Item 11

hcpc health & care professions council

Education and Training Committee

Meeting Date	04 March 2026
Title	Education key performance indicator (KPI) review
Author(s)	Jamie Hunt, Head of Education
Executive Sponsor	Andrew Smith, Executive Director of Education, Registration & Regulatory Standards

Executive Summary

We set out our current KPIs when developing our current quality assurance model, which went live in September 2021. Although we have tweaked them in this time, we have not undertaken a full review to date. Since implementation, we have developed our understanding of what is normal and achievable through delivery of our activities, and note that current KPIs do not cover all four pillars of our education quality assurance (QA) model.

In developing our KPIs and performance reporting, we aim to enable clearer understanding of team performance, ensuring we are focused on our core regulatory functions (approving and monitoring education providers and programmes), whilst linking to the four underpinning pillars of our education quality assurance model.

Action required	The Committee is asked to consider and approve the proposal or recommendation.
	If accepted, the proposals will mean a changes to KPI reporting, to both the Executive Leadership Team (ELT) and the ETC.
Previous consideration	Considered by the ELT in January 2026, and agreed to submit to the ETC for consideration in March 2026.
Next steps	Updated performance reports submitted to the ELT and the ETC following agreement by the ETC.
Financial and resource implications	There are no financial implications for these proposals, but there will be some internal resourcing impact to produce a new KPI report, and produce an annual report on the functioning of the model. This impact is manageable within current Education team resourcing.
Associated strategic priority/priorities	Continuously improve and innovate
	Build a resilient, healthy, capable and sustainable organisation

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Associated strategic risk(s)	1. We are unable to deliver our regulatory requirements effectively in a changing landscape, affecting our ability to protect the public 5.a The resources we require to achieve our strategy are not in place or are not sustainable
Risk appetite	Regulation - measured
Communication and engagement	We have flagged our intention to update KPIs through ELT and ETC performance reports, and have had some conversations through presentation of the performance report at ETC. The ELT and ETC are aware that we were planning a proposal to change KPIs.
Equality, diversity and inclusion (EDI) impact and Welsh language standards	None.
Other impact assessments	None.
Reason for consideration in the private session of the meeting (if applicable)	Not applicable

