Performance review process report

University of the West of England, Bristol, 2021-22

Executive summary

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

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

There are two referrals and issues to highlight. This report has been considered by our Education and Training Panel who have agreed the final decision on the review period.

Previous consideration	Not applicable. This is because this 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.
Next steps	Subject to the Panel's decision, the provider's next performance review will be in the 2026-27 academic year. No referrals to other processes, including the next performance review, were made as part of this review.

Included within this report

Section 1: About this assessment

About us

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

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

Our standards

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

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

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

The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:
- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

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

Thematic areas reviewed

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

How we make our decisions

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

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

The assessment panel for this review

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

Jennifer Caldwell	Lead visitor, Occupational therapist
Stephen Davies	Lead visitor, Practitioner psychologist
Manoj Mistry	Service User Expert Advisor
Saranjit Binning	Education Quality Officer
Tracey Samuel-Smith	Education Manager

Section 2: About the education provider

The education provider context

The education provider currently delivers 24 HCPC-approved programmes across seven professions, plus independent / supplementary prescribing. The education provider has noted in their submission that the Diploma of Higher Education Paramedic Science and biomedical science programmes are closing shortly which will reduce the number of currently approved programmes. It is a Higher Education Institution and has been running HCPC approved programmes since 1996.

HCPC approved programmes sit within the College of Health, Science and Society. Most of the portfolio themes, were reflected upon at an institution level. However, some areas, such as National Student Survey outcomes, were considered at the College and programme level.

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	Arts therapist	☐Undergraduate	☒Postgraduate	2006
	Biomedical scientist	☒Undergraduate	☐Postgraduate	2007
	Occupational therapy	☒Undergraduate	☐Postgraduate	1996
	Paramedic	☒Undergraduate	☐Postgraduate	2008
	Physiotherapist	☒Undergraduate	☐Postgraduate	1997
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2006
	Radiographer	☒Undergraduate	☒Postgraduate	2004
Post-registration	Independent Prescribing / Supplementary prescribing			2006

Institution performance data

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

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	2,657	1,307	2018-19	The enrolled numbers of learners supplied by the education provider are lower than the approved numbers we have on our records. Following the review of the portfolio, the visitors did not have any issues to explore regarding the security of the programmes or resources in place.
Learners – Aggregation of percentage not continuing	3%	3%	2019-20	The data from the Higher Education Statistics Agency (HESA) shows the percentage of learners not continuing matches the benchmark at the education provider which implies learners are satisfied with their studies.
Graduates – Aggregation of percentage in employment / further study	94%	97%	2019-20	The Higher Education Statistics Agency (HESA) shows the percentage in employment or further study is higher than the benchmark at the education provider. This implies learners who successfully complete their learning at this institution make progress after their studies.
Teaching Excellence Framework (TEF) award	N/A	Gold	2018	A gold award indicates "The student experience and outcomes are typically outstanding". This is taken from the Office for Students (OfS) website description of the TEF scores.
National Student Survey (NSS) overall satisfaction score (Q27)	74.2%	76.8%	2022	This NSS summary score indicates the percentage of learners who are satisfied with their learning is higher than the benchmark. This implies learners are satisfied with their studies.

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 – reflections on the quality of service user and carer involvement

Area for further exploration: The visitors noted the comprehensive range of engagement activities for service users and carers across the programmes. They also identified there had been investment over the last 18 months to allocate specific staff to provide a more focused approach for service users and careers. However, the visitors could not identify reflections on how service users and carers impacted the quality of programme delivery. They therefore sought further information about this area.

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

Outcomes of exploration: In response, the education provider submitted a detailed narrative about Public Involvement in Learning and Teaching. This outlined the extensive work they have undertaken since 2020 to increase the pool of service user and carers and support / manage their involvement in programmes. For example, by recruiting Public Involvement Champions to work across the institution to raise awareness, undertake recruitment and audit involvement. The education provider outlined how they are working on specific and comprehensive audits to demonstrate the quality of involvement and that programmes are at different stages in this. However, they demonstrated how they captured service user and carer and learner feedback about the quality of the engagement by providing quotes from service users and carers and learners to demonstrate the value this stakeholder adds to the programmes. Based on this, the visitors had no further questions for this quality theme.

