
Performance review process report

St Mary's University, Twickenham, 2018 - 2023

Executive summary

This is a report of the process to review the performance of St Mary's University, Twickenham. 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 against quality themes and found that we needed to undertake further exploration of key themes through quality activities
- 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:
 - Monitoring resourcing at institution level to ensure programme growth - we noted the education provider had invested in staffing, resources and innovative technology and this was reviewed annually. However, there was lack of reflection on the longer-term picture regarding learner numbers and financial modelling. The education provider discussed their plans to increase learner numbers and how they will ensure adequate practice-based learning and appropriate staffing to match the number of learners. Following the quality activity the visitors were satisfied the issue had been adequately addressed.
 - The following areas should be referred to another HCPC process for assessment:
 - Reflection on the new service user and carer strategy to understand how it has progressed - the education provider noted they were developing their School-wide Service User/Carer Strategy. We understood this will be used to monitor service user and carer involvement, measuring benefits, and collecting feedback. The strategy was due to be completed in six months. Given the ongoing development of the strategy, the visitors determined it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.
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- Interprofessional education- the education provider has future plans for their physiotherapy and occupational therapy learners to have joint sessions on Professional Practice, with expanded sessions for physiotherapy and sport rehabilitation learners. They noted new AHP programmes will include shared modules and joint teaching sessions on topics like ethics, reflective practice, and placement preparation. They added that a multidisciplinary onsite clinic will be established for learners from various programmes to work together, and joint learner research projects across different disciplines will be considered, building on successful past pilots. As this is a plan for the future, the visitors considered it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.
 - The provider should next engage with monitoring in four years, the 2027-28 academic year, because:
 - The visitors were satisfied with the education provider's overall performance.
 - We noted the infancy of their institutional service user and carer strategy. The visitors considered that service user and carer involvement is still an area of development.
 - Although the education provider appeared to be managing this well, the visitors determined four years is an appropriate time to enable the education provider to have implemented and assessed the impact of the new strategy.
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Previous consideration Not applicable. The performance review process 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
- whether issues identified for referral through this review should be reviewed, and if so how

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 2027-28 academic year
- Subject to the Panel's decision, we will undertake further investigations as per section 5.

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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:

Fleur Kitsell	Lead visitor, Physiotherapist
Kathryn Campbell	Lead visitor, Physiotherapist
Ann Johnson	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer
Susan Annetts	Advisory visitor, Physiotherapist

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.

Section 2: About the education provider

The education provider context

The education provider currently delivers two HCPC-approved programme across one profession. It is a Higher Education Institute (HEI) and has been running HCPC approved programmes since 2018.

Alongside this performance review, the education provider has also recently obtained approval of their MSc Occupational Therapy, full time programme which is due to start in January 2025.

The education provider engaged with the approval process in the legacy model of quality assurance in 2019 for the approval of their BSc (Hons) Physiotherapy, full time programme. This involved consideration of documentary evidence and a virtual approval visit, to consider whether the programme met our standards for the first time. After considering the education provider's response to the conditions set, we were satisfied that the conditions were met, and the programme was approved in 2020.

The education provider also engaged with the annual monitoring assessment process in the legacy model of quality assurance in 2019. There were no outstanding issues resulting from the above engagements.

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2024
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018

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 programmes¹.

Data Point	Bench- mark	Value	Date of data point	Commentary
Numbers of learners	70	70	2023-24	<p>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.</p> <p>The education provider is recruiting learners at the benchmark.</p>
Learner non continuation	3%	9%	2020-21	<p>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.</p> <p>The data point is above the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 6%.</p> <p>We explored this through the assessment. We were</p>