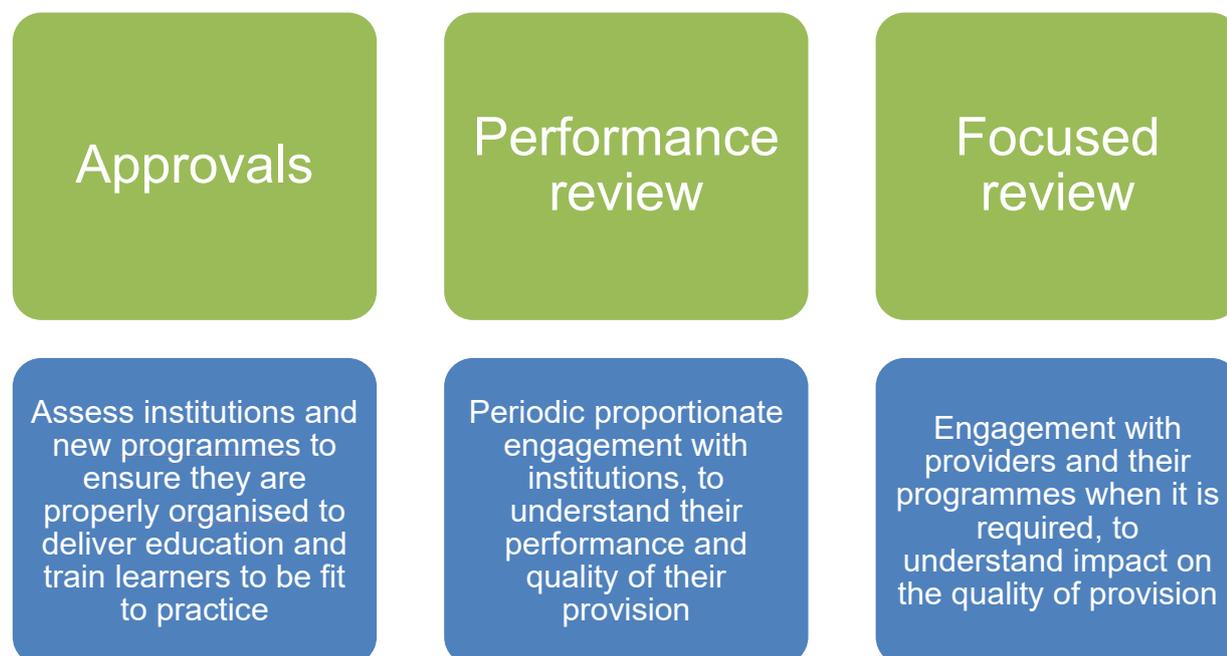Item 11

Education KPI review

1. Background

Team responsibilities
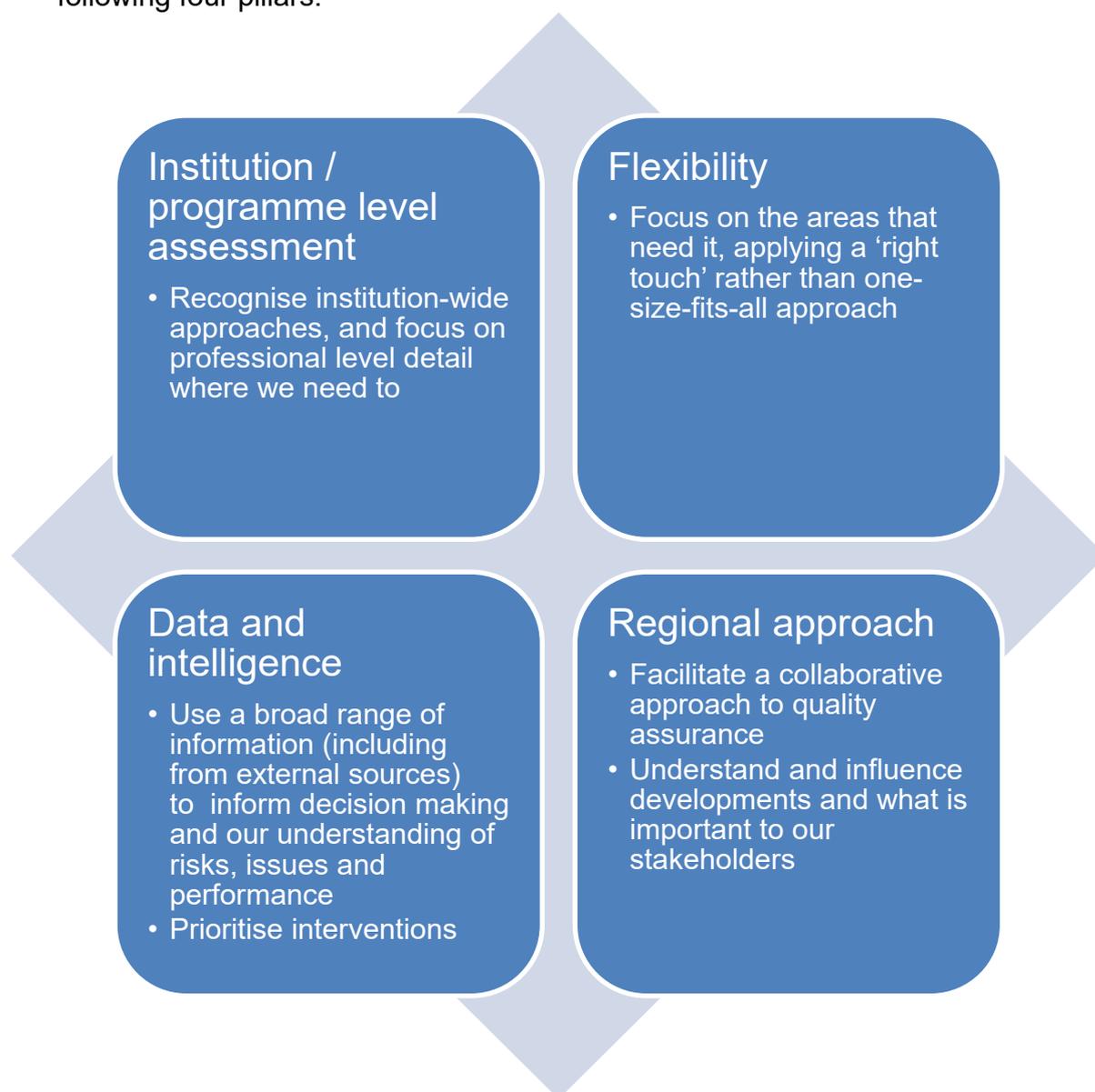
1.1   The Education team is responsible for:

   1.1.1   The approval and monitoring of education providers, and programmes that lead to registration via the UK application route, against the standards of education and training

   1.1.2   Strategic and operational engagement with education stakeholders, including education providers, professional bodies, and sector bodies involved in the quality of education and training, to inform our view of education quality and to contribute to sector initiatives

