

Education team Performance report – ETC March 2026

Report date 23 February, data correct 16 February

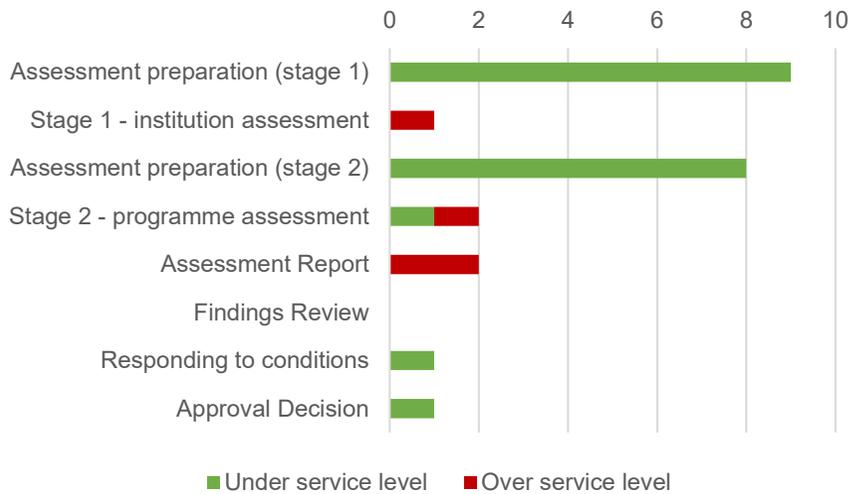
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KPI summary and narrative

Performance measure	What does this tell us?	RAG rating description	Current performance	Commentary	
Percentage of active case within service levels (live cases) (<u>timeliness</u>)	Whether we are progressing <u>live cases</u> in a timely manner	Red <80% Amber 80-90% Green >90%	▶	<ul style="list-style-type: none"> Performance against this KPI has maintained at amber, with 80% of active assessments within process stage-based service levels. This KPI has not been rated green for over 12 months. We have reduced the number of live assessments by 21 from the last report, by concluding assessments through ETP. We presented a paper on updating service levels and KPIs to ELT in January, which has been presented to March ETC for approval in a separate paper. 	
Observations across processes (<u>quality</u>)	In the <u>last three months</u> , whether assessment outcomes have been objected to by providers	Red >10% Amber 5-10% Green >5%	▲	<ul style="list-style-type: none"> In the last three months, we have received observations on 4% of cases. No changes were made to outcomes by ETP based on these observations, which means the initial recommendations made were fair. 	
<u>Time taken</u> through the approval process (stage conclusion)	In the <u>last three months</u> , whether we have delivered cases to conclusion in a timely manner	Red >5 months Amber 4-5 months Green <4 months	▶	Performance has maintained at red – we have recently concluded assessments for programmes with January 2026 start dates, and as some of these assessments took longer than our service levels, this KPI has been affected. The number behind the RAG rating has reduced, as per slide 3.	
Approvals subject to conditions (<u>quality</u>)	In the <u>last three months</u> , whether we have supported providers to meet our standards through a frontloaded processes	Red >30% Amber 20-30% Green <20%	▶	We have set conditions on one assessment in the last three months, which is within the target for the KPI.	
<u>Time taken</u> to complete the performance review process	In the <u>last three months</u> , whether we have delivered cases to conclusion in a timely manner	Red >6 months Amber 5-6 months Green <5 months	▶	We concluded four assessments in the last three months – which took longer than our target due to our focus on approving new programmes for January start dates, and complexity within performance review assessments.	
Percentage of <u>quality</u> checks completed	In the <u>last month</u> , whether we have ensured quality at key process points via mandatory quality checks	Red <95% Amber 95-99% Green 100%	▶	<ul style="list-style-type: none"> We expect a high level of compliance with mandatory internal quality checks. In the last month, 100% of quality checks were carried out at the required time. 	
Spot check outcomes (<u>quality</u>)	Findings from the <u>last month</u> of quality checks, showing performance linked to administration, timeliness and quality	Red <80% Amber 80-90% Green >90%	Administrative	▼	<ul style="list-style-type: none"> Performance has reduced across two areas (administrative and quality). The primary reason for this is lack of engagement with professional bodies through assessments (or there not being a record of contact) – intention of engagement is to inform assessments, but without this input, we still undertake good assessments. Fix applied immediately - now require recording of engagement in a structured and reportable way. Taking these issues out, the quality-based measure KPI would be amber rated.
			Timeliness	▶	
			Quality	▼	
			Overall	▼	

