
Performance review process report

Birmingham City University, 2021-22

Executive summary

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

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

There are no referrals and issues to highlight. This report was considered by our Education and Training Panel on 31 March 2023.

Based on all information presented to them, they decided that the education provider's next engagement with the performance review process should be in the 2026-27 academic year.

Previous consideration Not applicable. This performance review case was not referred from another process.

Decision The Education and Training Committee (Panel) is asked to decide:

- when the education provider's next engagement with the performance review process should be

Next steps Outline next steps / future case work with the provider:

- 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:

Fiona McCullough	Lead visitor, Dietitian
Mark Widdowfield	Lead visitor, Radiographer, Diagnostic Radiographer
Rachel O'Connell	Service User Expert Advisor
John Archibald	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers 28 HCPC-approved programmes across seven professions. It is a higher education institution and has been running HCPC approved programmes since 1993.

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	Dietitian	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2016
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2012
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993
	Speech and language therapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2001
Post-registration	Independent Prescribing / Supplementary prescribing			2010

Institution performance data

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	1497	1344	2021/22	The enrolled numbers of learners across all HCPC approved provision are slightly lower than the approved intended numbers we have on our record. We explored this as part of our initial assessment of the documents and the visitors did not have any issues to explore further.
Learners – Aggregation of percentage not continuing	3%	4%	2021/22	This data comes from Higher Education Statistics Agency (HESA). The percentage of learners not continuing is more than the benchmark at the education provider which implies learners are generally satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	93%	93%	2021/22	This data comes from Higher Education Statistics Agency (HESA). The percentage in employment or further study appears the same as the benchmark at the education provider which implies learners who successfully complete their learning at this institution make progress after their studies.
Teaching Excellence Framework (TEF) award	n/a	Silver	2017	A silver award would indicate that the institution is doing well, but that there is room for improvement.
National Student Survey (NSS) overall satisfaction score (Q27)	72.7%	58.9%	2021/22	This data comes from the Office for Students (OfS). This score indicates that the percentage of learners who are satisfied with their learning is lower than average. We explored this as part of our initial assessment of the documents and the visitors did not have any issues to explore further.

Section 3: Performance analysis and quality themes

Portfolio submission

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

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

Performance data

We also considered intelligence from others, as follows:

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

Quality themes identified for further exploration

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

Outcomes of exploration:

Quality theme 1 – funding requirements and resourcing

Area for further exploration: The education provider's portfolio narrative informed us there had been challenges around capacity of staffing and teaching space on campus. We understood increased cohort sizes meant there was a need for appropriately qualified staff and appropriate room facilities. The visitors were consequently unsure how whether these challenges required further funding in terms of financial investment, and so required more information about this.

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

Outcomes of exploration: The education provider explained how the process for ensuring appropriate resourcing of programmes was effective. They informed us the business case for new provision considered recruitment numbers, the projected income, and resource requirements. The latter considered the existing workload of

programme teams, as well as room space. We understood the education provider had held discussions about programmes which might be closing or reducing in size. The education provider informed us this was considered when working to create and develop new provision. They also stated in the review period they had successfully bid for funds to develop skills- and profession-specific facilities, and so do not consider funding and resourcing to be current areas of concern. The faculty of health education and life sciences secured a grant from Health Education England (HEE) to increase investment in specialist teaching equipment. Following this quality activity, we had no further questions going forward.

Quality theme 2 – COVID-19 and the engagement of service users and carers

Area for further exploration: The education provider's portfolio narrative explained that in the review period COVID-19 limited the potential for development of service user engagement. They informed us they had started work to build a service user network, and this was now being revisited. The visitors sought information about how COVID-19 impacted the engagement of service users and carers, and how the education provider's strategies to maintain and enhance engagement have worked.

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

Outcomes of exploration: The education provider stated there had been challenges to the engagement of service users and carers during COVID-19. This was across many professions but was also specific to individual service users and carers, dependent on their health, medical history, technological ability, and communication preferences. Some service users and carers, who were regular attendees at sessions with learners, have not engaged again following COVID-19. For example, we learned some cancer patients who spent time in classrooms with therapeutic radiography learners have not wanted to attend again due to the immunocompromised nature of their chemotherapy and increased risk of impact of infection. We understood interactions changed within practice-based learning during the pandemic. Service users were supported in different ways, outpatient clinics were rearranged, and practice team members were redeployed which impacted on the appropriate access and support for talking for longer with patients.