Quality theme 2 – evaluation of changes to external examiner engagement

Area for further exploration: In the submission, we noted, how during COVID, the external examination boards moved online. The education provider noted they were considering keeping this online as they moved back to normal. They outlined the benefits of this in terms of reducing travel and time commitment for external examiners, thus allowing the education provider to be more sustainable. The visitors recognised this, though noted a comment from external examiners about the risk of having a more distant relationship with programme staff as meetings were now virtual. They therefore sought further information about how this had been considered to ensure continued level of appropriate oversight.

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

Outcomes of exploration: In response, the education provider outlined they saw higher engagement from external examiners during the pandemic as they were able to contribute without the need to travel. Thus, freeing up their time. In addition, overall external examiners and programme staff evaluated the move as a positive development. Going forward there will be a mix of engagement so those external examiners who wish to visit the campus, will be encouraged to. While allowing those who prefer to work remotely to contribute appropriately as well. Based on this, the visitors had no further questions for this quality theme.

Section 4: Summary of findings

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

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:
- **Resourcing, including financial stability** –
    - The education provider outlined their business planning cycle and how they currently have a two-year strategic planning cycle. This will be moving to a four-year strategic planning cycle. The education provider reflected how this expanded time frame, allows the development of new programmes, and considers increases / decreases in learner numbers over an appropriate time period.
    - The education provider has a clear strategy moving towards 2030. As part of this, the education provider outlines their values and focus for the forthcoming years. For example, by creating an inspiring local and global gateway.

- o We noted there was secure financial support for all HCPC approved programmes. As part of this, we noted an increase in the degree apprenticeships programmes being supported.
- o We also noted the support for staff development and the introduction of a Clinical Academic Model bringing clinical staff into the University to support teaching.
- o We were satisfied how the education provider is performing in this area.
- **Partnerships with other organisations** –
  - o The education provider has a range of strategic partnerships across the South-West geographical region and beyond. For example, within the NHS, private and voluntary sectors, Further Education colleges and Professional, Statutory and Regulatory Bodies.
  - o The education provider outlined how they were planning to undertake a pilot of a Clinical Academic Model. As outlined above, this will support learning and teaching. It is being planned with three local NHS partners and launched in September 2022. So far, six NHS staff members have joined the School of Health and Social Wellbeing for two days per week. Due to the time frames involved in this, we will consider reflections on the pilot and subsequent actions in the next performance review.
  - o The education provider reflected how, during the pandemic, maintaining these relationships had been challenging. However, they outlined they had maintained these at the institution and programme level, for example when ensuring appropriate practice-based learning capacity and negotiating timings of placements.
  - o We were satisfied how the education provider is performing in this area.
- **Academic and placement quality** –
  - o We noted that quality assurance was managed through the University's Enhancement Framework, which is informed by the Quality Assurance Agency (QAA) UK Quality Code for Higher Education.
  - o The education provider outlined how, due to the pandemic, a number of changes were made to academic support. For example, they implemented a 'no detriment' policy which meant learners were supported, while ensuring academic rigour, due to the exceptional circumstances.
  - o Regarding placement quality, audit tracking is completed on a regular basis across the programmes. By running a "You say, we did" process, learners understood how issues raised were considered and actioned.
  - o We also noted how, if a practice-based learning site received a "requires improvement" report from the Care Quality Commission (CQC), the level of risk is assessed, and immediate actions are documented in an action place. The education provider reflected how this allows them to respond quickly when issues are raised.
  - o We were satisfied how the education provider is performing in this area.
- **Interprofessional education** –

