider confirmed the author made an error with the use of the terminology and explained how the pre-recorded lectures were being used as a resource in addition to the classroom teaching. PowerPoint slides, reading materials and the pre-recording of the lecture are all uploaded to the virtual learning environment by staff to provide learners with additional support, particularly during the revision period. It is worth acknowledging the provider is no longer delivering any teaching online, however they are continuing to record and upload lectures, which is a positive outcome from the pandemic. Further developments with lecture recordings have continued into the new academic year with the introduction of Panopto, which is a screen and lecture capture tool that records the lecture and shares material. The visitors were therefore satisfied with the explanation and evidence provided and considered the quality activity adequately addressed the issues raised.

Quality theme 4 – Link with non-medical prescribing programme and apprenticeships

Area for further exploration: Further clarification was requested on how the non-medical prescribing programme is positioned within the landscape of Apprenticeships, given this is a post registration programme. It was not clear to the visitors how the non-medical prescribing programme was a part of Apprenticeships.

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:

In the response, the education provider explained that the non-medical prescribing module is validated as an independent module and therefore undertaken by apprentices, as part of the Advanced Clinical Practice (ACP) Pathway (not approved by the HCPC). The module is undertaken in the second year of the 3 year MSc Apprenticeship route. Visitors understood this activity was outside the HCPC remit and were satisfied with the explanation provided and considered the quality activity adequately addressed the query raised.

Quality theme 5 – Engagement with professional bodies

Area for further exploration: Visitors acknowledged how the education provider interacts with the professional bodies linked to the HCPC approved provision, such as the Nursing and Midwifery Council (NMC) and the General Pharmaceutical Council (GPhC). They noted the education provider had not sought endorsement from the College of Operating Department Practitioners (CODP) and wanted to understand why this was the case. They also requested a further explanation for why there were no developments in relation to professional body guidance.

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: When the quality activities were shared with the education provider, they requested their evidence to be reviewed again in relation to professional body guidance. This was because they felt there was an overlap with the 'other professional regulators / professional bodies' and the 'development to reflect changes in professional body guidance' section. Upon further review, the visitors agreed there was an overlap and confirmed appropriate evidence had been received. The education provider was therefore not required to respond to this particular element of this theme.

In the response, the education provider has referred to the 'development to reflect changes in professional body guidance' section in the portfolio. The decision not to seek endorsement was a strategic decision and the reason for this was to allow learners to focus and be assessed on key areas such as surgical retraction and camera holding. The education provider has confirmed there are no plans to include the additional College of Operating Department Practitioners (CODP) requirements in the programme. Visitors reviewed this and confirmed they were satisfied with the information provided and considered the quality activity adequately addressed the issues raised.

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 has introduced an Institute for Health and Social Care, which provides oversight of all the HCPC approved programmes. With the introduction of this institute, they have created a collaborative working environment and reduced the risk of working in silos. They have also expanded their programmes with the introduction of the BSc (Hons) Paramedic Science, MSc Physiotherapy and BSc (Hons) Physiotherapy. This has resulted in a successful recruitment cycle, which has supported the provider's academic and financial sustainability and has enabled them to spend £1.8 million on updating IT equipment and teaching spaces. Visitors noted the development of the Institute for Health and Social Care and thought this was an innovative approach to secure the future of the programmes. They were satisfied with the information provided in this section and had no concerns about the resourcing and financial stability of this provider.
- **Partnerships with other organisations** – The education provider has strong partnerships with Health Education England, commissioners and employer partners and work with several organisations to maintain these partnerships. Partnerships for the HCPC approved programmes are split into three categories; practice learning partners, employer learning partners and commissioners. Contractual agreements are in place with all partners, which outline responsibilities. Some challenges were experienced with partners not understanding the processes for the apprenticeship programme, however these were overcome with the introduction of a system which enabled operational monitoring and strategic oversight. There is evidence of good working relationships with Health Education England, NHS Trusts and with the Ambulance Service, which demonstrates the education provider is continuing to develop relationships and work collaboratively with partners. Visitors recognised this and noted the education provider was on track with appropriate relationship development. They were also satisfied with the clarification provided with regards to the third intake for the [BSc Paramedic Science programme](#) and how it would be supported and confirmed the education provider were performing well in this area and did not request any further quality activities.
- **Academic and placement quality** – The education provider outlined how annual monitoring supported the ongoing quality monitoring of the provision. Qualitative and quantitative data was gathered as part of this process and Schools were required to identify key themes and present the information in the form of an action plan to the Education Committee. The education provider has demonstrated the importance of this data and how many different sources are used to gather this data, for example module and

placement evaluations, programme committees, module and assessment boards, internal and external moderation. In addition to this, they also work collaboratively with the learners and the student's union throughout the year, which enables staff to identify risks and trends and respond accordingly.