Approval process – performance

Number of active cases - by case stage



Active cases

- There are currently four assessments which are outside of service levels (down from six in the last report) – these are generally due to complexities arising for assessments of degree apprenticeship programmes having not secured an employer, which is a key requirement of our standards
- Most assessments are in ‘preparation’ stages – where we are supporting education providers to provide their submissions. Submissions will be received over the next few months, which will change the work of the team from focusing on pre-submission support to active assessment.

Conditions applied on approval

- An explicit aim of moving to our current quality assurance model was to frontload regulatory burden and reduce the number of formal ‘conditions’ applied when approving programmes.
- We still hold providers and programmes to the same high standards, but work with them to fix problems early, rather than resorting for formal requirement setting through conditions.
- We have set conditions for one assessment within the three month period, which is within our service levels.

Observations

- Low levels of observations show process outcomes are acceptable to providers, and that we have undertaken a fair assessment.
- We have received observations for the assessment where we set conditions in the three month period – these observations were provided to ETP and no changes were made based on the observations, which shows the pre-ETP decision making was sound.

Completed cases

Period	Number competed	Conditions set (% of cases)	Observations received (% of cases)	Stage 1 age at stage conclusion (months)	Stage 2 age at case conclusion (months)
Last month	3	▲ 33	▲ 33	N/A	▼ 4.8
Last 3 months	10	▲ 10	▲ 10	▼ 6.2	▲ 5.7
Target		Less than 20%	Less than 5%	3 months	4 months

Approval duration

- We concluded three assessments in January, and the conclusion age for these assessments was closer to the service level than in previous months. This is also reflected in a reduction in the three month figure.
- In the three month period, we took longer than intended through stage 1 of the process for one assessment. These assessments are for new education providers to the HCPC, and are often highly complex due to us approving institution level standards for the first time.
- This judgement underpins how we will view the institution through all future approval and monitoring activities, and therefore it is important that we make high quality judgements through this process stage.
- We consider it reasonable that these assessments take longer than the current target of three months, and therefore this is a KPI that has been reviewed within current KPI development proposals (submitted as a separate paper).

Professional pipeline

- We include this information to provide insight about learner number changes into the professions we regulate.
- Through our processes, we capture proposed learner numbers for each programme, at the point of approval and through our performance review assessments – figures presented through this table are not actual learner numbers, but are the maximum capacity we would expect programmes to be operating at.
- This data and information can be used by commissioning organisations and others to understand capacity within approved and proposed programmes.
- The work with our Insight and Analytics team to match pass lists registrant data is close to being concluded, which should give a fuller picture of how capacity translates to the number of individuals with approved qualifications, and the number who then become registered.

Programme capacity

- Most professions have increased capacity in the last 12 months, and are predicted to increase capacity further if proposed programmes become approved.
- Within current commissioning systems, there is a potential overall increase in capacity of 6%.
- Some professions have a larger increase in potential capacity change, notably occupational therapists (12%) and biomedical scientists (10%).

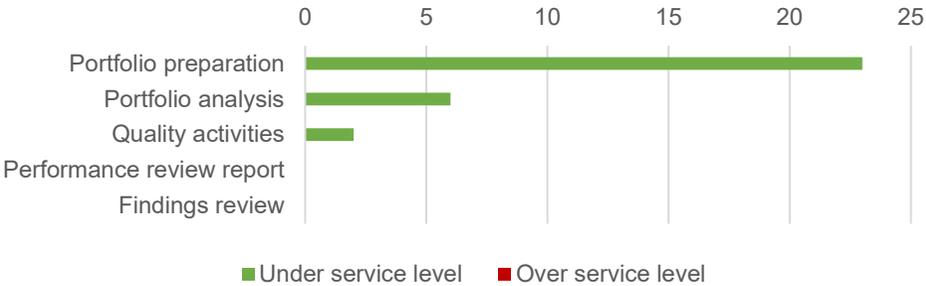
New programmes

- New programmes are currently being developed in all professions except clinical scientists and prosthetists/orthotists
- There are no programmes currently proposed in Northern Ireland or Wales.

