
Performance review process report

York St John University, Review Period 2018 – 2023

Executive summary

This is a report of the process to review the performance of York St John University. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have:

- Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities.
- Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Recommended when the institution should next be reviewed.
- Decided when the institution should next be reviewed

Through this assessment, we have noted:

- The areas we explored focused on:
 - Quality theme 1 - the use of simulation to increase the capacity of practice-based learning. The visitors noted the education provider's reference to a newly opened Health Simulation Suite, but limited information was provided on its use in the Allied Health Professions (AHP) programmes or its future use. The visitors requested more detail on the education provider's plans for the use of simulation to expand placement capacity.
 - The provider should next engage with monitoring in five years, the 2028-29 academic year, because:
 - The education provider has submitted a well thought through and comprehensive reflective portfolio which demonstrates they have performed well across all areas. There is clear evidence of effective collaboration across all programmes. Changes were well documented, and appropriate examples were given which covered the entire review period. The visitors considered this is relatively low risk and were therefore satisfied to recommend a five-year review period.
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Previous consideration Not applicable. This performance review 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 education 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:

Fiona McCullough	Lead visitor, Dietitian
Kathryn Campbell	Lead visitor, Physiotherapist
Sarah McAnulty	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer
Joanna Goodwin	Advisory visitor, Occupational Therapist

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require professional expertise across all professional areas delivered by the education provider. We considered this because the lead visitors were satisfied they could assess performance and risk without needing to consider professional areas outside of their own.

Section 2: About the education provider

The education provider context

The education provider currently delivers eight HCPC-approved programmes across four professions. It is a Higher Education provider and has been running HCPC approved programmes since 2013.

Practice areas delivered by the education provider

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

	Practice area	Delivery level		Approved since
Pre-registration	Occupational therapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018
	Paramedic	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2022
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2013
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2019

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes¹.

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

Data Point	Bench- mark	Value	Date of data point	Commentary
Numbers of learners	208	228	2023	<p>The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission.</p> <p>We did not explore this data point further as the education provider is recruiting learners at / broadly at the benchmark.</p>
Learner non continuation	3%	2%	2020-21	<p>This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the education provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 1%.</p> <p>We did not explore this data point through this assessment because it showed the education provider is performing well in this area.</p>

<p>Outcomes for those who complete programmes</p>	<p>94%</p>	<p>98%</p>	<p>2019-20</p>	<p>This HESA data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 2%.</p> <p>We explored this by reviewing the education provider's reflection which provided clear justification for the education provider's performance in this area.</p>
<p>Learner satisfaction</p>	<p>75.9%</p>	<p>79.3%</p>	<p>2022</p>	<p>This National Student Survey (NSS) satisfaction score data was sourced at [the subject level. This means the data is for HCPC-related subjects</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 5%</p> <p>We explored this through the assessment. The visitors were satisfied with how the education provider is managing their performance in this area.</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 simulation was used to expand the capacity of practice-based learning

Area for further exploration: The visitors noted a range of appropriate ideas around the use of technology was covered in the reflection. They noted programme teams worked closely with placement partners to develop placement opportunities. These covered areas around digital, leadership, and research to increase capacity and Sim Learning. They also noted reference to a newly opened Health Simulation Suite, but limited information was provided on its use in the Allied Health Professions (AHP) programmes or its future use. The visitors therefore requested more detail on the education provider's plans for the use of simulation to expand placement capacity. For example, further reflection on how simulation was used to expand placement capacity or a timeline that shows the education provider's plan for its future use to expand placement capacity.

Quality activities agreed to explore theme further: We explored this area through email response from the education provider. We considered an email response would adequately provide the clarification that was required.

Outcomes of exploration: In their response, the education provider provided the timeline for the completion of their Health Simulation Suite which is due to be completed in September 2025. We understood it will be used to enhance clinical skill training across programmes. In conjunction with the professional bodies' approval, it will seek to provide an opportunity to allow learners to gain their clinical hours as an enhancement to practice-based learning. The visitors considered this an appropriate approach given current restraints on capacity. In addition, we understood the suite will also be used as a local training facility, where learners could work alongside registered AHPs. The education provider also noted their plans for future growth of AHP clinics on site.

