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## Performance review process report

### University of Gloucestershire, Review Period 2018-2023

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#### Executive summary

This is a report of the process to review the performance of the University of Gloucestershire. 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
- 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:
  - how the education provider ensured their HCPC programmes were being resourced and protected in the long term. It was noted that learner numbers were significantly below the benchmarks and that the number of learners not continuing was also increasing. The education provider outlined the strategic work in place to promote the programmes so they continue to be sustainable in terms of learner numbers. We were satisfied the quality activity adequately addressed the issue raised.
- The following are areas of best practice:
  - The visitors noted the education provider has some award-winning equality, diversity and inclusion initiatives in place
  - The visitors considered the education provider's progressive and pragmatic stance on the use of artificial intelligence (AI) as good practice.
- The provider should next engage with monitoring in 5 years, the 2028-29 academic year, because:
  - The education provider has performed well across all areas. There were no risks identified throughout the assessment. Where there were issues, the education provider has clearly articulated how they have addressed / are addressing them.

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[Previous consideration](#) This is not applicable because the performance review process was not referred from another process.

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**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

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**Next steps** Subject to the Panel's decision, the provider's next performance review will be in the 2028-29 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:

Amy Taylor	Lead visitor, Radiographer, Therapeutic Radiographer
Alexander Harmer	Lead visitor, Operating Department Practitioner
Sarah McAnulty	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer

## Section 2: About the education provider

### The education provider context

The education provider currently delivers nine HCPC-approved programmes across five professions. It is a Higher Education Institution and has been running HCPC approved programmes since 2019. This includes one post registration programme for independent prescribing and supplementary prescribing annotations. All HCPC approved provision sit within the School of Health and Social Care.

The education provider engaged with the approval review process in the current model of quality assurance in 2021 for the BSc (Hons) Occupational Therapy, Full Time programme. We were satisfied that there was sufficient evidence to demonstrate that our standards were met, and that the programme was approved by the Education and Training Committee in 2022.

The education provider engaged with the approval process in the legacy model of quality assurance in 2020. We undertook the assessment of the;

- BSc (Hons) Operating Department Practice, Full time, and Operating Department Practice Degree Apprenticeship, Full time programmes
- BSc (Hons) Diagnostic Radiography, Full time, and Diagnostic Radiography Degree Apprenticeship, Work based learning programmes.

This involved consideration of documentary evidence and a virtual approval visit. After considering the education provider's response to the conditions, we were satisfied that the conditions were met, and the programmes were approved in 2020.

We also undertook the assessment of the MSc Physiotherapy (pre-registration), Full time programme. We were satisfied that there was sufficient evidence to demonstrate that our standards were met, and that the programme was also approved by the Education and Training Committee in 2020.

The education provider engaged with the major change process in the legacy model of quality assurance regarding the BSc (Hons) Paramedic Science, Full time programme.

They informed us that they were amending their requirements around required hours in practice-based learning (the HCPC does not stipulate requirements, but the education provider had previously structured practice-based learning assessment around hours requirements.) We were satisfied that there was sufficient evidence that the standards continued to be met, and the Education and Training Committee agreed the programme remains approved in 2021.

There were no referrals from any of the previous assessments.

## 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 2](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2022
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2019
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2019
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2021
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing		2020	

## Institution performance data

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

Data Point	Benchmark	Value	Date of data point	Commentary
Numbers of learners	340	206	2023/24	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

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

				<p>by the education provider through this submission.</p> <p>The education provider is recruiting learners below the benchmark.</p> <p>We explored this through the assessment. We were reassured the education provider is taking actions to promote their programmes so that they continue to be sustainable.</p>
Learner non continuation	3%	4%	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 based 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 improved by 1%.</p> <p>We explored this through the assessment. We were satisfied that the education provider had highlighted challenges around learner non-continuation and strategies to address them have been considered.</p>
Outcomes for those who complete programmes	93%	95%	2020-21	<p>This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered based on HCPC-related subjects</p> <p>The data point is above the benchmark, which suggests</p>

				<p>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 through the assessment. We are satisfied with the education provider's reflection in this area as it showed they are currently above the benchmark and are considering ways to improve further.</p>
Learner satisfaction	74.6%	72.0%	2021-22	<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 below 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 3%.</p> <p>We explored this through the assessment. We were satisfied that the education provider had reflected on the issues around learner satisfaction and are taking actions to address them.</p>

### 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 – how the education provider ensured their HCPC programmes were being resourced and protected in the long term

**Area for further exploration:** The education provider gave an overview of how finances were managed at institution level. However, it was not clear if this translated into securing resources for the sustainability of their HCPC approved programmes. It was noted that learner numbers were significantly below the benchmarks and that the number of learners not continuing was also increasing. With recruitment numbers below benchmark, we needed to know how programmes were being resourced and protected long term.