- o The education provider outlined how they had two core areas of interprofessional education (IPE). These were simulation and shared modules.
- o We noted the example of a major incident training exercise in response to a simulated aeroplane crash. This involved learners from a range of professions, such as paramedics, adult nurses, forensic science and acting, drama and filmmaking. The education provider recognised how the simulation exercise developed a learner's person-centred care of compassionate, and values-based care.
- o To support this, the education provider has recruited 2.5 full time equivalent (FTE) simulation posts to continue to develop this area over the next twelve months.
- o In terms of shared modules, we noted how the education provider considered the content to deliver and reflect upon this delivery. Based on this, it was clear which developments will go forward.
- o We were satisfied how the education provider is performing in this area.
- **Service users and carers** –
  - o As outlined in quality activity 1, the visitors recognised a strong commitment from the education provider regarding the involvement and engagement of service users and carers across the programmes.
  - o Through this quality activity, we noted how the education provider appropriately reflected upon service user and carer involvement, through the pandemic and more generally.
  - o We also noted how programmes are at different stages of introducing a more formal analysis of service user and carer engagement. Due to the time frames involved in this, we will consider reflections on the implementation of the new process in the next performance review.
  - o We were satisfied how the education provider is performing in this area.
- **Equality and diversity** –
  - o We noted how the Equality, Diversity and Inclusivity (EDI) leads for the School and the Department work together to operationalise the equality and diversity agenda. They are supported by a number of dedicated academic staff.
  - o These individuals recognised that each programme was at a different stage of maturity regarding the actions identified during their work. This included identifying risks. For example, not meeting the Office for Students (OfS) ambition for a zero-percentage awarding gap.
  - o We noted the detail about how the education provider enhanced their diverse learner body to ensure learners felt a sense of belonging to the education provider and their chosen profession. In addition, this was to ensure resources and culture were as inclusive as possible. The education provider clearly has a plan in place to take this forward. For example, the visitors noted the analysis of key performance indicators around the awarding gap.
  - o We also noted the ongoing project to ensure learners from Black, Asian and Minority Ethnic (BAME) and other backgrounds, are not denigrated or erased from the curriculum and reading lists.

- o We were satisfied how the education provider is performing in this area.
- **Horizon scanning** –
  - o We noted, the institution has robust and comprehensive procedures and structures in place for horizon scanning purposes. These systems responded well to the demands of the pandemic.
  - o It is clear the education provider keeps their portfolio of programmes under continual review.
  - o The education provider recognised the various challenges within academic fields with different delivery methods, for example apprenticeship and shortened degree routes, and have put in place appropriate mitigations.
  - o The education provider also recognised the NHS, voluntary and independent sectors are ever changing as are the staff skills / needs and they needed to be responsive to these changes / challenges.
  - o The education provider clarified their comments about possible co-location of delivery. The visitors understood this was in the early stages of development. The education provider outlined that the Board of Governors has agreed the move from the Glenside campus to the Frenchay campus. Once this occurs, it is expected the education providers clinical provision will be co-located. This move is planned for September 2025. Due to the time frames involved in this, we will consider reflections on the move to the new campus in the next performance review.
  - o We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up:

- The visitors noted how programmes are at different stages of introducing a more formal analysis of service user and carer engagement. As this is an ongoing process of rolling out, we will consider reflections on the implementation of the new process, and feedback gathered, in the next performance review.

- We noted the move to the Frenchay campus in 2025. The education provider clarified that, once this occurred, it is expected the clinical provision will be co-located. We will therefore consider reflections on the move to the new campus in the next performance review.