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

				<p>satisfied the education provider had also identified this and were taking active steps to address it.</p>
<p>Outcomes for those who complete programmes</p>	<p>93%</p>	<p>97%</p>	<p>2020-21</p>	<p>This HESA data was sourced from a data delivery. This means the data is the provider-level public data.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 1%.</p> <p>We explored this from our review of the reflection. We were satisfied that the education provider is managing this area effectively.</p>
<p>Learner satisfaction</p>	<p>76.8%</p>	<p>83.9%</p>	<p>2022</p>	<p>This National Student Survey (NSS) overall satisfaction score data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 3%.</p> <p>We explored this through the assessment. We were satisfied with the detailed reflection the education provider submitted in this</p>

				area which showed they are performing well in this area.
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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 – monitoring resourcing at institution level to ensure programme growth

Area for further exploration: We noted the education provider had invested in staffing, resources and innovative technology and this was reviewed annually. There were 19 lecturers across both programmes, but many of them were part time staff so we did not have a true picture of the amount of their time dedicated to the programmes.

The visitors noted growing allied health professions (AHP) programmes across the education provider. However, there was lack of reflection on the longer-term picture regarding learner numbers and financial modelling. Therefore, we asked the education provider to submit further reflection on how resourcing was monitored at institution level to ensure programme growth as this appeared to be on an annual basis.

Quality activities agreed to explore theme further: We explored this area through an email response. We considered an email response would adequately provide the missing information that would assist us in making a judgement about their performance in this area.

Outcomes of exploration: The education provider noted that at their annual reviews, potential changes to learner numbers, staff resourcing, and practice-based learning provision, were discussed with the relevant programme leads. They also

noted they were considering increasing learner numbers, for both the MSc and BSc cohorts to 40 learners each. They noted they have established additional placement networks and will ensure appropriate staffing for any increase. We understood the Director of International Engagement provides data on application trends, reflecting upon a slight decrease in AHP programme applications, though demand remains high. We were also informed that financial sustainability is reviewed annually with their finance partner, who assists with both short and long-term financial modelling.

The visitors were satisfied with the education provider's response although noted it did not provide specific details. The visitors were however satisfied that the response had sufficiently addressed their concerns.

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 noted their investment in staffing, teaching spaces, and innovative technology to train up-to-date physiotherapists and health professionals. We understood resources were renewed annually which resulted in consistent positive learner feedback.
 - The education provider also noted that their programmes are competitive, with more applications than available places. They added that they have strong practice-based learning partnerships across London, ensuring timely practice-based learning opportunities for all learners.
 - From seeking further information as noted in [quality theme 1](#), we understood what the education provider did to continue to monitor resourcing at institution level and the impact of this on programme growth.
 - Therefore, from the education provider's initial reflection and through the quality activity, the visitors were able to determine that the education provider has performed well in this area.
- **Partnerships with other organisations –**
 - The education provider described how they have developed partnerships with non-NHS organisations to increase their practice-based learning capacity. They also reflected upon what they did to ensure good governance and quality of experience period. They noted they are a member of Placement Management Partnership (PMP) – London. PMP helps with the quality assessment of practice providers

aligning with the requirements of professional organisations such as the HCPC and the Chartered Society of Physiotherapists (CSP).

- The education provider's reflections outlined how they partnered with local providers to offer practice-based learning in local care homes, and this was supervised by their lecturing team. We understood these practice-based learning were supported by active clinicians and lecturers to ensure constant supervision and real-life experiences for learners.
- The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.
- **Academic quality –**
 - There are processes in place for annual monitoring and for programme review, for example, the module evaluation and five-year revalidation cycle. We noted learning outcomes were changed during the recent MSc revalidation after feedback from external stakeholders.
 - For the BSc programme the education provider described the process of changing regulations from a 3-sit attempt at assessments to a 2-sit attempt. We noted learners were consulted as part of the process along with guidance from the CSP on the rationale for the approach.
 - The visitors noted the education provider's data on learner satisfaction in the National Student Survey (NSS) for the BSc Physiotherapy programme. They had a score of 94% on teaching on my course; 92% on learning opportunities; and 92% on assessment and feedback. We also noted their achievement of an overall Silver award in the TEF for 2023.
 - From seeking further clarification, we noted examples of the changes that were made as a result of external stakeholder feedback.
 - The visitors were satisfied with the education provider's reflection including the further clarification received. Therefore, they have determined that the education provider has performed well in this area.
- **Placement quality –**
 - Both the MSc and BSc programmes have practice placement service agreements to ensure quality of education and skill development for learners, service users, and practice education providers. Clinical placement coordinators for both programmes manage practice-based learning in collaboration with the School Administrative Manager and Programme Administrator.
 - From seeking further clarification, we understood the education provider consistently sought feedback from practice-based learning stakeholders on learners' preparedness for practice-based learning. The education provider noted that the feedback led to the development of pre-placement workshops and post-placement reflective days with peer review learning. They noted their in-house physiotherapy clinic - SPACE clinic used a QR code questionnaire for patient feedback and this was reviewed regularly, with questions aligned to NHS standards. Initial engagement with practice providers ensured the quality and suitability of the practice environment and staff, with expectations outlined and contracted. They added that the Common Placement Assessment Form (CPAF) tool guided the process, with mid-placement