**Quality activities agreed to explore theme further:** We explored this area through email response. We considered this would allow the education provider to reflect on the issue raised by the visitors and explain how they have addressed it in the most appropriate way.

**Outcomes of exploration:** The education provider explained that each programme was resourced according to Professional, Statutory and Regulatory Bodies (PSRB) requirements and potential growth. They noted the national market for undergraduate recruitment has faced challenges due to Covid-19, the economic climate, and a low number of 18-year-old applicants. To ensure sustainability, the School of Health and Social Care collaborated with outreach teams to target local and regional recruitment through taster days, summer programmes, and aspiration days for underrepresented learners. As a result, Physiotherapy, Paramedic Science, and Diagnostic Radiography programmes have now recruited to capacity. We noted that efforts were ongoing to promote new Occupational Therapy programmes and support direct entry learners in Operating Department Practice.

The visitors were satisfied that the additional information provided highlighted the strategic work to promote the programmes to continue to be sustainable and there is clear evidence of strategic planning to maintain learner numbers. Therefore, the visitors were satisfied that the quality activity adequately 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 described how finances were managed at institutional level. For example, we noted detailed financial modelling and stress testing were conducted. Budgeting was prepared annually and was tied to their strategic plan.
  - As outlined in [quality theme 1](#), we understood how the education provider ensured that their programmes were being resourced and protected in the long term.
  - From the initial reflection and through quality activity, the visitors were satisfied that the education provider continues to resource to their programmes adequately and that they are financially stable. Therefore, the visitors have determined that the education provider has performed well in this area.
- **Partnerships with other organisations –**
  - The education provider noted they have a range of partnerships with other organisations ranging from employers to commissioners. They collaborate and plan forward for the recruitment to and the enhancement of their existing programmes whilst also scoping the horizon for new programme opportunities.
  - The education provider noted they have expanded their relationships to private ambulance service providers, schools, and nursing homes, utilising learner feedback and practice feedback to enhance the learner journey.
  - We sought further clarification around growing partnerships that the education provider had or had plans for. We also sought clarification around lost partnerships to understand how the education provider managed or were managing these.
  - Amongst other partnerships, the education provider noted they have Strategic Partner Engagement involving the NHS, local authority and social care sector. Within this partnership, they discussed workforce and recruitment challenges the practice environment might be facing as well as growth opportunities. The education provider also reflected on how other partnerships such as Practice Learning Partnership Working, and the Expert by Experience Partnership have worked.
  - The visitors were satisfied that the information provided illustrated that there continues to be several strategies in place, and these have helped to build and enhance the education provider's partnership

working. The visitors were therefore satisfied that the education provider has performed well in this area.

- **Academic quality –**

- The education provider reflected on how several systems and processes have helped them to ensure academic quality. We noted their quality framework has several components with the major ones listed as:
  - Learning design and teaching
  - Course approval
  - Course Evaluation and Review; and
  - Periodic review
- In their reflection on the Course Evaluation and Review for example, the education provider explained that they used an annual process called Academic Course Evaluation Monitoring (ACEM) to review and enhance academic programmes. Programme leads and teams analysed module and programme evaluations, learner performance, and feedback to identify improvement areas based on NSS categories. Programmes were Red, Amber and Green (RAG) rated, and action plans were created, with progress monitored by the Associate Head of School for Quality and Student Success. Repetitive themes were addressed at the school level and included in the school enhancement planning and review.
- The visitors noted the education provider has a robust cycle of academic quality processes which it regularly reflects on and makes improvements where necessary. They engaged learners in the processes and responded to the learner voice whilst striving for improvement. The visitors therefore determined that the education provider has performed well in this area.