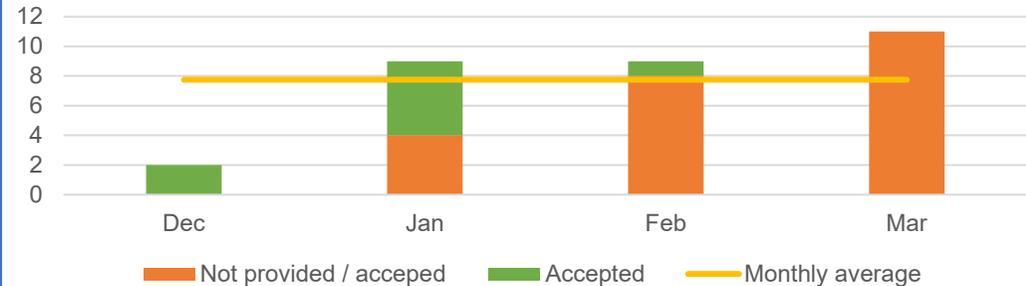
Profession	Yearly capacity of approved and open programmes	Capacity change in the last 12 months (new programme numbers - closed programme numbers)	% change	Proposed programmes	Difference between future closures and proposed programmes	Potential capacity change, 12 months ago to future	% potential change
Arts therapist	887	-	0%	3	30	30	3%
Biomedical scientist	2,760	145	5%	8	124	269	10%
Chiropodist / podiatrist	1,182	61	5%	2	40	101	9%
Clinical scientist	970	-	0%	0	-	-	0%
Dietitian	1,889	70	4%	2	30	100	5%
Hearing aid dispenser	1,147	65	6%	1	20	85	7%
Occupational therapist	6,546	637	10%	6	135	772	12%
Operating department practitioner	2,361	30	1%	2	40	70	3%
Orthoptist	276	-	0%	1	20	20	7%
Paramedic	7,094	215	3%	2	85	300	4%
Physiotherapist	8,674	333	4%	3	60	393	5%
Practitioner psychologist	3,737	154	4%	5	128	282	8%
Prosthetist / orthotist	140	-	0%	0	-	-	0%
Radiographer	5,514	20	0%	3	95	115	2%
Speech and language therapist	2,760	145	5%	3	70	215	8%
Total	45,937	1,875	4%	41	877	2,752	6%

Performance review process

Number of active cases - by case stage



Portfolios received / outstanding (2025-26 AY)



Completed cases

Period	Completed	Observations received (% of cases)	Age at case conclusion (months)
Last month	1	0	▲ 9.8
Last 3 months	4	0	▲ 9.2
Target		Less than 5%	5 months

Next review period outcomes



Current activity

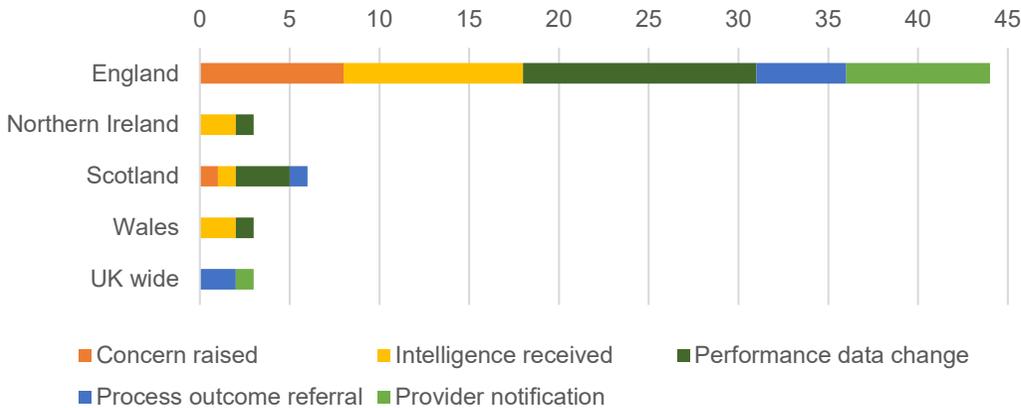
- We have started receiving submissions from education providers for the 2025-26 academic year, with eight out of 31 submissions received – this means we are now moving from helping education providers to prepare their submissions, to active assessment within the team.