Challenges with maintaining placement quality were identified by the education provider during this period through learner feedback and audits of placement providers. The education provider responded to this challenge by increasing the face to face support and updates and delivering regular mentor updates. This demonstrated the importance and effectiveness of the feedback provided by learners and the placement providers and evidenced how the institute responded to the feedback to improve quality and enhance the learning experience.

Visitors were satisfied with the clarification provided regarding the terminology and did not request any further quality activities.

- **Interprofessional education** – The education provider recognises the importance of interprofessional education (IPE) and the need to increase IPE across the provision. Previously programmes had developed their own interprofessional education strategies, however since the introduction of the Institute for Health and Social Care, the education provider is developing a strategy for interprofessional education that applies to all programmes within the institute. There are opportunities for several programmes to share learning, for example Paramedics and Midwifery with the inclusion of Physiotherapy and these are all options that are being considered as part of the Curriculum 23 project.
- There is evidence of the education provider being able to accommodate interprofessional education due to the range of professions they work with, and the strategy will help with supporting and embedding interprofessional education further into the programmes. Visitors were satisfied with the information provided in this section and acknowledged appropriate measures were being taken to ensure interprofessional education was being centralised to deliver across programmes. There was evidence of shared learning opportunities and placement links were well presented in the documentation, which demonstrated the education provider is performing well in this area.
- **Service users and carers** – Service user and carer involvement has been managed and supported at programme level, however with the establishment of the Institute of Health and Social Care the education provider is developing an institution wide policy (Experts by Experience Policy) to outline expectations in line with national guidance and Professional Statutory Regulatory Bodies (PSRB) standards.

Service users and carers are involved with the development and design of the programme, panels and working groups (fitness to practice), admissions, teaching and readiness for practice. The education provider is keen to involve service users and carers with research related activities when the 'Experts By Experience Policy' has been approved.

Curriculum23 is a project to redesign the core curriculum at the institute and the Institute for Health and Social Care is supporting this and are ensuring all Professional Statutory and Regulatory Bodies (PSRB) and accredited programmes are aligned to this project, which includes the involvement of service users and carers.

Visitors noted there was good evidence in this section. There is a guide for service users that outlines their roles, and they also have a patient and student evaluation form. Service users are clear on what their role is and what they are being asked to do. This demonstrated the education provider is performing well in this area.

- **Equality and diversity** – The processes and policies from the EDI objectives and Access and Participation Plan ensure learners are supported equally. There is also an Inclusion, Diversity and Disability (IDD) Team, which consists of specialists in mental health, autism and other disability advisers. In addition to this the education provider are keen to tackle racism and use the Race Equality Charter (REC) as a framework to develop action plans to address this. The plans are work in progress, however they have demonstrated their commitment to equality, diversity and inclusion for all learners from all groups.

Visitors were satisfied with the information provided in this section and noted the data provided demonstrated a robust approach to equality and diversity with a good range of learners represented. They recognised widening participation was high on the agenda for the provider, which demonstrated the education provider is performing well in this area.

- **Horizon scanning** – Horizon scanning activities have identified a need for further development in the Allied Health Professions (AHP) area. Up until April 2021 the Allied Health Professions (AHP) portfolio was limited to operating department practitioners. In March 2020 the institute secured funding which allowed them to develop the Paramedic Science and Physiotherapy programmes, both of which were approved by the Health and Care Professions Council (HCPC) in 2021. To support this development further the education provider is in the process of developing an Allied Health Professions (AHP) strategy that will align to the new Buckinghamshire New University (BNU) Thrive 2028 strategy, which is in its consultation stage.

Visitors were satisfied with the information provided in this section and recognised there were appropriate strategies in place for future planning and noted the development of the Buckinghamshire New University (BNU) Thrive 2028 strategy. They also noted how the education provider were responding to the operating department practitioner workforce development, which demonstrated the education providers commitment to enhancing the learning experience for learners. This demonstrated the education provider is performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19** – The education provider responded to the pandemic in line with the national guidance and moved all teaching online. During the pandemic a 'No Detriment Policy' was introduced to ensure learners were not disadvantaged and additional bursaries and financial support packages were offered to assist learners with living costs. Pastoral support was also available for learners to access. As restrictions were eased, in line with national guidance, the 'No Detriment Policy' was withdrawn. The education provider recognised the long term impact of the pandemic and therefore prioritised health and wellbeing support for both staff and learners, which included free counselling sessions.