- **Placement quality –**

- The education provider collaborates with various NHS and Private Voluntary Independent sector practice education providers to ensure allied health profession (AHP) learners gain diverse experiences meeting regulatory standards. Each practice provider has a memorandum of understanding detailing agreements to ensure learners meet health and character requirements and that the practice environment is adequately prepared.
- Hosting practice-based learning areas completed practice learning audits, with the education provider offering support to meet audit standards. Audits were regularly reviewed, with exceptional reviews conducted if concerns were raised by inspectorate organisations or through other channels.
- The education provider reflected on how they reviewed and updated their practice-based learning audit system in 2022-23 in line with current professional statutory regulatory body standards and compliance was monitored.
- The education provider managed local practice-based learning quality and allocation meetings, including those organised by local NHS providers, and invited colleagues from private, voluntary, and independent sector practice-based learning. Terms of reference and attendee lists were reviewed as new partners joined. Learners were

also encouraged to participate in the National Education and Training Survey (NETS) survey, which was used to enhance quality and facilitate reflective discussion and action planning.

- The visitors were satisfied that the education provider has appropriate systems and evaluations in place to ensure the ongoing quality of its practice-based learning. Therefore, the visitors have determined that the education provider has performed well in this area.
- **Interprofessional education (IPE) –**
  - The education provider highlighted that interprofessional learning is central to the learner experience in the School of Health and Social Care. We understood all programmes are encouraged to seek collaborative learning opportunities with other programmes within and outside the School.
  - The visitors noted a wide range of opportunities to learn with, from and about other professions. We also noted initiatives evidenced for example the major incident day which was created to expand the interprofessional major incident simulation to include additional programmes and professions. These include Sports Science, Journalism, and Business learners. There was also evidence of some shared teaching and interprofessional modules for some of the professions.
  - From seeking further clarification, we gained further insight into how all the professions took part in interprofessional education. We noted all professions were part of the major incident day which the education provider described as the pinnacle of collaborative best practice.
  - We noted variations with the Operating Department Practice as it appeared learners from the programme did not take part in IPE. The education provider explained that Operating Department Practice learners do not have joint IPE sessions with different learner groups in the 2024/25 academic year. However, we understood there were shared modules which enabled this group of learners to learn from and with other learners and professional. There is also plan in place to increase IPE provision for these learners in the future.
  - The visitors were satisfied with the education provider's initial reflection and further clarification sought and determined they have continued to perform well in this area.
- **Service users and carers –**
  - The education provider noted they value service users and carers as experts by experience and integrate their insights into their HCPC approved programmes. They have an Experts by Experience Handbook that outlines expectations and processes for safe and impactful participation. Their involvement helps to ensure the programmes met local and national needs, covering areas like teaching, assessment, programme design, and recruitment. The education provider noted the diverse participation of their service users helps maintain the relevance and quality of their provision.
  - The education provider noted that co-producing programmes with service users has helped learners and staff understand service users' experiences, integrating this into learner recruitment, teaching, learning, and knowledge gain. The education provider noted this has in

turn enhanced learners' ability to provide excellent care, increase compassion and empathy, and deliver high-quality professional practice.