The visitors were satisfied with the education provider's clarification and determined it had 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 has Structure and Governance policies that ensure their continued sustainability. The Governance policies help to ensure that provision is sustainable and where there are potential issues, they are managed in accordance with the risk they pose to the continuation of programmes. Their Student Protection Plan contains protections that ensure learners are not unduly impacted in a situation where there is sudden institution-wide threat.
 - The education provider noted challenges to funding of programmes due to fixed learner fee income, increasing operating costs reflecting inflation and economic uncertainty. To address this, the education provider has modified their annual review, adapting a risk-based approach to ensure sustainability. We noted two successful grants awarded to fund additional investment in allied health programmes. There were also regional projects to manage resources in the region.
 - The visitors were satisfied that although there are pressures outlined, adopting a risk-based approach and investment in facilities to support potential growth ensured sustainability of the provision.
 - Therefore, the visitors determined the education provider is performing well in this area.
- **Partnerships with other organisations –**
 - The education provider noted they have collaborative provision policies that function to manage and organise practice-based learning across a number of professions. This helps them to ensure a consistent approach to regularity and legal requirements as well as adequate resourcing. Individual programme requirements were managed through the Memorandum of Understanding (MOU) process which then fed into the central team.
 - We noted collaboration in partnership across the region. For example, the formal launching of the Institute of Health and Care Improvement in 2023 which incorporates research activity across three main themes. These included Promoting and Preserving Health and Wellbeing; Advancing Policy and Practice in Health and Social Care; and Reducing Inequalities in health and care.

- The visitors also noted the education provider's commitment to NHS-E mediated collaborative initiatives in the region which the education provider noted has allowed them to engage with partnerships on a collaborative and transparent basis whilst contributing to the solutions being sought for regional issues as an active partner.
- The visitors were satisfied that the education provider's reflections demonstrated that they have existing partnerships and continue to develop new ones in a way that has enhanced their provision.
- Therefore, the visitors are satisfied that the education provider has continued to perform well in this area.
- **Academic quality –**
 - The education provider has Quality and Programme Design policies that provide a clear framework of internal and external assessment of the quality of approvals and changes to programmes.
 - We noted that during the review period the education provider engaged with approval and accreditation with Professional, Statutory and Regulatory Bodies (PSRBs). They also have a cyclical revalidation for programme reviews which is combined with annual monitoring.
 - The visitors noted that the education provider combined objective quality measures with subjective learner feedback. Live data allowed quicker responsive changes to occur for example their Teaching Excellence Framework (TEF) score showed an increase from Bronze in 2017 to Silver award in 2023. And learning, teaching and learner experience strategy was embedded in programmes.
 - The visitors were satisfied that the education provider's reflection clearly demonstrated that they are performing well in the area of academic quality.
- **Placement quality –**
 - The education provider has various mechanisms in place to ensure the quality of placements. Examples of these include:
 - twice yearly clinical co-ordinators meetings;
 - learner feedback directly with academic tutors;
 - indirectly through Practice Assessment Record & Evaluation (PARE) and ARC - a commercial software from ARC Technology Ltd;
 - placement audit visits by academics; and
 - online learning modules for placement educators.
 - The education provider reflected on how they have been able to use ARC as part of the NHS-E initiative to ensure quality of placements. They explained ARC is an online system shared by all HEIs in the region to streamline the demands on practice education providers and provide a region-wide resource. This, they noted has assisted them in the management and tracking of learners as well as recording the learner experience. The PARE system was also used to monitor the quality assurance processes of practice-based learning.
 - We understood that these systems have enabled collaboration with partnerships across the region which has enhanced sharing of placement quality-related information. It has also provided more

opportunities to source additional placements from 'unused' placements if required.