   1.1.3   Key contributions to proactive and responsive organisational activity, such as the review of the standards of education and training, the regulation of artificial intelligence, and the NHS 10 year plan

Our quality assurance model

1.2   The three main operational processes are:

Approvals	Performance review	Focused review
Assess institutions and new programmes to ensure they are properly organised to deliver education and train learners to be fit to practice	Periodic proportionate engagement with institutions, to understand their performance and quality of their provision	Engagement with providers and their programmes when it is required, to understand impact on the quality of provision

1.3   The operation of our education quality assurance model is underpinned by the following four pillars:

Institution / programme level assessment
- Recognise institution-wide approaches, and focus on professional level detail where we need to

Flexibility
- Focus on the areas that need it, applying a 'right touch' rather than one-size-fits-all approach

Data and intelligence
- Use a broad range of information (including from external sources) to inform decision making and our understanding of risks, issues and performance
- Prioritise interventions

Regional approach
- Facilitate a collaborative approach to quality assurance
- Understand and influence developments and what is important to our stakeholders

Current KPI reporting

1.4   We set out our current KPIs when developing our current quality assurance model, which went live in September 2021. Although we have tweaked them in this time, we have not undertaken a full review since implementing the model.

1.5   We current report the following KPIs to ELT and ETC. Within the tables below, we have noted which of the four pillars each KPI links to.

Performance measure	What does this tell us?	RAG rating description	Linked pillar
Percentage of active case within service levels (live cases) (timeliness)	Whether we are progressing live cases in a timely manner	Red <80% Amber 80-90% Green >90%	Flexibility

Observations across processes (quality)	In the last three months, whether assessment outcomes have been objected to by providers	Red >10% Amber 5-10% Green >5%	Flexibility
Time taken through the approval process (stage conclusion)	In the last three months, whether we have delivered cases to conclusion in a timely manner	Red >5 months Amber 4-5 months Green <4 months	• Institution / programme level assessment • Flexibility
Approvals subject to conditions (quality)	In the last three months, whether we have supported providers to meet our standards through a frontloaded processes	Red >30% Amber 20-30% Green <20%	Flexibility
Time taken to complete the performance review process	In the last three months, whether we have delivered cases to conclusion in a timely manner	Red >6 months Amber 5-6 months Green <5 months	• Institution / programme level assessment • Flexibility
Percentage of quality checks completed	In the last month, whether we have ensured quality at key process points via mandatory quality checks	Red <95% Amber 95-99% Green 100%	Flexibility
Spot check outcomes (quality)	Findings from the last month of quality checks, showing performance linked to administration, timeliness and quality	Red <80% Amber 80-90% Green >90%	Flexibility

1.6　We currently report the following KPIs to Council

Performance measure	What does this tell us?	RAG rating description	Linked pillar
Percentage of assessments resulting in conditions / formal requirements	Whether we have worked effectively to help providers meet our standards and frontloaded addressing issues with providers, rather than setting formal requirements later in the process	Red >25% Amber 20-25% Green <20%	Flexibility
Time taken to provide process reports to the education provider from the conclusion of quality activities	Whether we deliver reports to providers in a timely manner and have a team in place which is capable and supported to produce high quality reports Whether we are meeting our statutory obligation linked to the provision of approval reports to education providers within one calendar month	Red >36 days Amber 31-35 days Greed <30 days	Flexibility

1.7 Since implementation of our QA model, we have developed our understanding of what is normal and achievable through delivery of our activities. These expectations have been influenced by the following:

    1.7.1 Complexity of assessments has increased significantly, and across the board – and we expect continued and further complexity, and increased operational activity, due to external drivers

    1.7.2 Engagement undertaken has given us more insight which needs to be acted on in line with our regulatory role, enabling us to effectively manage risk

1.8 Current KPIs do not cover four pillars of our education QA model. Some KPIs only tangentially link to one of the pillars, and 'data and intelligence' and 'regional approach' are not covered at all.

1.9 Although measures are currently not aligned across ELT / ETC and Council KPIs, we are not proposing changing the Council KPIs at this stage. Once the new corporate strategy is agreed, we will refresh the Education KPIs reported to Council when all KPIs reported to Council are reviewed.

2. Proposal

Aim

2. Enable clearer understanding of team performance, ensuring we are focused on our core regulatory functions (approving and monitoring education providers and programmes), whilst linking to the four underpinning pillars of our education quality assurance model.

Proposed changes to team performance reporting – summary

2.1 In proposing changes to KPIs, we have:

    2.1.1 Reorganised KPIs against our operational processes (approvals, focused review, and performance review), and have included KPIs linked to engagement with the education sector as this has a significant impact on our core operational processes.