- The visitors were satisfied there is a range of service user activities that are integrated in various levels of the curriculum and are well evaluated by both service users and learners. The visitors were therefore satisfied that the education provider has performed well in this area.
- **Equality and diversity –**
  - The education provider has an institutional Equality and Diversity Policy that applies to all members of their university community, including staff, learners, and contractors. Their vision is to create an inclusive environment where everyone feels valued and empowered to reach their full potential. The education provider noted they are committed to fair access. They have a Fair Access Committee overseeing the Access and Participation Plan, which targets closing the awarding gap between Black, Asian and minority Ethnic (BAME) and non-BAME learners. Awarding gaps were monitored by the Reporting Team, with data accessible to staff for scrutiny and action planning.
  - As detailed in the education provider's Access and Participation Plan 2020/21 to 2024/25, the plan identified gaps in access, success, and progression for certain learner groups and addressed these through targeted resourcing and monitoring. The Fair Access Committee oversaw this process, analysed and tracked progress against set targets. In 2022, the education provider introduced its 'Belonging' Strategy, an Equity, Diversity, and Inclusion initiative aimed at fostering systemic change through clear, actionable goals. This strategy has been designed for learners, staff, and partners, promoting collaborative action to drive change.
  - The visitors were satisfied that the education provider has robust processes in place for monitoring and improving EDI across the institution. The visitors therefore determined that the education provider has performed well in this area.
- **Horizon scanning –**
  - The education provider reflected on some of the long-term challenges they have faced in expanding their programmes due to limited practice education settings and practice-based learning. They noted however, that current practice education partners have not indicated any reduction in their provision of practice-based learning. They reflected that the NHS Long-term Workforce plan has increased interest from partners and NHS England in apprenticeships and blended learning opportunities. The education provider noted they are collaborating with NHS England regionally to shape the future workforce.
  - We sought further clarification to understand if the education provider had any long-term plans to further develop their AHP programmes, to ensure financial stability linked to learner numbers.
  - We understood the education provider is interested in recruiting more international learners, and discussions with NHS partners have been positive. Their international learner recruitment team plans to create webinars for international learners. This would cover professional expectations, studying in the UK, language differences, and translating

UK-based learning to home countries. The education provider noted that the initiative will enhance the sense of belonging and improve interactions with a global patient population. We understood the MSc Physiotherapy preregistration programme has been trialling this approach for the Canadian market in the 2024/25 academic year.

- The education provider also reflected further on developing global practice-based learning opportunities and their apprenticeship provision to ensure sustainability.
- The visitors were satisfied with the information provided through the initial reflections and further clarification. They therefore determined that the education provider has performed well in this area.

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

**Outstanding issues for follow up:** None

**Areas of good and best practice identified through this review:** The visitors noted the education provider has some award-winning equality, diversity and inclusion initiatives in place. We are pleased to see the education provider using external reference frameworks in this area, and having received awards from external organisations on the quality of their EDI provision.

Quality theme: Thematic reflection

**Findings of the assessment panel:**

- **Embedding the revised Standards of Proficiency (SOPs) –**
  - To integrate the revised SOPs, the education provider noted they involved all their Academic Course Leads (ACL) and Academic Subject leads (ASL) in the central strategy for teaching and learning in each programme. The ACLs and ASLs were signposted to the HCPC guidance provided and were asked to map their modules to the revised SOPs. This then went through the education provider's quality processes to ensure the relevant aspects were added and then integrated into the teaching and assessment. The education provider noted the process was successfully completed for all programmes ahead of the deadline and teaching of the revised SOPs commenced from September 2023.
  - In relation to promoting public health and preventing ill health, details of the mapping and integration of the revised SOPs was provided across the different programmes. We noted some programmes did not require changes, but it was clearly evidenced where in the curricula public health was addressed.
  - Further clarification was sought to understand how the standard around equality, diversity and inclusion had been integrated. We noted that for the occupational therapy programme, for example, the revised standard was included in the planning of the programme and therefore all elements were retained as part of the original development.
  - To further centralise the service user, we noted the Paramedic Science programme for example now includes service users from the social work team in teaching and learning. Simulations involved patients with

learning disabilities, enhancing realism and improving learners' communication skills.