The visitors noted a simulation lead had been appointed and they are responsible for coordinating the recruitment and involvement of experts by experience. The education provider explained the involvement of experts by experience is being developed within modules and activities. Recruitment of experts by experience has been initiated by advertising the role in practice areas which are service user facing. Involvement of service users is monitored through yearly module evaluation and acted on if appropriate. Following this quality activity, we had no further questions going forward.

Quality theme 3 – work undertaken to ensure equality and diversity

Area for further exploration: The education provider informed us that programmes had reviewed their recruitment and admissions process in the review period. We were informed that within this work, programmes focussed on work to ensure learner representatives reflected the learner body. However, we were unsure what the exact nature of the work is, and the desired outcomes. Therefore, we sought more information about the overall nature of the work and the outcomes the education provider is working towards.

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

Outcomes of exploration: The education provider explained the work is to enable a more diverse population of learners. We were informed this would create a wider learner profile for professions. The education provider informed us speech and language therapy mature learners, male learners and learners from different ethnicities are asked to be ambassadors on open days. The education provider also stated at the interview stage, the speech and language therapy programme team are actively approaching practice-based speech and language therapists, who we were informed are from a wider and more diverse background, to support with applicant interviews. We recognised the education provider had fully addressed the visitors' concerns by detailing the work they are undertaking to ensure learner representatives reflect the learner body. We understood consequently both physiotherapy and speech and language therapy provision have seen an increase in diversity. Following this quality activity, we had no further questions going forward.

Quality theme 4 – feedback from practice placement educators

Area for further exploration: The visitors were informed practice educators continued to be involved in the support of learners in practice. Throughout the review period communication has been regarded as open, but how this was achieved changed during COVID-19. We understood programme and practice-based learning teams had weekly catchups to explore any issues which needed escalating, and to move forward with appropriate actions. However, the visitors were unsure how the education provider gained feedback from individual practice educators and how the education provider moves forward with any action from this. The visitors would therefore like more information about education provider gains feedback from individual practice educators and how the education provider moves forward with any actions.

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

Outcomes of exploration: The education provider informed us individual practice educators provided feedback on learners as part of their practice-based learning experience. We understood practice educators provide comments on the achievement of the competencies by the learner, with the opportunity to write action plans and / or formative feedback for the learner to work on or towards. The education provider explained there had been a series of three discussions on the post-COVID-19 'new normal'. As part of this, the education provider and practice educators reviewed what had been learnt for taking forwards and what they wanted to leave behind. The education provider explained this will include:

- a review of how new practice education providers are set up, the audit and due diligence processes;
- preparation and support for learners on their practice-based learning experience;
- preparation and support for practice educators;
- support for practice assessors;
- evaluation of the practice-based learning experience from both learners and practice educators;
- how evaluation of the learner experience of practice-based learning is fed back to the practice education provider; and
- support for learners to raise concerns and the processes associated with this.

The visitors recognised the education provider had fully addressed the visitors concerns and that they have effective process to obtain feedback from practice educators and can progress with any appropriate actions. Following this quality activity, we had no further questions going forward.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:

- **Resourcing, including financial stability –**
 - We noted the education provider had operated within its set budget consistently throughout the review period. The education provider informed us they had successfully bid for funding to support various aspects of their provision, including enhancement of skills facilities, and marketing materials. We recognised this has enabled the education provider to enhance existing resources.