Review outcomes

- We have concluded the final outstanding assessment for the 2024-25 academic year, which was submitted to the ETCP for consideration in January – this assessment took substantially longer than the target of five months, due to complexities in the assessment and reporting.
- We concluded four assessments in the last three months – which took longer than our target due to the reasons outlined above.
- Variance in outcomes is driven mainly by provider type, which is mainly driven by providers not being included in HEI data returns, and not establishing a data supply through the process.
- To remain confident with provider performance, we rely on regular supply of data and intelligence to help us understand provider performance outside of the periods where we directly engage with them.

Focused review process

Focused review triggers - 12 months



Number of active cases - by case stage



Cases – received and completed

Period	Triggers received	Review required %	Number completed (full process)	Observations received (% of concluded cases)	Age at case conclusion (months)
Last month	4	tbc	9	▶ 0	▼ 9.1
Last 3 months	17	24	10	▲ 0	▼ 9.1
Target		50%		5%	5 months

- The two case stages for which we have most direct control within the team are the notification (initial triage) and report stages.
- Continued good progress has been made with concluding focused review assessments with the number of open assessments down by ten to 28 since the last report (and down from a high of 43 in December).

Regarding workflow through the process, and service levels - compared to the last report:

- Significantly reduced assessments in the notification stage (from 23 to five).
- Reduced the number in the review preparation stage from five to four – all of these are over service levels, but are complex assessments where education providers have needed more time to respond.
- Increased the number in the report stage – which shows that assessments are progressing, but there is a bottleneck in reporting.

The 'review preparation' and 'exploring quality impact' stages can take longer than our service levels, depending on education provider engagement and the complexity of the assessment – we have reviewed these service levels and proposed changes through our work to review KPIs.

Assurance and current focus

Current focus	Risks and issues	QA audit ratings		Recommendations delivered
<ul style="list-style-type: none"> Delivering a clean slate early in this calendar year, to enable performance review assessments which have started to be submitted. Planning and undertaking approval assessments for September 2026 start dates. Apprenticeship programmes – review of employer arrangements. 	<ul style="list-style-type: none"> Continued increase in complexity in our work, often driven by sector changes such as the NHS 10 year plan for England. Engagement activity providing additional insight, which needs considering and acting on. 	Approval		✓
		Performance review		✓
		Focused review		In progress
		Programme records		✓
		Spot checks		✓

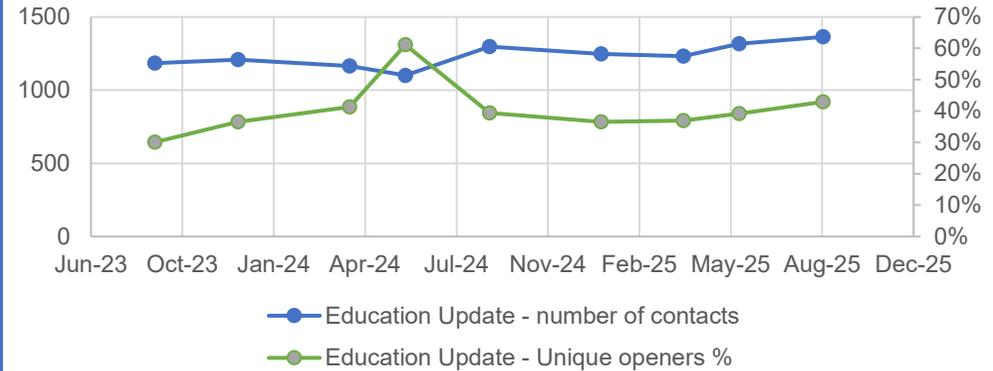
Continuous improvement activity		
Planned	In progress	Completed (last three months)
	Delivery of process improvements following audit of focused review process (Q4)	
	Ensure an accurate and auditable picture of closed programme records (Q4)	
	Establish EQO peer review of reports for quality checking (Q3-4)	