- The education provider noted they have enhanced the mental health component to meet the new SOP by collaborating with the chaplaincy. The chaplaincy team facilitated practice-based learning debriefs with learners, focusing on sharing their experiences and challenges, with lecturers joining later to answer questions. In addition, the education provider noted specialist mental health support was provided to learners by practice partners and this was embedded into practice.
- To embed the SOP around digital skills and new technologies, we understood Practice Placement documentation was moved online. Learners were able to record information on this online portfolio and use technology to film evidence to share with their mentors.
- For the SOP around leadership, we noted that no specific changes have been made to some of the programmes other than updating learning and teaching materials as part of annual enhancement. The education provider noted learners learnt about the relevance of leadership and were assessed on their understanding of its qualities and benefits. Learners were also encouraged to continually enhance their own and others' leadership skills.
- The visitors noted that details of the mapping and integration of the revised SOPs were provided across all the programmes, evidencing how each SOP area had been embedded into the curricula. The visitors were therefore satisfied that the education provider has performed well in this area.
- **Learning and developments from the COVID-19 pandemic –**
  - The education provider reflected on how they were able to provide an enabling and inclusive educational environment during the Covid-19 pandemic. Learners were supported by proactively listening to their feedback and focusing on health, safety, and wellbeing. The education provider noted they prioritised maintaining learner performance through measures like the 'no detriment policy' and revising their extenuating circumstances processes. Additionally, they ensured face-to-face teaching continued as much as possible and resumed it promptly when restrictions were lifted.
  - The education provider has now integrated online teaching and recording into its programmes, while maintaining face-to-face sessions as central to delivery. We understood sessions that might have been postponed are now conducted online. Additionally, alternative practice-based learning provisions from the pandemic, such as video conferencing for patient guidance, have become standard practice in some areas.
  - The education provider noted they hope to continue to consider alternatives and innovations for learning. By embracing learning from their blended programmes, learner voice, partner voice and service user experience, they hope to further extend the learning from their experience of the impact of the pandemic.
  - The visitors noted that the education provider has retained and is enhancing blended delivery methods post pandemic. Therefore, they

were able to determine that the education provider has performed well in this area.

- **Use of technology: Changing learning, teaching and assessment methods –**

- The education provider explained that simulation is essential to all their programmes to improve quality and learners' learning experiences. They noted they are dedicated to investing in simulation, appointing a lead to manage resources like space, equipment, and personnel to ensure efficient resource use and high-quality provision. We understood recent enhancements include expanding simulated learning opportunities, improving existing simulation quality, and collaborating with local health and social care employers to provide real-world experiences.
- The education provider embraced artificial intelligence (AI) tools in higher education, providing guidance to learners and staff on their use. All learners, including those in undergraduate, postgraduate, apprenticeship, and research programmes, were allowed to engage with AI tools formatively. The education provider supported the ethical use of generative AI and promoted equity of access. They encouraged staff to ensure learners do not use AI to take shortcuts but rather for constructive activities like drafting learning outcomes, lesson plans, and formative quiz questions.
- We understood staff have seen a positive impact, particularly in simulation and skills teaching. The implementation of scenario-based basic life support teaching has been a significant success, with positive evaluations from both staff and learners after extensive curriculum redevelopment. This has allowed staff to achieve their aspirations in delivering essential professional skills effectively.
- The education provider continues to invest in technology-enhanced learning methods, collaborating with employer partners to enhance classroom experiences. Through funding from the Office for Students and NHS England, the education provider has expanded simulation facilities for teaching and assessment.
- The visitors considered that the education provider implements a rich and diverse suite of technology enhanced learning methods. They were satisfied that the education provider has embedded simulation (both technology and service user based) and AI into teaching and assessment and has also flipped these to support programme/resource development. Therefore, the visitors determined that the education provider has performed well in this area.

- **Apprenticeships in England –**

- The education provider noted they currently offer 17 apprenticeship programmes ranging from Digital Technology and Leadership and Management programmes to Nursing and Allied Health programmes. They noted previous challenges around learner recruitment to their two AHP degree apprenticeship programmes. However, they pointed out that both programmes are now running well.
- The education provider noted they have recently been awarded additional funding from the OfS to support the promotion and outreach of their apprenticeship offer, with a particular focus on widening access

to programmes for disadvantaged groups. The education provider aims to build on successes and processes whilst achieving full compliance for funding purposes.

- The visitors considered that the education provider is successfully operating a number of apprenticeship programmes with good Ofsted ratings. They determined that the education provider has performed well in this area.

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

**Outstanding issues for follow up:** None

**Areas of good and best practice identified through this review:** The visitors considered the education provider's progressive and pragmatic stance on the use of AI as good practice.