feedback sessions to assess learner performance and the effectiveness of the practice educator-learner relationship.

- Through the education provider's initial reflection and further clarification provided, the visitors were satisfied that the education provider has performed well in this area.
- **Interprofessional education (IPE) –**
 - The education provider outlined the mechanisms they use to facilitate interprofessional education. In year 1, learners participate in a three-day clinical observational practice-based learning. They shadow physiotherapists and at least one other healthcare professional to understand interprofessional interactions. In year 2, they build on their interprofessional education by producing a reflective portfolio from a practice placement, focusing on multi- and inter-professional working.
 - The education provider also noted how IPE is achieved through collaborative practice. We sought further clarification through examples to understand the education provider's reflection on the IPE that is happening now and their plans for the future. Through this, we learnt that currently, the Physiotherapy learners participate in joint teaching sessions with Public Health learners and attend Kings College cadaver lab. They collaborated with Sport Rehabilitation learners in healthcare debates and joint research poster presentations. They also met with medical learners from Imperial to discuss roles and worked with Drama learners to prepare for interviews and presentations.
 - As part of their future plans, Physiotherapy and Occupational Therapy learners will have joint sessions on Professional Practice, with expanded sessions for Physiotherapy and Sport Rehabilitation learners. New AHP programmes will include shared modules and joint teaching sessions on topics like ethics, reflective practice, and placement preparation. A multidisciplinary onsite clinic will be established for learners from various programmes to work together, and joint learner research projects across different disciplines will be considered, building on successful past pilots.
 - The visitors were satisfied that interprofessional education continues to take place and there are plans for more IPE opportunities in the future. The visitors determined the education provider has performed well in this area. However, with plans in place to develop IPE further, the visitors considered to refer this area to their next performance review to understand how the plans have progressed.
- **Service users and carers –**
 - The education provider noted that service users contribute to teaching, assessment, programme delivery, quality assurance, stakeholder events, and evaluations. They noted the physiotherapy programmes are expanding their Service User group and involvement, with a Service User Policy and information sheet in development.
 - They added that a broader pool of service users is being recruited for all Allied Health programmes to support the physiotherapy programme. We sought further clarification to understand some of the statements the education provider made in their reflection. For example, the education provider explained that learners at all levels were exposed to the experiences of service users first hand. Service users with relevant

health issues come into lectures to talk about their experiences. They added that monitoring and auditing was done through staff learner forums.

