
16 May 2024

Annual report findings – Changing profile of education provision

Housekeeping

Presentation then Q&A / discussion

Please keep mic off for the presentation session

Can ask questions via the Q&A function or the chat

We'll come back to questions at the end

Agenda

Summary of HCPC's education function

Focus on the changing profile of education provision

- Apprenticeships
- Diversity of education providers
- Level of entry to the Register

Q&A / discussion

Further reading / materials

The Education function at HCPC

Set and maintain education standards

- Output focused to ensure those who complete programmes meet our requirements for registration

Approve institutions and programmes against standards

- Statutory function
- Make decisions about the initial approval of providers and programmes
- Monitor data, intelligence and information on an ongoing basis
- Providers engage with us at fixed points to reflect on the ongoing quality of their provision

On completion of approved programmes, individuals can apply to the Register

Aim and key features of our quality assurance model

The HCPC's education function is flexible, intelligent and data-led in its quality assurance of institutions and programmes

Institution /
programme level
assessment

Flexibility

Data and
intelligence

Four nations /
regional
approach

Annual report 2021-22 and 2022-23 academic years

Sets out a 'state of the nation' for education and training in the 15 professions we regulate

Focused on key areas linked to the quality of education for programmes leading to HCPC registration, and key challenges faced by the sector

Provide insight to our stakeholders

Enable conversations about

- The key areas
- Anything that needs to change
- How education providers should approach specific areas

Audience of this session

How we produced

Evidence-based factual report

Based on our assessments of education providers and programmes in the 2021-22 and 2022-23 academic years

Quality assurance model enables us to understand how education providers have met our standards, and continue to develop

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Changing profile of education provision

Key points

The profile of education provision is changing, with:

- more work-based routes (such as apprenticeships)
- more diversity of the types of education providers
- professions being delivered at different academic levels (at and above the thresholds we set)

Drivers for innovations are often linked to:

- expanding the workforce
- market driven routes

Workforce development – four nations

England

- NHS England owned Long-Term Workforce Plan
- Train, retain and reform
- Increasing learner numbers for AHP training programmes to 2031
- Significant expansion of apprenticeship routes

Northern Ireland

- Established Health and Social Care Workforce Strategy 2026
- Currently in the delivery phase
- Commitments to expand numbers in the AHP workforce

Scotland

- Allied Health Professions – education and workforce policy review recommendations
- Agreed by the Scottish Government
- Data informed consideration of growth in professions
- Potential introduction of 'earn and learn' routes

Wales

- Health Education Improvement Wales (HEIW) owned Strategic Workforce Plan for Primary Care
- Due for launch in Spring 2024
- Includes consideration of expansions in the AHP workforce

Linking with our standards

Diversification of education routes is compatible with our flexible, outcome-focused education standards

Our standards enable innovation

Do not set 'inputs' – such as number of practice hours, staff / learner ratios, or academic entry requirements

Focused to ensure those who complete programmes meet our requirements for registration

- standards of proficiency
- standards of conduct, performance and ethics

Apprenticeship routes (in England)

Specific aims in the NHS
Long Term Workforce Plan
in England

Apprenticeship
programmes running since
2017

Seeing diversification of
routes

- 8% of HCPC approved programmes
- 31% of new programmes approved (2021-22 and 2022-23 academic years)

- Arts therapists (all modalities) (3%)
- Biomedical scientist (2%)
- Chiropodist / podiatrist (14%)
- Clinical scientist (0%)
- Dietitian (6%)
- Hearing aid dispenser (7%)
- Occupational therapist (14%)
- Operating department practitioner (31%)
- *Orthoptist (standard in development)*
- Paramedic (4%)
- Physiotherapist (5%)
- Prosthetist / orthotist (20%)
- Radiographer (both modalities) (12%)
- Speech and language therapist (4%)