- We considered the development of the Clinical Academic Model and understood how this might enhance the provision across the programmes. Due to the time frames involved in this, we will consider reflections on this new model in the next performance review.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Impact of COVID-19** –
  - As outlined elsewhere in this section, we noted a range of different mitigations / changes which had been made to the programmes due to the pandemic. For example, changes to assessment regulations and ensuring practice-based learning capacity.
  - In addition, due to the governmental requirements, all teaching moved online. The education provider reflected about how this caused challenges in adapting academic content and how they were no longer being able to conduct assessments of clinical skills in a practice session.
  - The education provider outlined how, as the lockdown continued, they evaluated the longer-term impact on learner progression.
  - In addition, they outlined how, as lockdown restrictions were eased, most programmes instigated a placement recovery strategy. This recognised that some learners needed to extend their degree in order to meet the required learning requirement.
  - We were satisfied how the education provider is performing in this area.
- **Use of technology: Changing learning, teaching and assessment methods** –
  - During the pandemic, it was necessary to move to online delivery and assessment. We noted how the development of staff and learners in remote working had been undertaken successfully.
  - Many new methods of teaching were utilised during the pandemic including learning technologies. Across the programmes we noted, how they have adopted and adapted these methods to suit their learners' needs and programme learning outcomes.
  - The education provider outlined how the programmes made extensive use of virtual and digital tabletop simulation learning and the benefits of these. The education provider also recruited Simulation Project Workers to move the use of learning technologies and simulation forward over the next year.
  - The education provider clarified their strategic roadmap for information technology (IT) supports the 2030 Strategy and 2022-24 Strategic Roadmap. They outlined how these strategies have ensured, and will continue to ensure, the education providers IT structure remains fit for purpose.
  - We were satisfied how the education provider is performing in this area.
- **Apprenticeships** –
  - We noted the education provider already runs a number of degree apprenticeship programmes across a range of professions, including physiotherapy, occupational therapy and radiography.
  - The education provider reflected upon the challenges running this type of programme creates due to the significant involvement of the employer. They recognised as the education provider, they needed to maintain the integrity and quality of the programmes, while ensuring the programmes met the employer needs.

- o They also recognised the impact of the pandemic on these programmes. For example, the pressures on front line staff during the pandemic to continue to support and assess apprentices.
- o We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - o We noted the education provider had not been subject to any review by the UK Quality Code for Higher Education during the period under review.
  - o However, as outlined in the Academic and Placement quality section above, we noted the quality assurance processes were informed by the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education as managed through the University's Enhancement Framework. We noted how this supported and helped structure developments within programmes.
  - o We were satisfied how the education provider is performing in this area.
- **Assessment of practice education providers by external bodies** –
  - o We noted the process used by the education provider to identify poor reports from the Care Quality Commission (CQC) about the quality of practice-based learning and put in place immediate action plans based on the level of risk.
  - o The education provider clarified how they disseminated the results of the professional body re-accreditation and any CQC reports. This was undertaken on a regular basis to share best practice across programmes. Considerations from the monitoring of practice-based learning from the NHS and private / voluntary / independent sites was considered as part of this.
  - o We were satisfied how the education provider is performing in this area.
- **National Student Survey (NSS) outcomes** –
  - o The education provider reflected how the pandemic had a "significant" impact on learner satisfaction across the higher education sector.
  - o While the overall learner satisfactory score is higher than the benchmark score, the education provider included programme specific information in their submission. This outlined how some programmes performed better than others. For example, the diagnostic radiography overall satisfaction score was 74% while for therapeutic radiography it was 88%.
  - o They also identified in the NSS feedback, that with the move to online learning and delivery, there had been challenges ensuring appropriate learner communication. This, together with the difficulties around