- The faculty of health education and life sciences had undergone re-development of its simulation and skills learning facilities. This is due to improving the existing specialist simulation and skills facilities and equipment. The visitors considered all programmes are well-resourced.
- The visitors considered all programmes provided appropriate guidance for learners.
- We are satisfied with how the education provider is performing in this area.
- **Partnerships with other organisations –**
 - The visitors noted the education provider has effective relationships with a variety of organisations. We recognised the education provider has increasingly created partnerships with new and small practice education providers which is benefiting learners with an increase in the range of practice settings they can gain experience in. We also understood the education provider has successfully established a new practice partner, West Midlands Ambulance Service, who have been working with the paramedic team since 2019.
 - We are satisfied with how the education provider is performing in this area.
- **Academic and placement quality –**
 - We recognised practice quality is overseen by the school leads for practice quality. They use various mechanisms such as liaising with the programme teams, to ensure good practice is disseminated. We noted the education provider's practice-based learning quality measures had ensured practice-based learning opportunities met quality standards.
 - We understood the education provider has developed course review implementation plans to establish an annual review of programmes. This is carried out through methods such as a review of learner feedback and module level reviews. The visitors recognised the education provider is moving to a continuous monitoring and enhancement process, where programme review becomes a continual process, supported by a live action plan. We understood how learners are provided with support through the Reducing Pre-registration Attrition and Improving Retention (RePAIR) project. Also, as detailed in [Quality theme 1](#), we considered the education provider had demonstrated they have effective processes to ensure programmes are appropriately resourced.
 - We understood the responses to the National Education and Training Survey (NETS) are fed back to the education provider. We recognised that as an education provider they received informal feedback as well as formal feedback about practice-based learning provision. We considered the education provider has effective mechanisms for obtaining and responding to feedback.
 - We are satisfied with how the education provider is performing in this area.
- **Interprofessional education (IPE) –**

- We understood IPE is embedded in all programmes. We noted IPE opportunities included interprofessional practice-based learning debriefs, inter-professional case study examination and a mock interprofessional HCPC tribunal. Learners also gain experience of working with other professionals when in practice-based learning. They are encouraged to reflect on these experiences during practice-based learning debrief sessions.
- We are satisfied how the education provider is performing in this area.
- **Service users and carers –**
 - We understood the education provider is committed to effectively involving service users and carers with each programme.
 - We noted the education provider uses a group of experts by experience (EBE). EBEs come from a variety of backgrounds with a variety of experiences. We recognised the facilitation of EBEs is controlled centrally via the education provider’s Forum for Accessing Community Experience group. EBEs contribute to all aspect of course delivery, for example, sitting on admissions panels, and facilitating preparation for practice-based learning.
 - We considered their inclusion means learners have a rounded learning experience.
 - As detailed in [Quality theme 2](#), we were satisfied with the education provider’s response about how about how COVID-19 impacted the engagement of service users and carers, and how their strategies to maintain and enhance engagement have worked
 - We are satisfied how the education provider is performing in this area.
- **Equality and diversity –**
 - We understood the education provider’s equality, diversity and inclusivity strategy sets out their ambition to create a fairer organisation. We considered the education provider has identified the core areas they need to focus on. For example, in response to the Black Lives Matter movement a commitment has been made to address systemic racism in the education provider’s systems, processes and procedures.
 - We recognised the education provider is committed to ensuring learners and staff with protected characteristics are supported and welcomed.
 - As detailed in [Quality theme 3](#), we considered we fully understood the work the education provider is doing to ensure learner representatives reflect the learner body.
 - We are satisfied with how the education provider is performing in this area.
- **Horizon scanning –**
 - We noted the education provider informed us all programmes have different future priorities. For instance, the development of both a pre- and post-registration Masters paramedic programme is being considered.

- We consider the education provider has appropriately recognised their future needs across all programmes.
- We are satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19 –**
 - The visitors considered the education provider had responded well to the challenges of COVID-19. They provided effective support for learners during COVID-19, and had introduced a range of innovative, alternative teaching and assessment methods. We understood the education provider increased access to health and wellbeing teams.
 - All programmes are responsive to changes to regulations and guidance, while being committed to delivering quality education. Learners were able to graduate to the required standards expected by all professions.
 - We are satisfied with how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - We considered the education provider recognised COVID-19 had necessitated integrating technology much more into their programmes. All lectures were delivered online, and programme teams made best use of features such as breakout rooms. We understood the use of technology has facilitated developments and new ways of working. For example, whole cohort online discussions, and telehealth.
 - We recognised some staff and learners considered the increased use of technology meant they were not getting to know each other as much as they would like. We noted programme teams have recognised this, and have built in social events, and as social distancing requirements reduced, ensured learners were able to get to know each other.
 - We are satisfied with how the education provider is performing in this area.
- **Apprenticeships –**
 - We understood existing apprenticeships within HCPC-regulated provision only applied to operating department practice. We consider the education provider has effective plans for the development of apprenticeship programmes in the future. This includes the development of both undergraduate speech and language therapy and diagnostic radiography apprenticeship programmes.