- The visitors were satisfied that the education provider is performing well in relation to placement quality.
- **Interprofessional education –**
 - The education provider noted that interprofessional education had been embedded across their healthcare programmes since the start of the performance review period (2018-19). However, they noted it was often opportunistic and, in most cases, lacked specific objectives or consciously planned outcomes, hence the need for a more structured approach to enhance learner experience.
 - The education provider reflected on the approach that was introduced which was an interprofessional week in year 1. This incorporated mandatory interprofessional activity with clearly defined outcomes. Some of the activities included learning of basic skills, for example physiotherapy learners teaching nursing learners about walking aids.
 - In addition, simulated scenarios were developed utilising the Clinical Simulation Suite and these are due to be completed within the IPE sessions in the 2024/25 academic year. The education provider reflected on the success of the simulation events as they continue to bring a wide range of disciplines together from across the institution. The education provider hopes that the events will also continue to allow deeper engagement and partnership with local service providers in the coming years.
 - The visitors were satisfied that the education provider's reflection showed they are performing well in this area.
- **Service users and carers –**
 - The education provider recognises that service users and carers are influential in programme management and evaluation. Service users are involved in interviews, programme reviews, revalidation events and in delivering teaching sessions.
 - During the review period, the education provider developed a service user and carer Operational Strategy which provides information on the recruitment of service users and carers and their involvement in specific ways across the programmes. The strategy also covered information on how the group will be developed and monitored to ensure diversity.
 - The education provider noted that the Operational Strategy and Terms of Reference are now in place and provide consistency and direction to their collaboration with service users and carers. Prior to the Service User and Carer Strategy the education provider engaged ad hoc practice across professions and programmes in relation to service user and carer engagement. They considered this approach unstructured, profession-specific and reliant on personal connections hence the need for a more effective approach which enabled sharing of existing good practice and a target for engagement.
 - The visitors noted that there are no outcomes of service user involvement to reflect on yet in relation to the new Strategy and Terms of Reference. However, they are reassured that these will ensure service users and carers continue to be involved and contribute to the

overall quality and effectiveness of programmes at the education provider.

- **Equality and diversity –**
 - The education provider embeds inclusivity within their 2026 strategy and their Learning, Teaching and Student Experience strategy. We noted that Equality, Diversity and Inclusion is continually monitored from data and reported through their annual Portfolio Risk Profile.
 - The education provider reflected on the differential performance in attainments in indices of multiple deprivation (IMD) groups in Physiotherapy and Occupational Therapy undergraduate programmes and differential attainment across ethnic groups in undergraduate Occupational Therapy. Action plans have been put in place to address these and the education provider intends to submit these as part of their programme review report in Spring 2024.
 - The visitors were satisfied with the education provider's reflection and determined they are performing well in this area.
- **Horizon scanning –**
 - The education provider identified some of the challenges they faced both within higher education (HE) and Healthcare sectors. Some of these include financial pressures of inflation in the face of the fixed learner fee income; balancing cost efficiencies with maintaining quality provision; wavering learner demand for programmes; and an increasing number of providers. They also identified challenges laid out by the NHS Long Term Workforce Plan's Train, Retain and Reform approach and the introduction of apprenticeship training routes.
 - The education provider noted how they have responded to these challenges by introducing a Portfolio Risk Profile which allowed them to respond quickly to these challenges. This has now resulted in developing further HCPC programmes both at undergraduate and postgraduate level.
 - They also reflected on how the Portfolio Risk Profile has enabled increased opportunities for interprofessional learning which feeds into the reform ambition of the NHS Long Term Workforce Plan, thereby benefitting both the learners and ultimately the NHS workforce.
 - The visitors were satisfied with the education provider's reflection and determined they are performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Thematic reflection

Findings of the assessment panel:

- **Embedding the revised Standards of Proficiency (SOPs) –**
 - **How the provider made changes** - In their approach to embedding the revised SOPs, programme leads engaged their teams in each discipline to review and produce an overarching mapping. If changes were required, this was reviewed through the internal quality process. We noted some programmes such as Occupational Therapy and

Counselling Psychology had the opportunity to embed the revised SOPs alongside five-year cyclical review of programmes which was done as part of their internal re-validation process.

