Annual report findings – Service users and carers – sustainability of involvement
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 service users and carers – sustainability of involvement
- 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
- Data and intelligence
- Flexibility
- Four nations / regional approach
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
Service users and carers – sustainability of involvement
Service user and carer involvement – our requirements

3.7 Service users and carers must be involved in the programme

- Institution-level standard
- Contribute to the overall effectiveness of programmes

To meet / maintain this standard, we expect

- Definition of relevant service users and carers, to the professions delivered
- Policies and processes to ensure service users and carers contribute to programmes
- Service users and carers support specific to their role(s)
- Processes to plan, monitor and evaluate involvement
Recently revised our SOP – current version became effective for all registrants from September 2023

From this date all approved programmes needed to deliver to new cohorts

Key theme within revisions which further centralises the service user within practice

Good service user involvement within education and training is important to support this theme
Informing our reviews with the service user view

‘Service user expert advisor’ partner role

Engage to review service user involvement, focused on:

- Underpinning policies
- How involvement will be / is monitored
- Potential risks
- Good practice and innovation

Service user expert advisors are crucial to our reviews

- Provide important insight from the service user perspective
- Use to inform our judgements

Able to meet service users at education providers as part of our review activities
Methods of involvement in programmes

- Often established central groups drawn upon by programmes to provide specific involvement
- Often frameworks set at the education provider level
- Across our assessments, service users and carers were normally involved in:
  - A wide range of learner-facing areas (admissions, delivery of content, assessments and fitness to practice panels)
  - Governance
  - Quality improvement
  - Research (less frequently)
Key findings – positive findings

- All education providers involved service users and carers in some way at the institution and/or programme level
- Most education providers were able to demonstrate how involvement positively impacted on learning linked to the SOPs
- Involvement was most effective when it was considered as a key part of institution/division strategy
- Education providers had often identified gaps in this area, where they were present, and were working to address these gaps
Key findings – challenges

Some education providers were less developed than we expected

There were several common pitfalls in approaches to involving service users and carers

There were some sustainability issues

Recruitment and retention can be an issue
Challenges – underdevelopment

Education providers did not routinely set out a clear vision or provide clarity about what they were trying to achieve:
- Misunderstanding what good engagement looks like
- Finding it difficult to articulate who relevant service users and carers are
- Not sufficiently reflecting on developments and challenges in this area

Findings from our annual year in registration survey:
- 9% of respondents reporting they did not engage with service users in the academic setting
- 6% disagreeing that service users supported learning in a structured way

We found that all education providers met / maintained this standard at the threshold level.
Challenges – common pitfalls

<table>
<thead>
<tr>
<th>Reliance on a small number of individuals</th>
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<tbody>
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<td>Too narrow a range of experiences within service user groups</td>
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<td>Ill-defined staff responsibilities to support, integrate, and optimise</td>
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<td>Uncoordinated approaches to involvement</td>
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<tr>
<td>• Not underpinned by clear objectives / a service user strategy</td>
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<td>• Lacking required resources to support</td>
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<td>Impact of involvement was not evaluated in a structured way</td>
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Challenges – sustainability

Good practices reside with individuals (service users and / or staff)

• Not through policies and structures
• Momentum is lost when people move on

Institutionalisation of service users and carers

• Balancing institution knowledge which enables contribution vs over-institutionalisation
• Service users begin to feel like / be treated as ‘staff’
• This can affect the ability of individuals to contribute to topics with the service user and carer perspective

Recruitment / retention

• Problems sometimes presented as an explanation for small groups or narrow ranges of experiences
• Problem to be solved to improve service user and carer involvement
## Good practice

### Roles responsible for service user and carer involvement
- Lead roles – developing involvement strategy
- Co-ordinator roles – manage involvement and logistics

### Measuring success embedded into reporting

### Payment above and beyond expenses
- This is seen by some service users as essential, rather than ‘good practice’

### Support
- Training and preparation for sessions
- Practical support for attendance

### Contingency planning if things go wrong

### Wellbeing considerations built into sessions

### Feedback acted on
- To further embed involvement
- Closing the feedback loop
Future developments / continued work

Reflective point for all education providers through our monitoring assessments

Reviewing our standards of education and training (SETs)

• Service user involvement standard set at a baseline level – is it time to develop this further?
Q&A / discussion
Further reading / materials

- [Education annual report](#) (pages 67, and 103-107)
- [Year in Registration survey 2023 - highlights report | (hcpc-uk.org)](#) (page 7-8)
- [Professional bodies](#)
## Webinars

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Sign up link / materials</th>
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<tbody>
<tr>
<td>Changing profile of education provision</td>
<td>16 May</td>
<td><a href="#">Link</a></td>
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<tr>
<td>Programme capacity</td>
<td>21 May</td>
<td><a href="#">Link</a></td>
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<tr>
<td>Changing learning, teaching and assessment methods</td>
<td>13 June</td>
<td><a href="#">Link</a></td>
</tr>
<tr>
<td>Interprofessional education</td>
<td>18 June</td>
<td><a href="#">Link</a></td>
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<tr>
<td>EDI initiatives</td>
<td>9 July</td>
<td><a href="#">Link</a></td>
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<td>Service users and carers - sustainability of involvement</td>
<td>17 July</td>
<td><a href="#">Link</a></td>
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<td>Embedding the revised standards of proficiency</td>
<td>8 August</td>
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