- The education provider also explained that they are co-producing a School-wide Service User/Carer Strategy with their partners to integrate service users and carers into all health programmes, including physiotherapy. We understood the strategy will include monitoring involvement, measuring benefits, and collecting feedback, with completion expected in six months.
- The visitors were satisfied that the education provider has progressed around how they involve service users and carers at the programme level. However, given the ongoing development in this area, both at the programme and institutional level, they recognised it should be referred to the education provider's next performance review. That way, their reflections on the development and any assessment on its impact, can be assessed.
- **Equality and diversity (EDI)–**
 - The education provider noted their EDI policy is informed by learner group statistics and applied across all programmes. The Chartered Society of Physiotherapists (CSP) annually monitors the programmes to ensure EDI in applications, admissions, and for current learners. Clear appeals and complaints processes are outlined in the programme handbooks for any learner who feels discriminated against.
 - The education provider recognised the challenges of non-progression of some learners from lower socio-economic background and provided support to this group of learners. The education provider also implemented strategies to improve learner retention. For example, by setting up tasks/questions at the start of the term to identify learners with additional responsibilities. Tasks were also set up during the induction week to improve staff-learner rapport so as to pick up issues sooner.
 - The visitors were satisfied that the education provider has identified benefits and the positive impact of collecting and gathering data and then using that to drive change. We were also satisfied that their strategy is working well for learners from socio-economic background as well as ethnicity.
 - The visitors therefore determined the education is performing well in this area.
- **Horizon scanning –**
 - The education provider outlined some of the long-term challenges they are currently faced with. This included staying contemporary and providing a competitive offer of education across AHP provision including innovative practice-based learning delivery. They also noted the challenges of providing options for international study and collaboration for staff and learners amongst other challenges.
 - To address these, the education provider noted they now have dedicated staff who are able to stay up to date with developments in education for AHPs. This in turn has helped them to make informed decisions about the strategic development of new programmes. They reflected they have also provided meaningful and much needed

continuing professional development (CPD) for those working as AHPs.

- We sought further reflection on other issues that the education provider identified as challenges. For example, internationalisation or the possibility of greater partnership working. We understood the education provider is focusing on internationalisation and sustainability in AHP programmes in alignment with their Vision 2030 agenda. They also mentioned they received compliments from the CSP on the Physiotherapy team's Care Home practice-based learning and are looking to explore further innovations, such as becoming a simulation-based faculty. The education provider noted they have a Head of Allied Health who guides the strategic development of the School and reinforces the education provider's commitment to community engagement.
- The visitors were satisfied that the education provider's reflection as well as the further clarification received assured them that they have performed well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up:

Service users and carer - given the ongoing development in this area, both at the programme and institution level, the visitors recognised this should be referred to the education provider's next performance review so their reflections on the development and any assessment on its impact, can be assessed.

Interprofessional education (IPE) - the education provider has plans for IPE on their physiotherapy and occupational therapy learners to have joint sessions on Professional Practice as detailed above. As this is a plan, the visitors considered it would be helpful to review this area at the education provider's next performance review to understand how they have progressed in this area.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
 - How the education provider made changes – we noted an analysis of the revised SOPs was undertaken by the programme team. All existing materials were reviewed and changed where necessary to reflect and embed the revised SOPs from September 2023. Examples were given of specific changes to modules and specifically to the standard around public health.
 - Active implementation of the standards – the education provider described the changes they have made to their programme in order that the revised SOPs were embedded within it. They also gave some detail on what has changed. For example, we understood changes were made to teaching to enable learners reflections on the importance of future registrants being autonomous and caring professionals.