- **SOPs – Active implementation of the standards** - This was assessed through simulated and clinical practice across all programmes. The education provider noted that active demonstration had been significantly embedded in learning outcomes and assessment strategies prior to the introduction of the revised SOPs. Programme teams were able to identify areas where active demonstration of the SOPs already existed and ensure the revised SOPs were met within existing practice.
- **Promoting public health and preventing ill-health** – The education provider reflected on how their programme curricula and learning outcomes reflected how they embedded the SOPs around promoting public health and preventing ill-health. Examples were given of learning experiences to reflect this. For example, through injury prevention, health promotion and self-management.
- **Equality, diversity and inclusion (EDI)** – We noted Programme Learning Outcomes deliver curricula that embraces EDI. This was noted through their QAA-funded collaborative enhancement project to develop an Inclusive Curriculum Framework. Examples were given on how they included people with lived experiences within all programmes to offer the opportunity to integrate awareness of diversity in health / environments in relation to gender or race. There was also opportunity to consider learners' unconscious bias in scenarios.
- The education provider also reflected on various projects around EDI that they were involved in, for example their work with Refugee Action York which earned them accreditation as a University of Sanctuary in 2018.
- **Further centralising the service user** – To embed this SOP, the education provider noted that sessions with service users will be designed to enable learner engagement in a safe space and undertaking relevant assessments focusing on shared decision making and obtaining consent. We also noted that theoretical modules will continue to detail legal and ethical requirements / concerns regarding consent. Patient actors will also be involved in case study scenarios where informed consent is not able to be given so the learner can react appropriately in real time, considering changing their communication style to better involve the service user.
- **Registrants' mental health** – As part of embedding this SOP, the education provider ensured professional modules included sessions on developing resilience. Learners were introduced to complex and challenging situations and with appropriate debrief sessions particularly in simulated scenarios. This encouraged the learners to reflect on their personal thoughts and feelings regarding the scenarios.
- **Digital skills and new technologies** – The education provider identified that most healthcare learners use mobile devices to access and to support their learning. This has led them to develop their

primary learning virtual platform (Moodle) which is accessible from mobile devices.

- We also noted the education provider's reflection on how they supported individual staff project using XR technologies in healthcare and teaching provision, thereby exposing learners to different technologies. The education provider reflected on encouraging allied health professions (AHPs) to develop critical appraisal skills in curriculum more related to technologies, so that their development to become a competent practitioner is informed by best evidence available to them.
- **Leadership** – Leadership is embedded in programmes, particularly in the final year. We noted that integration throughout all levels across programmes is developing. The education provider reflected on how they regularly invited Guest Speakers to come and talk to learners about their career journeys and provided examples of how they have applied leadership skills to their practice. We also noted the use of the NHS Edward Jenner resource by the Occupational Therapy and Physiotherapy learners as an integral part of their programmes.
- We are satisfied that the education provider's detailed reflections reassure us that all the revised SOPs have been appropriately embedded and therefore we have determined that they have performed well in this area.
- **Learning and developments from the COVID-19 pandemic –**
 - The education provider reflected on the challenges they have had in teaching delivery and placement availability. We noted this was supported through the provision of on-line support. For example, the move to utilising MS Teams for teaching delivery, and prioritised placement for learners closer to graduation to ensure they could join the workforce as soon as possible.
 - The education provider recognised that although face-to-face teaching remains the majority modality, they have identified the benefits of in-house simulated placements. They have therefore continued to maximise simulated activity to the allowable limit, thereby relieving pressure on NHS-placement partners. We noted the education provider has retained some online placements particularly for their Counselling Psychology provision which is a development that has stemmed from Covid.
 - A series of Continuing Professional Development (CPD) events were organised to support learners' and staff wellbeing and engagement. We also noted a free laptop scheme was introduced and the education provider invested in e-books.
 - The education provider intends to continue to make future investments in simulated placements where appropriate whilst leveraging on this to decrease pressure for placement and create greater opportunities for interprofessional learning.
 - The education provider further recognised one main impact of the Covid 19 pandemic is the immediate growth in the application numbers for AHP programmes.
 - The visitors were satisfied that the education provider's reflection showed that have performed well in this area.

- **Use of technology: Changing learning, teaching and assessment methods –**
 - In their reflection the education provider covered a range of ideas that they have developed in line with changing technology to enhance their provision. For example, they reflected upon their approach to address the challenges brought by generative artificial intelligence (AI) models. We noted the education provider has developed a code of practice for assessment which clearly states unacceptable use of the technology and empowers learners and staff to learn to use the new technology in transparent and productive ways.
 - Other new developments include their ‘digital first’ approach which is overseen by their Digital Strategy Steering Group and supported by a capital investment in digital infrastructure between 2019 – 2026.
 - We also noted recent investment in their Future Learning Spaces programme which helps to establish recording of lectures by default to improve asynchronous learning. We understand this has increased investment in eBook provision. The education provider also noted positive learner feedback at both undergraduate and postgraduate levels as a result of their investment in technological resource.
 - It is clear from the reflection that the education provider is performing well in this area and as such, the visitors were satisfied with their performance.
- **Apprenticeships in England –**
 - The education provider noted that they do not currently offer degree apprenticeships in healthcare and have no plans to do so in the near future. They however noted they have structures and policies in place which ensure they are well positioned to enter into healthcare apprenticeship if and when they decide to.
 - The education provider is aware of the changing landscape and will continue to horizon scan for potential entry into apprenticeship in healthcare.
 - The visitors were satisfied that the education provider’s reflection showed that have performed well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:

- **Assessments against the UK Quality Code for Higher Education –**
 - The education provider noted in their reflection changes to regulatory requirements in England during the review period. They noted that the Quality Assurance Agency (QAA) had been superseded by the Office for Students (OfS) during the review period. Previously when QAA was the designated quality body (DQB), all their programmes were reviewed against the QAA’s UK Quality Code for Higher Education and

against QAA subject benchmark statements and was done every five years. There were no issues from the reviews.

- Following the change in DQB status, the education provider noted they continue to review programmes against the UK Quality Code for Higher Education on a voluntary basis and continue to assess their provision against PSRB requirements. They are also reviewed against the newly published Sector Recognised Standards of the OfS.
- The visitors were satisfied that the education provider's reflection showed that have performed well in this area.
- **Office for Students (OfS) –**
 - The education provider reflected on how the introduction of the B-conditions of the OfS has necessitated them to continue to monitor their performance to ensure the conditions are met. We understand they have modified their programme performance annual monitoring and existing quality processes to focus on the conditions and to move to risk-based performance review.
 - Learners' feedback through National Student Survey (NSS), which is commissioned by the OfS) and Postgraduate Taught Experience Survey (PTES) suggests that an average of over 80% of learners were satisfied with their learning. However, for postgraduate Occupational Therapy learners only 43% were satisfied with their academic experience. We understood the education provider now has a clear focus to improve academic experience for this group of learners and action plans have been submitted in their annual programme review report.
 - The education provider noted the introduction of and their continued effort to develop data monitoring facilities for academic performance through the use of bespoke Power BI dashboards. In addition to the dashboards, the education provider is also developing greater scrutiny of trends relating to regulatory, sustainability, quality and learner satisfaction risks. They noted that the implementation of this new risk-based approach has helped them to monitor and enabled proactive interventions to be considered and implemented where required.
 - The visitors were satisfied that the education provider's reflection showed that have performed well in this area.
- **Other professional regulators / professional bodies –**
 - The education provider noted that all programmes undertake cyclical reviews by the relevant professional body. For example, we noted a recent review of the undergraduate Occupational Therapy provision by the Royal College of Occupational Therapists (RCOT). As part of the outcome of the review the education provider reflected on achieving the required number of clinical hours during the pandemic and the profession specific agreement of non-traditional placements to count towards clinical hours.
 - We understood liaison with professional bodies via validation and annual reporting process ensured current curriculum and autonomous skills on completion of programmes.
 - The education also reflected on the College of Paramedic's process of updating the curriculum for paramedic learners. Whilst the education provider has mapped their HCPC approved Paramedic programmes to

the current curriculum, we understood they will be mapping to the updated curriculum when it becomes available.

- The visitors concluded there was sufficient reflection and as such determined 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 –**

- Occupational Therapy - the education provider reflected on their most significant changes to their Occupational Therapy provision. Some of these included changes to assessment of two modules - Introduction to Occupational Therapy Practice (OCT4001M) and Developing Occupational Therapy Practice (OCT5001). For OCT4001M, we understood the assessment method was changed from viva assessment to written assessment at the end of semester one to enable learners receive feedback about their academic writing at degree level study. A specified word count of 8000 words was also introduced to enable equity in the volume of work submitted. We understood both changes have impacted positively on learner retention and learner success by enabling learners to become competent and resilient occupational therapists.
- Physiotherapy – we noted in their reflection that the key challenges for the Physiotherapy provision since the Covid-19 pandemic was the difficulty in securing sufficient practice-based learning and ensuring the quality of learner experience. To address this, we understood the programme teams worked closely with placement partners to develop innovative placement opportunities and to explore opportunities on how to maintain adequate delivery and quality. As part of the measures put in place to address the issue, operational policies were introduced for practical sessions. This meant practical sessions were developed on campus and this ensured learners were well prepared for their placement experience. The education provider also noted consideration of developing of “Emerging Role Placements” ie non-traditional placement opportunities at their forthcoming validation in September 2025.
- Paramedic – The education provider noted the approval of their MSc Paramedic provision in September 2022. We understood the programme has since grown and feedback from learners have been positive with 92.3% of learners highlighting the opportunities to practise their skills in a safe environment and their placement experiences as the most enjoyable aspects of the programme. Feedback from the external examiner showed the programme demonstrated innovative approaches to assessment and that it is mapped well to HCPC’s standard framework for practice, conduct and ethics.