The pandemic impacted clinical placements significantly with some having to be paused. The education provider ensured learners were supported during this period and adjusted the timetable to frontload the teaching and offered additional support in the form of sessions for those learners unable to attend placement. Visitors acknowledged the response from the education provider to the pandemic and thought it was appropriate given the loss of placements and face to face learning being replaced with online teaching. Visitors were satisfied with the clarification provided regarding the use of pre-recorded lectures and did not request any further quality activities.

- **Use of technology: Changing learning, teaching and assessment methods** – The increased demand on technology during the pandemic highlighted the limited time and resources within the technical team. Despite this the team continued to provide support to learners and ensure the learning experience was not affected. Gaps were also identified with the knowledge and skills of staff and to address this, teaching staff were required to complete mandatory training to support them with moving to a hybrid delivery method. Since the start of the pandemic there have been various developments with technology and the education provider has offered various mechanisms of support during the pandemic with the introduction of the Learning Event Support Package (LESP) for learners, the Learning Technology grant to support learners and BucksAnywhere for staff and learners, which was available via Apps Anywhere and could be used to access software applications. The education provider continues to develop and improve the learning experience with further investment in Blackboard Ally, Lecture Capture, Immersive rooms and HoloLens 2 devices.

There was an emphasis on simulation activities, which was heavily embedded in the operating department practitioner, Paramedic Science and Physiotherapy programmes. Visitors acknowledged this and noted how well the education provider was performing in this area.

- **Apprenticeships** – The education provider currently offers the apprenticeship route for operating department practitioners and are in the process of developing an apprenticeship route for the Occupational Therapy programme.

They have also considered an apprenticeship route for the Physiotherapy and Paramedic Science programmes. Unfortunately partner employers have not expressed an interest in the Physiotherapy programme and the Paramedic Science programme is already being delivered by another education provider who have long term contracts with the NHS Trusts. With the development of new apprenticeships the education provider have recognised additional resources are required to support this and therefore processes have also been revised in relation to apprenticeship recruitment, onboarding, communication and compliance with all standards to enhance the learners experience across all apprenticeship programmes. Due to the growth, partnerships have also expanded, which demonstrates the education provider is performing well in this area.

Visitors were satisfied with the response they received from the education provider in relation to the quality activity regarding the non-medical prescribing course and did not request any further information.

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 Quality Assurance Agency (QAA) revised the UK Quality Code in 2018-19 and a mapping exercise was completed in which no issues were identified with compliance. To ensure standards are maintained programmes are regularly monitored and evaluated and to support this process the education provider has recently invested in Tableau, which allows programme teams to access management data. Visitor noted the education provider was performing satisfactorily in this area.
- **Assessment of practice education providers by external bodies** – Several practice employer/partners have been through an inspection with the Care Quality Commission (CQC) recently and the outcome for most has been good, with two being rated as inadequate. A small number of learners were employed by these two practice employers during this period and they were kept informed of the inspection process. In addition to this, the education provider reviewed all areas to ensure the inspections did not have an impact on the placements and the support learners received. During these inspections the learners were not affected, however it developed their understanding of the importance of regulation and practice/employers involved them with the inspections, which enhanced their learning experience. Visitors were satisfied with the clarification provided and considered this area was performing well and did not request any further quality activities.
- **National Student Survey (NSS) outcomes** – The pandemic had an impact on NSS scores, which the education provider recognises were reduced in comparison to previous years. It was worth noting how learner support was a

positive theme that emerged from the feedback. Profession specific feedback received for the ODP programme was challenging to understand, as there was a combination of positive and negative feedback, which was inconsistent and the completion rate was low. The provider addressed this with the return of face to face teaching and providing a better understanding of the questions in the NSS. Visitors noted the marked reduction in the NSS score for ODP and acknowledged appropriate measures were in place to address this and were satisfied with the information provided in this section.

- **Office for Students monitoring** – The education provider is registered with the Office for Students (OfS), however interaction with them was for reporting purposes only. The education provider ensures they are compliant with OfS regulations and monitor the guidance to ensure they are making the necessary amendments to their internal processes. This demonstrated the education provider is performing well in this area.
- **Other professional regulators / professional bodies** – The education provider has demonstrated they engage with several professional bodies such as the Nursing and Midwifery Council (NMC), College of Operating Department Practitioners (CODP) and College of Paramedics (CoP). Some of the professions are endorsed, for example the BSc Paramedic Science. The education provider has reflected on this and provided examples of ongoing engagement with the professional bodies despite not being endorsed. Visitors were satisfied with the clarification provided in this area and did not request any further quality activities.