- Promoting public health and preventing ill-health - the education provided noted this standard has been enabled across their curriculum in modules. As an example, the education provider noted they have had to consider public health and infection control within their healthcare programmes informed by national guidelines and best practice from NHS England.
- Equality diversity and inclusion (EDI) – we noted the education provider has introduced an EDI lecture and that learners are committed to providing care in a non-discriminatory way. From seeking further clarification, we understood the MSc physiotherapy curriculum now formally teaches and assesses the incorporation of diverse needs of service users throughout both first and second-year modules. Previously, EDI content was included but not formally assessed until re-validation of the programmes. Post re-validation, diverse populations and EDI are now integral to assessments across multiple modules.
- Further centralising the service user – The education provider noted that in line with the revised standards, valid consent and effective communication are now embedded in lectures and practicals, particularly in professional practice and pre-placement modules. Learners were encouraged to prioritise service users in communication, education, and goal setting, ensuring proper documentation when service users could not participate in decision-making. The process was monitored during practice-based learning, with at-risk learners identified and supported.
- Registrants' mental health - we noted the education provider recognised the need to develop a wellbeing session along with Leadership Module – Utilising Wellbeing Service. The education provider also described how they have developed additional material on the programme with the institution's wellbeing team.
- Digital skills and new technologies – Simulation Suite and virtual reality (VR) technology have been in use for over a year. This SOP has also been integrated in modules, especially for Complex Patients module.
- Leadership - The education provider gave a specific example of a change made to a module assessment, why they made the change, and how they will evaluate it to see if the change has had the impact they hoped. Further clarification was sought to understand how the education provider had integrated the theme across their provision. For example, we understood the leadership pillar is introduced in the first year of education within the Professional practice module. By the third year, we noted learners are able to consider their own individual leadership qualities or role and reflect on good and poor examples of leadership in practice. We understood they would have also learnt how to manage difficult situations.
- From the initial reflection and further clarification received the visitors were satisfied the education provider has performed well in this area.
- **Learning and developments from the COVID-19 pandemic –**
 - The education provider has continued to deliver practical elements of their programmes face to face.

- Specific changes were needed to adjust to Covid guidelines. For example, the education provider reflected on their prompt move to purchase any digital product that could allow for online delivery. This included the successful bid of their HEI Simulation Based Learning where they had access to an online learning of clinical scenarios around Hospital and ICU bed. We noted positive feedback from stakeholders and no delays in graduation.
- The education provider reflected on some of the challenges that have impacted on the quality of practice-based learning. For example, they noted the impact of Covid-19 on getting suitable practice-based learning opportunities and the availability of clinical staff to support learners in the practice environment.
- The visitors were satisfied the education provider had performed well in this area.
- **Use of technology: Changing learning, teaching and assessment methods –**
 - We noted some of the education provider's reflection here had been covered in sections above.
 - The education provider reflected that simulation practice-based learning and virtual reality were an addition to practice-based learning hours and not a replacement.
 - They also noted they now have an AI policy in place and that learners are being encouraged to use AI tools wisely, responsibly and ethically. They also reflected on how they use 'state of the art' detection tools to detect inappropriate use of AI tools.
 - The visitors were satisfied with the education provider's reflection in this area and considered they have performed well.
- **Apprenticeships in England –**
 - The education provider does not currently provide any HCPC approved degree apprenticeship programmes, although it is something they are planning to do in the future, if they can secure the necessary funding. The education provider is already an accredited Apprenticeship Provider.
 - We noted they have an Allied Health Strategy which outlined that AHP programme growth will start with physiotherapy apprenticeship, using it as a framework for other degree apprenticeship developments.
 - The visitors were satisfied that 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: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - The education provider reflected that their adherence to the expectations of the UK Quality Code ensures their programmes

conform to standards and quality requirements that are shared across the UK higher education sector.

- Compliance with the UK Quality Code was integrated into programme validation, re-validation, and annual quality assurance processes. Annual programme review and validation templates required programme teams to explicitly indicate adherence to key sector quality benchmarks, including QAA Subject Benchmarks and the UK Quality Code. This ensured that all programmes reflected and met these quality expectations.
- The visitors were satisfied that there are established links and compliance was adequately discussed with examples given. The visitors were therefore satisfied the education provider has performed well in this area.
- **Office for Students (OfS) –**
 - The education provider reflected on an investigation carried out by the OfS around the credibility of their awards. In particular it related to the number of first and upper second class degrees for degree graduates who studied full-time and were awarded over the period 2014-15 to 2018-19. We understood the OfS required the education provider to provide a wide range of evidence to explain the increases it had identified. The investigation is ongoing and the education provider is awaiting an outcome. The education provider noted they had shared all evidence and data with the OfS.
 - The education provider also reflected on their response to conditions B1, 2,4 and 4. For example, in relation to Condition B4, the education provider noted they addressed it by following the OfS guidance on penalising weak written English in assessments. To address this, they circulated a clear note to all academic staff, instructing that penalties should align with published marking descriptors, which included criteria for technical proficiency in English. We understood this review helped to ensure Academic Regulations and Algorithms remained fit for purpose and helped them to keep with sector guidance and good practice.
 - The visitors were satisfied the education provider has performed well in this area.
- **Other professional regulators / professional bodies –**
 - The education provider noted they have consistently engaged with the Chartered Society for Physiotherapists (CSP) in the course of delivering their programmes. They noted that during the MSc re-validation, they included materials on older populations, public health, women's health, assistive technology, and telehealth as outlined in guidance provided by the CSP.
 - They noted also that they have engaged with the Royal College of Occupational Therapy (RCOT) as part of the development of their new MSc Occupational Therapy (pre-registration) programme. We understood this helped inform the structure of the programme and identify the key challenges to address as part of the delivery.
 - The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:

- **Curriculum development –**
 - The education provider reflected on the changes they have made to their programmes and the reasons for the changes. They described module modifications, for example the revision of the Professional Practice module to ensure the revised SOPs were embedded into the curriculum and weekly lectures.
 - The education provider also noted they have coped well with the global pandemic, in terms of developing a blended learning approach, and that this has been commented on by the external examiner as being of high quality.
 - The visitors were satisfied the education provider has performed well in this area.
- **Development to reflect changes in professional body guidance –**
 - The education provided noted that their programmes continue to be validated the professional body (the CSP). They also noted areas of good practice / commendations were identified by the CSP following their review in 2020/21. For example, the CSP noted that the education programme team appeared to have coped well during the pandemic in relation to blended learning approach.
 - The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.
- **Capacity of practice-based learning (programme / profession level) –**
 - We noted a broad spectrum of practice-based learning with positive working relationships with current practice providers and there was sufficient capacity. We noted the education provider had been resourceful in how they have increased practice-based learning capacity across a range of sectors. For example, they have set up a SPACE clinic on campus and worked with the local community to set up care home practice-based learning which helped them to have sufficient capacity.
 - From seeking further clarification, we understood how the education provider monitored and managed capacity considering the future growth of AHP programmes. The education provider noted they monitored and logged learners' practice-based learning, noting those unplaced, placed late, or in alternate blocks, and tracked both numbers and percentages. Newly established non-NHS placements were sourced through professional networks, and broader partnerships with healthcare providers were being developed. As new AHP programmes were added, additional team members were being recruited to expand practice-based learning options. We also understood a new placement coordinator role will be introduced to manage the administrative aspects of practice-based learning provision.

- The visitors were satisfied with the education provider's reflection and the further clarification received. The visitors determined the education provider has continued to perform 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 described their process of collecting learner feedback and how actions were taken. We noted learner feedback was collected and discussed at programme and year levels in the staff learner forums which occurred in each semester.
 - We understood learners were given time during lectures to complete a series of questions around the module they were studying. The question responses were compiled through Moodle and then discussed at an open forum between staff and the year reps. In addition, stakeholder and service user meetings involved learners and the education provider's revalidation process also included learner consultation.
 - The education provider reflected on specific examples of the feedback that was collected and acted on. This related to their NSS results in 2023. We understood that following the results, areas of excellence were identified in teaching quality, academic support, and assessment and feedback. The education provider noted that the main focus has been on improving organisation, management, and learner voice, with regular meetings between Course Leads and learner representatives. Issues related to practice-based learning organisation have been highlighted as key concerns. In response, the team has enhanced communication and feedback mechanisms and developed an action plan to address organisational and management issues.
 - We noted feedback from the Buddy system, introduced in 2023/24, highlighted the need for more leadership training for 2nd-year learners, which will be incorporated in future iterations.
 - The visitors were satisfied that the education provider's reflection has reassured them that they have continued to perform well in this area.
- **Practice placement educators –**
 - The education provider reflected on how they have managed practice-based learning. For example, how they managed the capacity of practice-based learning around the Christmas period. They noted feedback was gathered from learners and practice educators following the approach and the feedback is being used to reassess the practice-based learning dates and split over Christmas.
 - We noted the reflection focused more on managing practice-based learning capacity and therefore sought further reflection around feedback from practice educators, how it was responded to, and any changes made.