- Counselling Psychology – the education provider reflected on how they engaged with the HCPC following the introduction of the current model of quality assurance. In conjunction with the British Psychological Society, they considered the impact these could have on their programme. We understood several changes were made in response to feedback from learners and external examiner. For example, changes to assessment from summative (pass/fail) to formative to allow for greater flexibility and reduce the number of exceptional circumstances claims due to delays in gaining NHS ethical approval. The education provider also reflected on HCPC’s change of wording from a passive understanding of standards of active implementation of them. They considered this reflects the importance of registrants being autonomous and caring professionals.
- The visitors were satisfied with the education provider’s reflection in this area and considered they have performed well.
- **Development to reflect changes in professional body guidance –**
 - As part of their reflection, the education provider noted that each programme leader maintained engagement with PSRBs through annual reports and data returns. However, we understood that coordinating their differing updates was challenging, especially during Covid-19 compliance. The education provider noted that programme leaders will continue to monitor PSRB announcements and provide annual PSRB returns as requested and the impact of any changes in guidance will be considered accordingly.
 - We understood the Paramedic programme team have continued to engage with the consultation programme of the CoP in reassessing curriculum guidance. Occupational Therapy have recently validated their provision in line with the latest guidance from RCOT and the Counselling Psychology team have continued to engage with the BPS and have acted on their advice in curriculum development. The education provider also noted their future Physiotherapy and Counselling Psychology revalidation events in 2025.
 - The visitors were satisfied with the education provider’s reflection in this area and considered they have performed well
- **Capacity of practice-based learning (programme / profession level) –**
 - The education provider reflected on the challenges all their programmes are having around securing required amount of practice-based learning for learners. To address this, the programme team have worked with practice education providers to develop innovative practice-based learning opportunities, digital placements, leadership placements, and research placements to increase capacity where possible. They also continue to grow the amount of simulated learning where PSRBs allow. As noted through [quality theme 1](#), we understood how the education provider used simulation to increase the capacity of practice-based learning.
 - The education provider reflected on their continued work with collaboration through regional engagement in NHS-E led projects and continued liaison with clinical partners to enable close monitoring of the capacity of practice-based learning in the system. They noted this will allow for early resolution to identified challenges.

- The visitors were satisfied that the education provider's reflection showed that have 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 has several mechanisms in place for obtaining feedback from learners and implementing required changes. For example, the education provider reflected on the YES survey which was introduced in 2018-19 academic year. We understood the survey mirrored the NSS survey but was provided to learners in years 1 and 2 to allow them to also provide annual feedback over a range of views. We understood the mid-module feedback mechanism has helped to provide quick remedies to issues for example, guidance around assessments in Occupational Therapy and the introduction of a more formal drop-in clinical skills sessions in Paramedic Science.
 - We also noted high levels of response rate from learners ranging from 94% in the NSS survey for Occupational Therapy to 100% for PTES for Psychology learners.
 - As part of the development the education provider noted in their reflection, their Student Union worked with them to develop a payment scheme that hopes to address difficulties in recruiting and retaining learner representatives. They noted this will be piloted in the 2024/25 academic year.
 - The education provider also noted the development of a formal Student Partnership Plus process which is embedded within their Learning, Teaching and Student Engagement Strategy.
 - The visitors were satisfied with the level of reflection and determined the education provider has performed well in this area.
- **Practice placement educators –**
 - Practice placement educators attend a profession-specific meeting every semester. The meeting is focused on fostering good working relationships with partners to allow safe and honest feedback on issues within their services.
 - The education provider also reflected on how feedback from placement providers have informed curriculum development and innovation across all programmes. For example, in Occupational Therapy, we noted the education provider listened to and worked with their practice educators to lead the evolution of role emerging placements within Humber and North Yorkshire Health and Care Partnership. They noted they are extending this across their healthcare professions to help learners by increasing their understanding and range of experience. In addition, they noted this will help to alleviate pressure on placement capacity in the region.