Apprenticeship routes - challenges

Partnership
between the
employer and the
education providers

Securing resources
required to *develop*
apprenticeship
programmes

Multiple regulators
– overlapping roles

Sufficient practice-
based learning
capacity for all
learners

Academic staff
workforce

Supporting learners
with different needs

Have seen education providers overcome these challenges, in line with our regulatory standards

Types of education provider

We approve programmes at Higher Education Institutions (HEIs) and many other types of organisations, such as private education providers and professional bodies

Non-HEI providers account for:

- 9% of HCPC-approved education providers
- 2% of programmes
- 7% of learner capacity

Different approaches and challenges for higher education institutions (HEIs) and non-HEI education providers

Differences in influencers and approaches within the UK nations, with education, health and social care being devolved matters across the UK.

HEI and non-HEI providers – differences

Clear split between the approach of higher education institutions (HEIs) and non-HEI education providers

HEIs

- Clear, well utilised, structures
- Normally with a level of commonality across education providers
- External mechanisms, frameworks, and standards to adhere to (eg QAA, OfS, external examiners)

Non-HEIs

- Lack similar structures, or have less ridged structures
- Less commonality across education providers

Non-HEIs often needed to work harder to show good performance, but standards enable any education provider to run HCPC approved programmes

Threshold qualification level for entry to the Register

Set out the normal level of qualification for programmes leading to registration in each profession (SET 1 of our standards of education and training)

Set the level based on what is needed for programmes to deliver the standards of proficiency (SOPs)

We expect that most approved programmes will be at, or above, the level, but realise that there may be some exceptions

This standard contains the word 'normally' and some profession level requirements include the word 'equivalent'

Education providers may be able to design a programme which leads to a different qualification, but meets the rest of the SETs and delivers the SOPs, and so can still be approved

Qualification levels

Foundation degree	Bachelor degree with honours	Master's degree	Professional doctorate
<ul style="list-style-type: none"> • Hearing aid dispensers 	<ul style="list-style-type: none"> • Biomedical scientists^a • Chiropodists / podiatrists • Dietitians • Occupational therapists • Operating department practitioners • Orthoptists • Paramedics • Physiotherapists • Prosthetists / orthotists • Radiographers • Speech and language therapists 	<ul style="list-style-type: none"> • Arts therapists • Clinical scientists^b • Forensic psychologists^c • Health psychologists^c • Occupational psychologists^c • Sport and exercise psychologists^c 	<ul style="list-style-type: none"> • Clinical psychologists • Counselling psychologists^d • Educational psychologists^d

^a with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent

^b with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent

^c with the award of the British Psychological Society qualification in the relevant domain, or equivalent

^d or equivalent

What we have seen – 2021-22 and 2022-23 academic years

All but one programme was proposed at or above the SET 1 level set out in our standards