- We considered the education provider has effective means of overseeing apprenticeship programmes, with the establishment of the Apprenticeship Partnership Unit. They manage the partnerships and approvals of apprenticeship programmes to ensure compliance.
- We are satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - We recognised the education provider had not been subject to this type of assessment in the review period.
 - We are satisfied with how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies –**
 - We recognised the education provider had no assessments to report which were applicable to them. We understood the education provider considers Care Quality Commission (CQC) reports, especially where their learners are on practice-based learning. We understood the education provider works with HEE regarding practice-based learning evaluations and to close off any feedback actions.
 - We are satisfied with how the education provider is performing in this area.
- **National Student Survey (NSS) outcomes –**
 - We understood the NSS survey shows a trajectory of improvement at the education provider. We noted the education provider stated that although results in 2021 were an exception to this upward trajectory, the education provider remained above the average for the sector. The education provider considered this was reflective of their approach to improving learner experience.
 - We noted programme teams review their own data, and highlight strengths, and develop action plans where appropriate. These are included within programme action plans which are reviewed and evaluated at regular meetings between programme leads, heads of department, head of school and the school quality enhancement lead.
 - We are satisfied the education provider is performing well in this area.
- **Office for Students monitoring –**
 - We noted the education provider has the means and mechanism to ensure they can consider factors relating to different groups of learners. We note the education provider is committed to improving the learner experience and outcomes. For example, they are offering

support for programme teams to identify and decolonise the curriculum and their teaching materials.

- We are satisfied with how the education provider is performing in this area.
- **Other professional regulators / professional bodies –**
 - We noted the education provider's programmes have fully engaged with professional body regulation over the review period. For instance, MSc Speech and Language Therapy (pre-registration) was approved by the Royal College of Speech and Language Therapy (RCSLT). Feedback was positive and supportive of the programme and no conditions or actions from the RCSLT were provided.
 - The education provider demonstrated responsiveness to feedback.
 - We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**
 - We understood all programmes have been reflecting on the lived experience of COVID-19 to incorporate themes such as epidemiology into teaching. We noted there are also internal drivers to curriculum change, including work related to the equality, diversity and inclusion strategy which includes decolonising the curriculum. We considered the education provider has effective means of exploring how the curriculum can be reviewed to ensure it is accessible.
 - We are satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance –**
 - We noted the education provider engaged effectively with professional bodies. The education provider informed us they adjust programmes in accordance with recommendations from professional bodies. For example, the 2018 Royal College of Speech and Language Therapy curriculum guidelines were updated in 2021. We understood the education provider considered the five 'core capabilities' of being a speech and language therapist are an important new aspect of these guidelines. Consequently, practice-based learning benchmarks on the Masters speech and language therapy programme were designed with these capabilities in mind.
 - We are satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning –**
 - We considered the education provider has an effective process for guaranteeing the availability of practice-based learning. We noted there is an audit and review process which enables the education provider

and the practice education provider to discuss the quality of the practice setting. We understood the education provider speaks with practice partners frequently and quickly, to facilitate discussions about capacity.

- We recognised the education provider has strong working relationships with practice partners. This ensures all learners have gained the practice-based learning opportunities needed for them to gain the experiences and competences required.
- We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners –**
 - We considered the education provider has a variety of effective means of gaining feedback from learners. For example, formally through module evaluations, learner forum and School meetings, and informally through discussions.
 - We considered the education provider is committed to supporting learners. For instance, deadlines have been brought forward for the release of timetables, with a view to reduce any anxiety felt by learners by not knowing what their teaching plan looks like. We understood timetabling was a major challenge and area of negative feedback from learners.
 - We are satisfied how the education provider is performing in this area.
- **Practice placement educators –**
 - We considered the education provider has effective means of gaining feedback from practice partners, such as meetings between the education provider and practice partners, to discuss issues relating to learners.
 - We understood programme teams set up online practice education support, in different ways such as quality and feedback sessions. We noted practice educator feedback on this was positive and the education provider plans to support and keep open communication with practice partners using an approach which is based more online and blended.
 - As detailed in [Quality theme 4](#), we were satisfied with how the education provider gained feedback from individual practice educators and moves forward with any actions.
 - We are satisfied how the education provider is performing in this area.
- **External examiners –**

- The visitors considered feedback from external examiners is mainly positive with no areas to work on to implement changes. External examiners provided specific feedback about issues. For example, the external examiner for the dietetics programme stated learners had a broad range of practice-based learning experiences, although a number had to go out of the local area for practice-based learning. We noted the education provider replied they continue to address this with local and national providers as well as through discussions with NHS allied health professions faculty meetings.
- We are satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Data and reflections