Stakeholder engagement

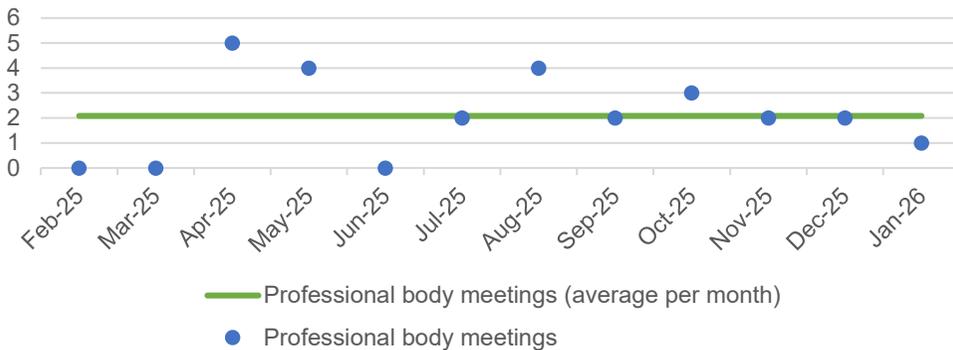
Education provider / other stakeholder 1-2-1 meetings



Education Update e-newsletter engagement



Professional body 1-2-1 meetings



Highlights

- Annual meeting with Council of Deans of Health members
- Education Update e-newsletter sent to programme, quality and senior education provider contacts
- Multiple engagement activities linked to the SETs review consultation
- Contributed to cross-regulator consideration of AI in education, and the use of data in decision making (published Feb 2026)
- Continued work to establish formal information sharing with professional bodies – now established arrangements with **twelve** professional bodies

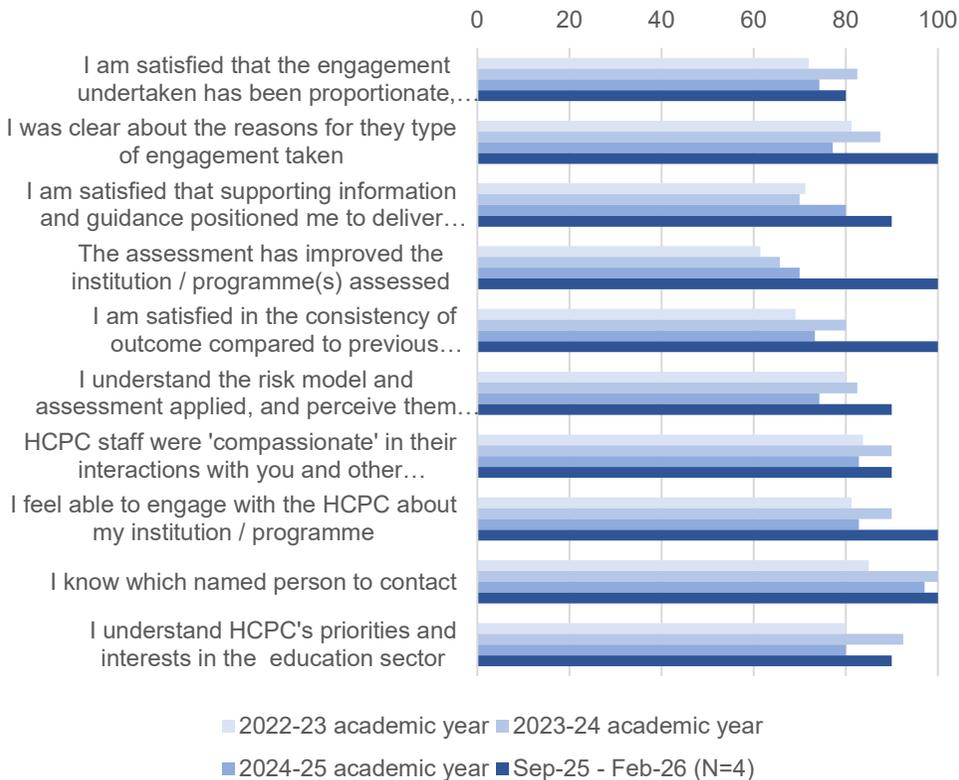
We recently undertook an exercise to define key our stakeholder organisations, to ensure that we have established relationships with these organisations for the benefit of our education quality assurance work. Our findings were:

- We had already established good relationships with most organisations that we need – for example, professional bodies, commissioning organisations, and sector bodies.
- We identified a small number of organisations to establish relationships with, and now have specific actions to identify key contacts at those organisations to enable cross sector working.