practice-based learning, meant poorer scores were recorded across organisational management.
- o In response, the education provider has implemented a "bounce-back" action plan. This is set at a School level alongside programme specific aims. In addition, they have also implemented a School communication strategy.
- o We were satisfied how the education provider is performing in this area.
- **Office for Students monitoring** –
  - o We noted how the education provider appropriately ensured continued compliance with the Office for Students (OfS) ongoing conditions of registration.
  - o The education provider outlined when the OfS would intervene and monitor the performance of a registered provider. The education provider has not been subject to such a review.
  - o We also noted the OfS offer advice / guidance based upon current profession / institution information. The education provider outlined how they are currently exploring grade inflation and have an action plan established.
  - o We were satisfied how the education provider is performing in this area.
- **Other professional regulators / professional bodies** –
  - o The education provider identified a number of professional bodies which had visited to re-accredit programmes during the period under review. We noted how these processes are at various stages of completion.
  - o We noted the education provider stated how their independent prescribing programmes were successfully re-approved by the Nursing and Midwifery Council (NMC) in March 2021 and General Pharmaceutical Council (GPhC) in February 2022.
  - o We noted how the physiotherapy programme successfully implemented the Common Placement Assessment Form (CPAF), produced by the Chartered Society of Physiotherapists. This is used across the majority of education providers in England.
  - o The education provider also outlined they are currently waiting for feedback from a range of professional bodies regarding their annual report submissions plus the formal report from the College of Paramedics (CoP) regarding a revalidation event. Verbal feedback from the CoP on the day was positive, with only one condition outlined.
  - o We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –

- o The education provider reflected on a series of themes across the programmes. These included widening practice-based learning experiences, simulated learning and inclusive reading lists. For each of these, the education provider outlined the reasons for the changes, what happened as a result and what is now happening.
  - o To illustrate this for widening practice-based learning experiences. New areas were developed to increase experience, through exposure, to specialities. For example, for occupational therapy, learners were exposed to long COVID clinics to increase learner awareness of public health demands. This is a continuing activity to extend the range and experiences of practice-based learning.
  - o We were satisfied how the education provider is performing in this area.
- **Development to reflect changes in professional body guidance** –
  - o The education provider reflected upon how, during the pandemic, some professional bodies had implemented temporary changes. However, besides this, there were no specific changes from the professional bodies.
  - o They also noted that BSc (Hons) programmes for occupational therapy, physiotherapy, therapeutic and diagnostic radiography, were successfully reviewed by the education provider and professional bodies and were reaccredited in 2020/2021.
  - o We were satisfied how the education provider is performing in this area.
- **Capacity of practice-based learning** –
  - o We noted the established processes to ensure the capacity of practice-based learning across the range of sites.
  - o The education provider outlined how ensuring sufficient and appropriate practice-based learning was a challenge through the pandemic and in the slow recovery since. This led to some disruption to learner's ability to undertake their placements in a timely manner.
  - o We noted how the education provider had worked with their practice partners at a strategic and operational level to identify capacity expansion to meet needs. The education provider has also reflected on this and determined they need to focus on this to enhance capacity and sustainably. Inhouse clinics, simulation and emerging digital technologies will form a key strand of this.
  - o We considered the development of the Clinical Academic Model and understood how this might enhance the provision across the programmes. Due to the time frames involved in this, we will consider reflections on this new model in the next performance review.
  - o We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:

- **Learners** –
    - We noted throughout the portfolio how learners were involved in the programme and how their feedback was sought and acting upon.
    - The education provider outlined themes identified from the Student Representative and Staff Forum (SRSF). Some of these themes have been addressed in different sections of this report, such as the project to address the awarding gap.
    - An additional theme which emerged was workload management and staff resourcing. The education provider recognised that individual staff members' workload needed to be considered to provide appropriate and timely support to learners. Following the pandemic, the recruitment of academic staff remains challenging.
    - The education provider outlined, how in the 2020/21 academic year, they had undertaken a thematic review regarding complaints linked to the pandemic. This was particularly around the support provided relating to remote working. We understood how the education provider had approached this, identified key points, and the actions undertaken.
    - We were satisfied how the education provider is performing in this area.

- **Practice placement educators** –
    - The education provider outlined the relationship they have with practice placement providers and educators. For example, there were regular meetings, practice educator days for sharing of best practice / development and training.
    - In addition, the development of a Practice Learning Strategy brought together practice educators and other stakeholders to ensure the voice and needs of practice educators was heard and considered.
    - We were satisfied how the education provider is performing in this area.