- The education provider explained that they used existing relationships with practice educators to gather feedback from them through 'soft interview' formats with open-ended questions. They noted the approach encouraged deeper dialogue and reflection to improve processes. Specific examples were provided including pre-placement engagement with practice educators and prompting learners about pre-reading and early relationship building. We understood these efforts aimed to enhance communication and collaboration between learners, educators, and clinical teams.
- The visitors were reassured by the additional clarification received that the education provider has continued to collect feedback from practice educators and act on them. The visitors therefore determined the education provider has performed well in this area.
- **External examiners –**
 - We noted Programme Teams provided a detailed report response to External examiner (EE) reports, which ensured enhancements were actioned and tracked. We understood the EE attended programme exam boards and validation panels.
 - For example, feedback on MSc enhancement was given. The EE noted the programme team ensured appropriate Masters Level learning depth, consistent feedback and feedforward, balanced modules across semesters, and fair assessment weightings. The EE also praised yearly improvements and the team's clear responses to the annual report. The EE noted the programme team continued to focus on enhancing OSCE examination depth and maintaining consistent feedforward and internal moderation.
 - The education provider noted there has not been any major issues which have raised any cause for concern. The education provider has continued to reflect on EE feedback and take actions as appropriate.
 - The visitors were satisfied that the education provider has performed 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:

- **Learner non continuation:**
 - The education provider acknowledge that their learner non-continuation score was significantly lower than the benchmark. They noted this related to their very small cohort of learners and explained the actual number of learners who did not complete was just two. To address this, the education provider noted the interview process for both their BSc and MSc programmes now includes a listening task on a video and discussion of a clinical scenario to better assess listening, observation, and communication skills.

- The education provider support for learners was clearly signposted from the start and throughout the programme and enhanced by the personal tutoring system. Awareness of funding support for practice-based learning and hardship has been improved. The assessment strategy was reviewed, reducing the number of assessments and spreading them more evenly across the semester.
- The education provider noted the strategies put in place by the team will continue to be reviewed and learners will continue to be signposted to appropriate support as early as possible in their studies. They added that the updated interview process appeared to be having a positive effect and this will continue to be reviewed each year.
- The visitors were satisfied that the education provider has performed well in this area.
- **Outcomes for those who complete programmes:**
 - The education provider noted some of the challenges they have had in ensuring graduates have the necessary skills to gain successful graduate level employment or further study. The education provider noted learners often needed guidance with skills that employers require beyond subject-specific knowledge. To address this, the Dean of Teaching and Learning developed a Curriculum Framework based on graduate attributes for programme design and delivery.
 - We understood employability was integrated across all programmes, including professional practice and placement modules. Additionally, a placement year has been introduced for undergraduate programmes to enhance employability.
 - The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.
- **Learner satisfaction:**
 - In 2022, the education provider noted their learner satisfaction score (83.9%) was significantly higher than the benchmark (76.8%). We understood the Physiotherapy programme was not included in this data as their first cohort completed the programme in 2022. Detailed reflection on their NSS scores has been provided in the Learner section above.
 - The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.
- **Programme level data:**
 - The education provider reflected on staffing resources on both of their approved programmes. The education provider noted that both programmes developed a full staff quota in 2022/23, bringing diverse expertise from Pelvic Health to Paediatric Intensive Care. Most staff are part-time and new to lecturing, maintaining their professional practice alongside teaching. A buddy support system helped to pair experienced and less experienced lecturers to enhance teaching quality. Active clinical practice among staff was prioritised to enrich learner learning with current practices.
 - The education provider highlighted the challenges of managing a part-time team including challenges in planning and mentoring. To address this, a hybrid communication method, including WhatsApp and

combined meetings have helped to ensure effective information dissemination and coordination.