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Assessments against the UK Quality Code for Higher Education –**
  - The education provider aligns its provisions with the Code's standards and uses its guidance to shape policies and processes. We understood a new version of the Quality Code is under review, and the education provider has contributed to this process. The education provider noted they will fully comply with the new Code once it is finalised. Their last institutional review against the Quality Code was in 2015.
  - The visitors were satisfied that the education provider is aware of the code and complies. Therefore, the visitors determined that the education provider has performed well in this area.
- **Office for Students (OfS) –**
  - The education provider noted they had not been subject to any specific OfS monitoring over the period from 2018. We understood the OfS did consider and approve an updated Access and Participation Plan in 2019 and awarded the education provider a silver TEF outcome in 2023.
  - The education provider stated they adjusted their undergraduate degree award algorithm to better align with the sector. We sought further clarification to understand what the adjustment was and why the change was required and if there had been any concern around the validity of their awards after this.
  - We understood the adjustment aimed to align learner outcomes with the rest of the sector. The education provider explained that the adjustment has helped to ensure the quality and validity of awards, adhering to their quality framework and regulations. They noted the new algorithm averages learners' best 90 Credit Accumulation and Transfer Scheme (CATS) at level 5 and level 6 instead of 120CATS.
  - The visitors were satisfied with the education provider's initial reflection together with the further clarification sought. They therefore were able to determine that the education provider has performed well in this area.

- **Other professional regulators / professional bodies –**
  - The education provider noted they worked with the Nursing and Midwifery Council, the regulatory body for their Adult Nursing, Mental Health Nursing, Learning Disability Nursing, Nursing Associate programmes and Independent and Supplementary Prescribing postgraduate module. They also worked with Social Work England and NHS England. They also worked with the Chartered Society of Physiotherapy (CSP) and noted they will be entering into a period of revalidation of both of their Physiotherapy programmes.
  - The education provider explained that their Non-Medical Prescribing programme was reviewed internally in 2023, to focus on core elements of quality prescribing, alongside bringing learners' expertise into the classroom for shared learning. The education provider invited all professional regulators to a stakeholder day in July 2024 to offer the opportunity to provide regulatory updates and listen and contribute to their proposed programme enhancements.
  - The visitors noted the education provider worked successfully with several PSRBs to inform their work. The visitors were satisfied the education provider has 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 how they have developed the curriculum for each of their programmes. As an example, for the occupational therapy programme which began in September 2022, the education provider noted they have successfully integrated the new standards of proficiency into its teaching and learning processes.
  - They noted the programme is now entering its second year, with positive outcomes from the first year and plans for further curriculum development over the next two years. We noted learner feedback, gathered through various channels, was crucial for the programme's ongoing success and will be actively considered. Additionally, service user feedback will be increasingly utilised in all aspects of the programme.
  - The visitors were satisfied with the clarification provided and were able to determine that the education provider has performed well in this area.
- **Development to reflect changes in professional body guidance –**
  - The education provider reflected on how they have made changes in line with guidance from relevant professional bodies. For their Operating Department Practice, the education provider explained they will review future integration of Surgical First Assistant (SFA) clinical practice. We noted key developments have been discussed with NHS Workforce Training & Education impacting future assessments.

- The education provider reflected that embedding the new SOPs has been complex due to misalignment with partnership trust policies. However, the Academic Course Leaders and the education provider's Placement Team are ensuring sufficient opportunities for learners.
- 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) –**
  - The education provider outlined how they ensured capacity of practice-based learning for each profession. For the paramedic programme, they noted all practice assessment documents (PADS) were redesigned to facilitate simulation and discussion, ensuring learners can be assessed despite limited operational exposure. Practice-based learning timings were adjusted after the ambulance service restricted sending more than one cohort of learners at a time. There is now a new timetable that maximises practice-based learning opportunities, providing learners with additional practice-based learning time.
  - From seeking further clarification, we understood how the overarching structure and management processes helped to ensure capacity of practice-based learning. We also understood The Strategic Workforce Board, chaired by the Head of School, focused on recruitment to balance practice-based learning capacity and inform admission targets. We also noted the Education Practice Partnership Group, led by the School Practice Placement Lead, met quarterly to facilitate communication between academic and practice education teams.
  - Programme teams and practice-based learning team members regularly planned and mapped ongoing practice-based learning requirements. The practice-based learning team members also maintained communication with practice education teams to map learners' practice-based learning journeys. An annual Quality Day reviewed learners' evaluations, shared success stories, and included workshops for future planning.
  - From the initial reflection and the further clarification received, the visitors were satisfied the education provider had performed 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 outlined that during 2022/23 academic year, the School of Health and Social Care focused on enhancing mechanisms for securing learner feedback and created the Student Voice Framework to address the lack of a consistent approach. This framework, updated for full implementation in 2023, emphasised the importance of learner feedback in driving improvements and ensuring quality. The Annual Course Enhancement and Monitoring (ACEM)

process reviewed learner feedback and implemented necessary actions for enhancement.