About a third of programmes were proposed above SET 1 level

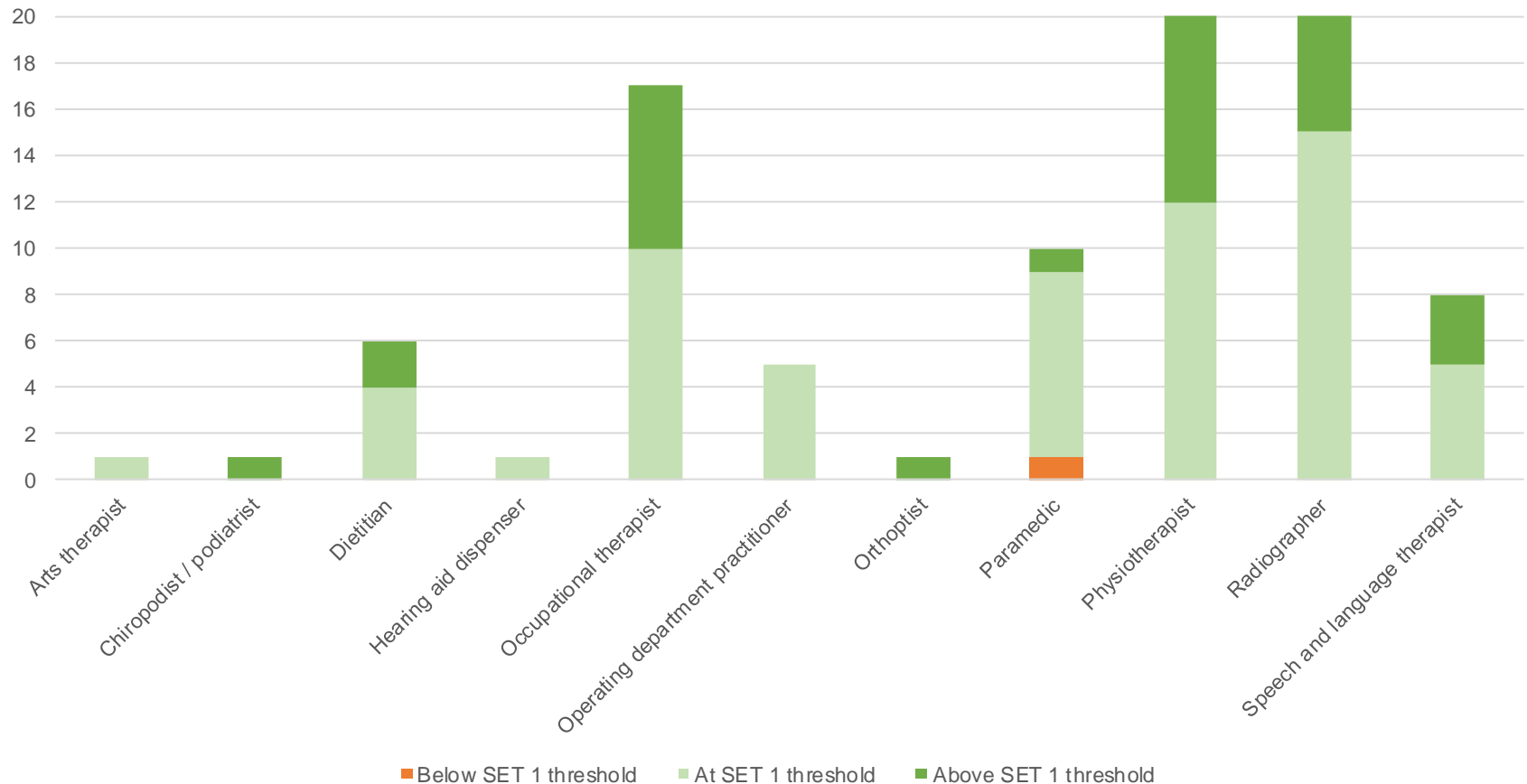
- This is above the percentage of all programmes delivered above SET 1 (24 per cent)
- Shows that education providers are continuing to diversify professional provision
- Enables individuals with undergraduate degrees to access professional training along shortened timeframes (two years vs three years, full time).

Particularly prevalent in occupational therapist and physiotherapist training

All programmes proposed at or above the threshold level were proposed by HEIs, which deliver qualifications which meet the UK Quality Code

What we have seen

Programme proposals considered in the 2021-22 and 2022-23 academic years,
by alignment with SET 1 threshold for the profession



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Q&A / discussion

Further reading / materials

- [Education annual report](#)
- [Responding to NHSE Long Term Workforce Plan: A guide for education providers](#)
- [Apprenticeships – insight for education providers](#)
- [Increase to SET 1 for ODPs](#)
- [Increase to SET 1 for paramedics](#)

Webinars

Title	Date	Sign up link / materials
Changing profile of education provision	16 May	Link
Programme capacity	21 May	Link
Changing learning, teaching and assessment methods	13 June	Link
Interprofessional education	18 June	Link
EDI initiatives	9 July	Link
Service users and carers - sustainability of involvement	17 July	Link
Embedding the revised standards of proficiency	8 August	Link

Contact us

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