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** – Adapting the delivery of the programmes to online platforms and using alternative approaches to traditional teaching was challenging during lockdown. However, the alternative approaches had a positive impact on teaching and learning and will be retained and developed further. During this period the NMP team developed an E-Portfolio, which was previously in hard copy format and is now permanently embedded in the curriculum.

‘Curriculum23’ is a project to redesign the core curriculum at the institution and the Institute for Health and Social Care is supporting this and are ensuring all Professional Statutory Regulatory Bodies and accredited programmes are aligned to this project.

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 the professional

bodies and evidenced how they engaged with the individual bodies with examples. 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** – A Placement Learning Unit will be implemented in September 2022. The purpose of this unit will be to have oversight of all placements on the health-related programmes. A Head of Practice Learning has also been appointed recently to support the development of placements and strengthen relationships with stakeholders. 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 education provider demonstrated a commitment to receiving and responding to learner feedback, which is collected through various sources e.g., personal tutors, students' union, module teams, programme committees and student representatives. The education provider has appropriate processes in place for complaints and aim to resolve all complaints in the first stage. They also work closely with the Office of Independent Adjudicator (OIA) to resolve complaints that have been escalated. Visitors noted there is a desire to develop and improve programmes to maintain positive feedback, which demonstrated the education provider was performing well in this area.
- **Practice placement educators** – The education provider has strong relationships with partners, employers and practice placement educators and are in regular contact with them. This process has however, highlighted to the provider, the lack of formal records available to evidence the supportive conversations that have taken place to raise and resolve issues and queries. They have recognised this and going forward all future meetings will include formal minute taking for monitoring and review purposes. Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **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. The education provider acknowledged some difficulties were encountered with obtaining feedback from the external examiner in 2018-19 due to them resigning, however they provided assurances that all work relating to this academic year was processed through internal moderation processes and marks were ratified by the board in line with policy. It is noted that a new external examiner has been

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

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Data and reflections

Findings of the assessment panel: The education provider acknowledged there were increases in non-progression across programmes during 2019-20 and 2020-21, which has been associated with the impact of Covid-19. The percentage of those learners who complete programmes and are in employment was positive, for example with there being a 100% employment rate for NMP learners and 91.3 % for ODP learners. A reduction in the NSS score was also noted over the 3 years and the provider recognised this was due to the pandemic. They noted it was important to increase this score as a priority and to increase the student satisfaction score and performance to the same level as previous years. Several steps were taken to increase student satisfaction, which included action plans outlining face to face teaching, employer engagement, support services and in general enhancing services. Visitors were satisfied with the information and reflection provided in the portfolio 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).

Referrals to next scheduled performance review

Future developments

Throughout the portfolio there was evidence of new strategies and developments the education provider is currently working on, which will be implemented in the near future. In particular, these were:

- Interprofessional education is being centralised as part of the Curriculum 23 project.
- Experts By Experience Policy – this policy is being developed to increase the education providers involvement with service users and carers with the development and design of programmes.
- Equality and diversity – widening participation is high on the agenda and the education provider is keen to use the Race Equality Charter (REC) to tackle racism.

- Allied Health Professions (AHP) Strategy - the education provider is keen to develop the Allied Health Professions (AHP) portfolio and are in the process of developing the AHP Strategy, which will align with the BNU Thrive 2028 Strategy.
- Use of technology - the education provider is continuing to develop and improve the learning experience with further investment in Blackboard Ally, Lecture Capture, Immersive rooms and HoloLens 2 devices.
- Practice placement educators - the education provider has strong relationships with partners, employers and practice placement educators and engages with them regularly, however there are no formal records or evidence of this engagement. The education provider has recognised this gap and noted all future meetings will include formal minute taking.

It is recommended the development in this area is reflected upon during the providers next performance review.

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.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2018
BSc (Hons) Operating Department Practice – Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/08/2019
BSc (Hons) Operating Department Practice with Foundation Year	FT (Full time)	Operating department practitioner			01/09/2018
BSc (Hons) Paramedic Science (Uxbridge)	FT (Full time)	Paramedic			01/02/2022
BSc (Hons) Paramedic Science (High Wycombe)	FT (Full time)	Paramedic			01/09/2021
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			19/09/2022
Dip (HE) Operating Department Practitioner	FT (Full time)	Operating department practitioner			01/09/2011

Graduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017
MSc Physiotherapy	FT (Full time)	Physiotherapist			01/09/2021
Postgraduate Certificate Non-Medical Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2017