Findings of the assessment panel: We noted the appropriate reflection undertaken by the education provider. We also noted, through the data, the education provider has generally performed well. The education provider supplied an honest reflection of their performance. For example, in response to the National Student Survey (NSS) overall satisfaction score (Q27), the education provider explained overall they showed a positive trajectory, which they attributed to a robust improvement plan process. In 2020 / 21 they scored below benchmark and the education provider reflected this was likely to have been impacted by the BSc (Hons) Paramedic Science score which was notably low. We understood they had undertaken work in response which increased the score, for example, they analysed the data, and the score was attributed to several factors, such as changes in staffing.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 5: Issues identified for further review

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

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

Section 6: Decision on performance review outcomes

Assessment panel recommendation

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

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

Reason for this recommendation: We have come to this recommendation because they consider:

- the education provider has performed well during the review period;
- the education provider responded positively to the challenges of COVID-19;
- the education provider is committed to quality assurance;
- the education provider received positive feedback from formal review activities;
- the education provider has identified areas that need attention, and they have appropriate and effective plans to address them;
- all programmes gather and respond to feedback from different stakeholders; and
- where we did have areas we wanted to explore further, the education provider responded with sound thinking and evidence.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MSc Dietetics (pre-registration)	FT (Full time)	Dietitian			01/01/2018
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/08/2016
BSc (Hons) Operating Department Practice (South West) Degree Apprenticeship	FT (Full time)	Operating department practitioner			01/03/2021
BSc (Hons) Operating Department Practice Degree Apprenticeship	FT (Full time)	Operating department practitioner			01/03/2021
BSc Hons Operating Department Practice (South West)	FT (Full time)	Operating department practitioner			01/01/2020
DipHE Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2001
DipHE Operating Department Practice (South West)	FT (Full time)	Operating department practitioner			01/01/2018
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2014
Dip HE Paramedic Science	FT (Full time)	Paramedic			01/09/2012
MSc Physiotherapy (pre-registration)	FT (Full time)	Physiotherapist			01/01/2018
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1993
BSc (Hons) Diagnostic Radiography	PT (Part time)	Radiographer	Diagnostic radiographer		01/09/1993

BSc (Hons) Diagnostic Radiography Degree Apprenticeship	FT (Full time)	Radiographer	Diagnostic radiographer	30/03/2023	
BSc (Hons) Radiotherapy	FT (Full time)	Radiographer	Therapeutic radiographer	01/01/2003	
BSc (Hons) Radiotherapy	PT (Part time)	Radiographer	Therapeutic radiographer	01/09/2003	
MSc Therapeutic Radiography (pre-registration)	FT (Full time)	Radiographer	Therapeutic radiographer	01/01/2023	
BSc (Hons) Speech and Language Therapy	FT (Full time)	Speech and language therapist		01/09/2001	
BSc (Hons) Speech and Language Therapy	PT (Part time)	Speech and language therapist		01/09/2001	
BSc (Hons) Speech and Language Therapy Degree Apprenticeship	FT (Full time)	Speech and language therapist		09/01/2023	
MSc Speech and Language Therapy (pre-registration)	FT (Full time)	Speech and language therapist		01/01/2020	
Non-medical Prescribing for Allied Health Professionals	FT (Full time)			Supplementary prescribing	01/09/2007
Non-medical Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing	01/09/2007
Non-Medical Prescribing for Allied Health Professionals (Undergraduate)	FT (Full time)			Supplementary prescribing; Independent prescribing	01/02/2014
Non-Medical Prescribing for Allied Health Professionals (Undergraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014
Non-Medical Prescribing for Allied Health Professionals (Undergraduate) (Conversion)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014

Principles of Prescribing for Allied Health Professionals (Post Graduate)	FT (Full time)			Supplementary prescribing; Independent prescribing	01/02/2014
Principles of Prescribing for Allied Health Professionals (Post Graduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014
Principles of Prescribing for Allied Health Professionals (Post Graduate) (Conversion)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014
Principles of Prescribing for Health Care Professionals	FT (Full time)			Supplementary prescribing	01/10/2010
Principles of Prescribing for Health Care Professionals	PT (Part time)			Supplementary prescribing	01/10/2010