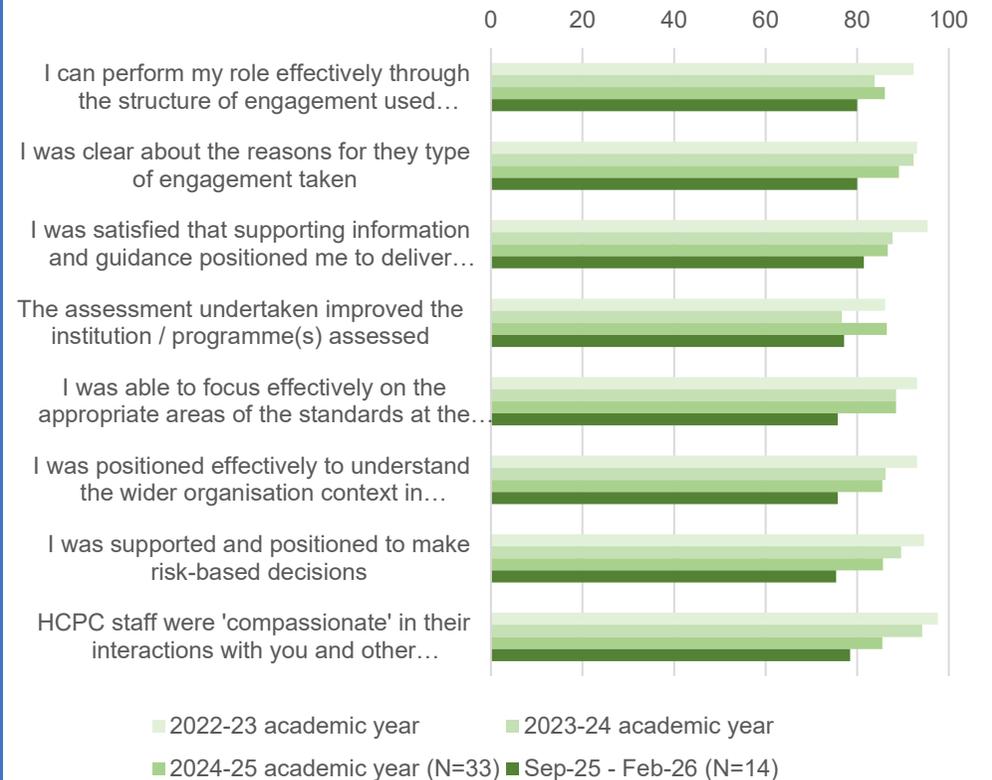
Stakeholder feedback

- This data is from a post-process survey, and is collated since we started running in September 2022. We have included this information to show stakeholder experience of our processes – the generally high satisfaction ratings should be seen as a positive.
- The partner satisfaction ratings have been significantly impacted by two respondents who ‘strongly disagreed’ with all statements.
 - No further information was provided in free text these responses, and it has not been possible to find the specific individuals to address any concerns - we consider it likely that the respondents chose the wrong end of the scale, as strongly disagreeing with all statements is very unusual, and team members are not aware of issues through work with partners
 - Following a discussion at the last ETC, we have reviewed responses in more detail for the last 12 months. Excepting the two strongly disagree responses, 94% of responses agreed with statements, 4% were neutral, and 2% disagreed
 - Themes from free text feedback were: many documents submitted to consider, engagement with partners not always being timely, back and forth to reach conclusions, and a long overall timeframe for the assessment
 - In terms of HCPC staff being ‘compassionate’, again excepting the two strongly disagree responses, there was 85% agreement, 10% neutral, and 5% not sure. The not sure response can likely be attributed engagement with the education provider not all being visible to the partner

Education provider satisfaction rating



Partner satisfaction rating



Appendix – historical performance