- Despite promoting the National Education and Training Survey (NETS) survey, the education provider noted low response rates from local learners and are working to improve this with partners. They noted the School aims to close the feedback loop and disseminate learner feedback both internally and externally.
- Further clarification was sought on actions that were taken at institution level in relation to complaints from working with relevant complaints bodies such as the Office of the Independent Adjudicator for Higher Education (OIA). We noted this was managed by the education provider's Governance and Secretariat team based on the OIA good practice framework. All learners were informed about these procedures for addressing academic concerns. They were encouraged to discuss issues with their personal tutor or academic programme leader before filing a formal complaint or appeal. Learner feedback was used to improve learning, teaching, and programme provision.
- The visitors were satisfied with the education provider's reflection. They considered the additional clarification has demonstrated clear complaints and appeal processes in place to support learners. The visitors were satisfied the education provider has performed well in this area.
- **Practice placement educators**
  - The education provider reflected on the summary of feedback and actions taken in response to practice educators for each of their programmes. For the occupational therapy provision, they noted the academic programme lead hosted an online debriefing session after each practice-based learning.
  - Following two summative practice-based learning blocks completed by learners, we noted feedback from the first session led to changes in practice-based learning documentation. This helped to reduce the burden on educators, including removing the emphasis planning form and written feedback requirements. A documentation booklet and a flow chart were developed in response to this feedback. The education provider noted the second debrief highlighted the need to review and make the practice-based learning handbook web-based. We understood there was mixed feedback on asynchronous practice educator training, with some preferring the flexibility and others wanting face-to-face sessions. The education provider noted this will be offered once staffing capacity allows.
  - The visitors were satisfied the education provider's reflection showed there is evidence of feedback from practice educators and actions taken. The visitors were satisfied that the education provider had performed well in this area.
- **External examiners –**
  - The education provider submitted their reflection on the summary of feedback from, and actions taken in response to external examiners, and the impact these actions had. For their paramedic provision for example, the education provider noted the external examiner (EE) was highly responsive to the needs of the programme and the teaching

team. The education provider noted the EE engaged in discussions about changes based on learner feedback or assessment. The EE occasionally suggested new methods to enhance success, such as the development of the Placement Assessment Document (PAD) to align with competencies. This alignment helped to ensure learners practised up-to-date competencies and developed knowledge within the current scope of practice.

- For their Radiography provision, we understood the EE provided positive feedback on the assessments used for each module, noting their fairness and consistency in meeting learning outcomes. The EE noted the high overall marks reflected the academic ability of the cohorts and the support provided to smaller groups of learners. We noted the EE's suggestions, such as changes to the PAD and assessment formats, aim to align with current competencies and improve learner practice.
- The visitors were satisfied that there is clear engagement with EEs, with positive commendations alongside addressing EE recommendations for enhancements. The visitors therefore were able to determine that the education provider has performed well in this area.

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

**Outstanding issues for follow up:** None

### Data and reflections

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

- **Learner non continuation:**
  - The education provider described learner continuation as being crucial but challenging, especially in recent years. Although they had a learner non-continuation rate that showed they were performing slightly below the sector norm, the education provider noted the 2023-2024 year shows ongoing improvement.
  - They reflected that learners generally engaged well, and the education provider and HCPC programmes supported those with difficulties. The personal tutor strategy provided support and signposting, with plans to introduce progression champion roles for consistency. Learner analytics were increasingly used to monitor engagement and attendance, reporting non-attendance to stakeholders like Student Finance and the UK Home Office. We understood this system also helped to identify at-risk learners for timely intervention and support.
  - The visitors noted challenges were highlighted and strategies to address have been considered. Therefore, the visitors were satisfied the education provider had performed well in this area.
- **Outcomes for those who complete programmes:**
  - The education provider noted they were pleased with the high level of completers. They reflected that as allied health programmes progress into their final years, there was a focus on continually improving and supporting learner completion. We understood learner analytics,

assessment success, and the personal tutor system were key to this effort. The education provider noted that supporting graduates into employment was a central target for both the school and the education provider. They noted their goal was to achieve a 4% increase in graduates entering highly skilled activities and improve the ranking to the upper-middle quartile for highly skilled graduate destinations for 2022-23. Additionally, the education provider aims to meet the OfS' B3 Conditions threshold for all programmes by 2025.