- The visitors were satisfied that the education provider's reflection showed that have performed well in this area.
- **External examiners –**
 - The education provider reflected on their use of digital technologies to support external examiners in their role. We also noted that external examiner feedback reinforced good practice but also highlighted several themes for consideration at programme level. For example, feedback on the Paramedic programme showed limited written guidance was given to support learners in specific areas of underachievement. We understood the issues have been communicated directly with programme teams and will be included in the annual programme review with accompanying actions.
 - As part of their successes, the education provider noted external examiner feedback on the Counselling Psychology programme. The feedback showed the range of assessments and modules appeared to be meeting various requirements of the BPS and the HCPC.
 - The visitors were satisfied that the education provider's reflection showed that have 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:**
 - Learner non-continuation rates are below the benchmark which suggests the education provider is performing well in this area. We understood the rates have been affected by different factors including perceived quality of programmes, cost of living crisis, pastoral support amongst others.
 - Actions have been taken to support learners in their studies to ensure successful continuation. As part of the support provided during the Covid-19 pandemic, the education provider has expanded opportunities for individual and group tutorials, online Question and Answer sessions with subject leads, increased hardship funding amongst other things.
 - Whilst the education provider has recognised successes in non-continuation rates, they continue to monitor and report on it through their annual PRR process and through ongoing Continuation Insights programme.
 - The visitors were satisfied that the education provider's reflection showed that have performed well in this area.
- **Outcomes for those who complete programmes:**
 - The education provider's rate for outcomes for those who complete programmes was 98% when compared to a benchmark of 94% in 2019/20 academic year, which showed they are performing well in this area. Further breakdown in their internal data also showed high data points for their Physiotherapy and Occupational Therapy provision. We

noted there is no data yet for their Counselling Psychology and Paramedic provision as they are yet to complete a full cycle.

- Building on their Continuation Insights and Interventions programme, the education provider continued to find ways to best support learners with the hope that this would then reflect in their formal completion rates as well as outcomes for those that complete the programmes.
- The visitors were satisfied with the education provider's reflection in this area and determined they are performing well.
- **Learner satisfaction:**
 - Learner satisfaction rate is 3.4% higher than the benchmark. The education provider noted this was from a response rate of 72.6% and that it placed them in the 30th position out of all 122 HEIs in England. They hope to improve on this level of satisfaction going forward. Although they noted lower satisfaction rates were recorded for the MSc Occupational Therapy programme in 2023, the education provider noted they were producing quality improvement plans which will inform practice and initiate focused activity in 2024.
 - The visitors were satisfied that the education provider's reflection showed that have performed well in this area.
- **Programme level data:**
 - The programme level data provided showed the education provider's learner recruitment across all their programmes for the review period. They reflected that careful management of their cohort sizes has helped them to provide exceptional learner experience which is also well resourced. They noted that this also ensures they can provide a constant workforce pipeline in line with NHS-E projections whilst maintaining appropriate ongoing relationships with their placement providers.
 - The education provider also noted they will continue to monitor the demand for their provision to ensure sustainability of all their programmes.
 - The visitors were satisfied that the education provider's reflection showed that have performed well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

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

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, partner organisations, practice educators, and external examiners.
- External input into quality assurance and enhancement
 - The education provider engaged with four professional bodies. They considered professional body findings in improving their provision
 - The education provider engaged with the OfS and considered their findings 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
York St John University	CAS-01403-J3N7R0	Fiona McCullough Kathryn Campbell	5 years	The education provider has submitted a well thought through and comprehensive reflective portfolio which demonstrates they have performed well across all areas. There is clear evidence of effective collaboration across all programmes. Changes were well documented, and appropriate examples were given which covered the entire review period. The visitors considered this is relatively low risk and were therefore satisfied to recommend a five-year review period.	There were no referrals.

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/08/2018
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2019
BSc (Hons) Physiotherapy	PT (Part time)	Physiotherapist			01/08/2019
Doctorate of Counselling Psychology (DCounsPsy)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/08/2019
MSc Occupational Therapy (Pre-registration)	FTA (Full time accelerated)	Occupational therapist			01/03/2017
MSc Paramedic (Pre-Registration)	FT (Full time)	Paramedic			19/09/2022
MSc Physiotherapy (Pre registration)	FT (Full time)	Physiotherapist			01/01/2013
MSc Physiotherapy (Pre registration)	PT (Part time)	Physiotherapist			01/01/2021