- The visitors were satisfied with the education provider's reflection and determined they have performed well in this area.

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

Reflection on the new service user and carer strategy to understand how it has progressed.

- **Summary of issue:** The education provider noted they were developing their School-wide Service User/Carer Strategy. We understood this will be used to monitor service user and carer involvement, measuring benefits, and collecting feedback. The strategy was due to be completed in six months. Given the ongoing development of the strategy, the visitors determined it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.

Future plans around interprofessional education

- **Summary of issue:** The education provider has future plans for their physiotherapy and occupational therapy learners to have joint sessions on Professional Practice, with expanded sessions for Physiotherapy and Sport Rehabilitation learners. They noted new AHP programmes will include shared modules and joint teaching sessions on topics like ethics, reflective practice, and placement preparation. They added that a multidisciplinary onsite clinic will be established for learners from various programmes to work together, and joint learner research projects across different disciplines will be considered, building on successful past pilots. As this is a plan for the future, the visitors considered it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.

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.
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report.

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 one professional body. They considered professional body findings in improving their provision
 - The education provider engaged with the Office for Students, the Chartered Society for Physiotherapists (CSP) and the Royal College of Occupational Therapy (RCOT). They [considered the findings of these bodies 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 considered data in their quality assurance and enhancement processes.
- In summary, the reason for the recommendation of a four-year monitoring period is:
 - The visitors were satisfied with the education provider's overall performance. Although across some of the themes, the visitors noted the education provider focused more on describing what they did rather than its impact. In addition, we noted the ongoing development of the School-wide Service User/Carer Strategy, the visitors determined it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.
 - We also noted the education provider has future plans for interprofessional education on their physiotherapy and occupational therapy learners to have joint sessions on Professional Practice as detailed above. As this is a plan for the future, the visitors considered it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.
 - Although the education provider appeared to be managing this well, the visitors determined four years is an appropriate time to review this again to understand how the education provider has progressed in this area.

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
- The issues identified for referral through this review should be carried out as outlined in Section 5 above.

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

Appendix 1 – 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
St Mary's University, Twickenham	CAS-01360-W0K6J7	Fleur Kitsell Kathryn Campbell	Four years	The visitors were satisfied with the education provider's overall performance. Although across some of the themes, the visitors noted the education provider focused more on describing what they did rather than its impact. In addition, we noted the ongoing development of the School-wide Service User/Carer Strategy. The visitors considered that service user and carer involvement is still an area of development. Although the education provider appeared to be managing this well, the visitors determined four years is an appropriate time to enable the education provider to have implemented and assess the impact of the new strategy.	<p><u>Reflection on the new service user and carer strategy to understand how it has progressed.</u></p> <ul style="list-style-type: none"> The education provider noted they were developing their School-wide Service User/Carer Strategy. We understood this will be used to monitor service user and carer involvement, measuring benefits, and collecting feedback. The strategy was due to be completed in six months. Given the ongoing development of the strategy, the visitors determined it would be helpful to

					<p>review this area at their next performance review to understand how the education provider has progressed in this area.</p> <p><u>Future plans around interprofessional education</u></p> <ul style="list-style-type: none">• The education provider has future plans for their physiotherapy and occupational therapy learners to have joint sessions on Professional Practice, with expanded sessions for Physiotherapy and Sport Rehabilitation learners. They noted new AHP programmes will include shared modules and joint teaching sessions on topics like ethics, reflective practice, and placement preparation. They added that a multidisciplinary onsite
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					<p>clinic will be established for learners from various programmes to work together, and joint learner research projects across different disciplines will be considered, building on successful past pilots. As this is a plan for the future, the visitors considered it would be helpful to review this area at their next performance review to understand how the education provider has progressed in this area.</p>
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Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2020
MSc Physiotherapy (pre-registration)	FTA (Full time accelerated)	Physiotherapist			01/09/2018
MSc Occupational Therapy	FT (Full time)	Occupational Therapist			01/01/2025