- The visitors noted the education provider is currently above the benchmark in this area and have ambitions to improve further. The visitors were therefore satisfied that the education provider has performed well in this area.
- **Learner satisfaction:**
  - Learner satisfaction was below the benchmark and there are plans towards increasing overall learner satisfaction. The education provider noted that in 2021, the first NSS involving Allied Health Professionals showed a very low overall satisfaction of 20.8%. However, they noted the combined NSS results for 2021 and 2022 showed improvement.
  - Measures were taken to address the low scores. These include introducing module and assessment teams, standardising marking grids, and increasing assessment resources. The education provider noted a new institution-wide timetabling system will also be implemented to reduce inconsistencies.
  - We understood the curriculum review is being scoped to refresh programme development and quality assurance procedures, with an audit scheduled for April-May 2024. The education provider noted a 'feedback fortnight' will be introduced mid-module across all programmes to encourage learner voice and link to 'you said, we did' campaigns. During this period, learners will provide feedback on their modules, with responses from tutors given within the timeframe. The education provider added that the Annual Course Evaluation (ACE) has been reintroduced at the end of years 1 and 2, serving as a mock NSS. Results from the ACE will inform welcome back talks for years 2 and 3, reflecting on learner feedback. A learner voice opportunity will be provided at the end of the penultimate year to ensure proactive enhancement planning.
  - The visitors were satisfied that the education provider had reflected on the issues around learner satisfaction and are taking actions to address them. Therefore, the visitors were able to determine that the education provider is performing well in this area.
- **Programme level data:**
  - The education provider reflected that their HCPC related programmes are recruiting well, despite a slight reduction in enrolments for 2022/23 compared to the previous year. They noted the Apprenticeship for Operating Department Practice is significantly outperforming direct entry, with the gap widening. The school anticipates having learners at all levels in the next cycle, supported by their new Associate Head of School for outreach and engagement. They noted significant efforts are being made in learner recruitment and local educational outreaches.

- Although the visitors noted low learner numbers across the programmes in the 2023/24 academic year, the visitors were reassured the education provider continues to manage their learner numbers adequately. Therefore, they have determined the education provider is performing 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).

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 2028-29 academic year

### Reason for next engagement recommendation

- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
  - The education provider engaged with a number of professional bodies. They considered professional body findings in improving their provision
  - The education provider engaged with the Nursing and Midwifery Council, Social Work England and NHS England. They also engaged the Chartered Society of Physiotherapy (CSP), the Office of the Independent Adjudicator for Higher Education (OIA) and the Office for Students (OfS). They considered the findings of other regulators such as the NMC and the OfS in improving their provision.
  - The education provider considers sector and professional development in a structured way.
- Data supply
  - Data for the education provider is available through key external sources. Regular supply of this data will enable us to actively monitor changes to key performance areas within the review period.
- What the data is telling us:

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

### **Education and Training Committee decision**

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

Based on all information presented to them, the Committee decided that the education provider's next engagement with the performance review process should be in the 2028-29 academic year.

**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
University of Gloucestershire	CAS-01398-X9B4M1	Alexander Harmer  Amy Taylor	Five years	The education provider has performed well across all areas. There were no risks identified throughout the assessment. Where there were issues, the education provider has clearly articulated how they addressed / are addressing them.	None

Appendix 2 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/01/2021
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			05/09/2022
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/01/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/01/2019
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2019
Diagnostic Radiography Degree Apprenticeship	WBL (Work based learning)	Radiographer	Diagnostic radiographer		01/01/2022
Independent Non-medical Prescriber	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2020
MSc Physiotherapy (pre-registration)	FT (Full time)	Physiotherapist			01/09/2021
Operating Department Practice Degree Apprenticeship	FT (Full time)	Operating department practitioner			01/01/2021