- **External examiners** –
    - The education provider outlined that during the pandemic there was difficulty in recruiting new external examiners. To mitigate for this, some of the existing external examiners extended their term by one year. Others were asked to look at additional modules. This ensured sufficient and appropriate coverage of external examiners.
    - Across the programmes, we noted the external examiners' reports were complementary about, and satisfied with, the programmes.
    - Through [quality activity 2](#), we understood how the education provider has considered the process for engaging with external examiners following the pandemic.
    - We were satisfied how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

<u>Data and reflections</u>

Findings of the assessment panel:

We noted the difference between the benchmark and value of learner numbers (as outlined earlier in this report). The education provider clarified how several of their biomedical science and paramedic programmes are in the process of closing and are therefore no longer adding to actual number of allied health profession learners. We recognised this and are taking forward actions to close these programmes through our programme closure process.

As part of this, the education provider clarified the number of staff in relation to the learner cohorts. While the learner numbers may be lower than originally approved, numbers remain positive with sufficient resources in place.

We noted how the rest of the data points were above the benchmark for the education provider. We were therefore satisfied with how the education provider is performing in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

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).

Referral to the next performance review process

The visitors noted how programmes are at different stages of introducing a more formal analysis of service user and carer engagement. As this is an ongoing process of rolling out, we will consider reflections on the implementation of the new process in the next performance review.

We noted the move to the Frenchay campus in 2025. The education provider clarified that, once this occurred, it was expected the clinical provision will be co-located. We will therefore consider reflections on the move to the new campus in the next performance review.

We considered the development of the Clinical Academic Model and understood how this might enhance the provision across the programmes. Due to the time frames involved in this, we will consider reflections on this new model in the next performance review.

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
- The education provider's next engagement with the performance review process should be in the 2026-27 academic year

Reason for this recommendation: We have come to this conclusion because we consider:
- the education provider is clearly committed to quality assurance.
- the education provider responded positively to the challenges of COVID-19.
- the education provider's self-reflection identifies areas which needed attention and they reflected upon their plans which had been put in place to address them.
- programmes have implemented strategies to facilitate and respond to feedback from different stakeholders.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Music Therapy	PT (Part time)	Arts therapist	Music therapy		01/09/2006
BSc (Hons) Healthcare Science (Blood Science)	FT (Full time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Blood Science)	PT (Part time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Genetic Science)	FT (Full time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Genetic Science)	PT (Part time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Infection Science)	FT (Full time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Infection Science)	PT (Part time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Tissue Science)	FT (Full time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Tissue Science)	PT (Part time)	Biomedical scientist			01/09/2011
BSc (Hons) Healthcare Science (Transfusion and Transplantation Science)	FT (Full time)	Biomedical scientist			01/09/2016
BSc (Hons) Applied Occupational Therapy	FT (Full time)	Occupational therapist			01/08/2020
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1996

BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2014
Diploma in Higher Education Paramedic Science	DL (Distance learning)	Paramedic			01/03/2016
BSc (Hons) Applied Physiotherapy	WBL (Work based learning)	Physiotherapist			24/01/2022
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1997
Post Graduate Diploma in Health Psychology (Professional Practice)	PT (Part time)	Practitioner psychologist	Health psychologist		01/01/2006
Professional Doctorate in Counselling Psychology	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2006
Professional Doctorate in Counselling Psychology	PT (Part time)	Practitioner psychologist	Counselling psychologist		01/01/2006
Professional Doctorate in Health Psychology	PT (Part time)	Practitioner psychologist	Health psychologist		01/01/2006
BSc (Hons) Diagnostic Imaging Practice	WBL (Work based learning)	Radiographer	Diagnostic radiographer		07/03/2022
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2019
BSc (Hons) Radiotherapy and Oncology	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2010
BSc (Hons) Therapeutic Radiography	WBL (Work based learning)	Radiographer	Therapeutic radiographer		07/03/2022
Prescribing Principles (Level 3)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Prescribing Principles (Level M)	PT (Part time)			Supplementary prescribing;	01/01/2014

				Independent prescribing	
Principles of Supplementary Prescribing	PT (Part time)			Supplementary prescribing	01/01/2014