    2.1.2 Introduced new KPIs relating to performance against the four pillars that underpin our QA model, and linked existing KPIs to the pillars where possible.

    2.1.3 Adjusted targets based on increasing complexity, and our experience of running the current Education QA model for a four year period – this was done by reviewing more granular assessment stage service levels (ie the length of time expected through specific assessment actions. An example of this is how long we give our partners to review documentation and provide us with written feedback).

    2.1.4 Preferred a median average, as medians are best used when there are significant outliers in data[1]. This aligns with reporting in FtP and Registration.

2.2   In the table below, we have listed all KPIs that we will use to monitor performance, but not all KPIs will be reported to ELT / ETC / Council. This proposal increases the number of KPIs reported to ELT and ETC from 7 to 11, which are broken down into the report with five KPIs reported across assessment processes (on one slide), and 1-2 KPIs added to the approval, performance review, focused review, stakeholder engagement, and stakeholder feedback slides. We have included real data for the proposed KPIs and report format in the appendix to this paper. Slides highlighted in purple replace equivalent slides in the current performance report.

2.3   The KPIs follow each of our core process (approvals, focussed reviews and performance reviews). We have included a column to show where these KPIs will be considered / reported. We are proposing that the reports to ELT and ETC are kept consistent with each other (as per the current reports).

2.4   We also propose providing an annual report on how the Education QA model is functioning. This differs from team performance linked to operational and stakeholder engagement activity, as it will consider how each of the model pillars are being delivered on a broader basis, and consider how improvements can be made.

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[1] For example, there was a range from 2 months to 14 months in the last 12 months for the 'time taken through the approval process' KPI data

Proposed changes to team performance reporting – detail

Cross operational process

Performance measures that relate to all three (approvals, focussed reviews and performance reviews) operational processes

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Active assessments within service levels	Timeliness	Whether we are progressing live assessments in a timely manner	Assessments within service levels: • Red <80% • Amber 80-90% • Green ≥90%	Reviewed some internal service levels, which changes the thresholds to be met	All	X	X	X	
Data used within assessments	Quality	In the last 3 months, whether we have used data available to inform our regulatory decision-making	Assessments where available data used: • Red >90% • Amber 90-95% • Green ≥95%	• New measure • Start reporting to ELT and ETC in the exec summary	Data and intelligence	X	X	X	
Observations received from education providers	Quality	In the last 12 months, whether assessment outcomes have been objected to by providers	Assessments with observations: • Red >10% • Amber 5-10% • Green ≤5%	Increased the period from 3 to 12 months, as small numbers can have a large impact when measured on a shorter timeframe. This gives a better sense of our performance across a longer period	Flexibility	X	X	X	

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Time taken to provide assessment reports to the education provider from the conclusion of quality activities	Timeliness	In the last 3 months, whether we • Have a team in place which is capable and supported to produce high quality reports • Met our statutory obligation to provide approval reports within one calendar month	Median average of time taken to produce reports: • Red >28 days • Green ≤28 days	• Changed RAG threshold, so anything over 28 days is marked as red (as this is a statutory deadline), and removed amber • Provide the median (rather than the existing mean), as the use of the median aligns with FtP and Registration performance reporting • Start reporting to ELT and ETC in the exec summary	All	X	X	X	X
Partners consider that assessments are properly focused for the situation	Quality	In the last 12 months, whether our partners consider that they were able to focus on the right standards at the right time	Satisfaction rating (from post-assessment survey): • Red >70% • Amber 70-80% • Green ≥80%	New measure	Institution / programme level assessment	X			

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Education providers consider that our assessments are appropriately focused	Stakeholder feedback	In the last 12 months, whether education providers consider assessments were proportionate, meaningful, and appropriate to achieve regulatory outcomes	Satisfaction rating (from post-assessment survey): • Red <70% • Amber 70-80% • Green ≥80%	New measure	Flexibility	X			
Spot check outcomes	Quality	Findings from the last month of quality checks, showing performance linked to administration, timeliness and quality	Checks meeting assessment criteria: • Red <80% • Amber 80-90% • Green ≥90%	None	All	X	X	X	

We have decided to remove the 'percentage of quality checks completed' KPI, because it is not possible to progress assessments unless these quality checks are complete (ie we can only move an assessment forward within our system if relevant quality check field(s) are completed). Since reporting on this service level, it has always been met at 100%. Both of these points taken together mean that this KPI does not provide meaningful information about our performance.

Approval process

Assess institutions and new programmes to ensure they are properly organised to deliver education and train learners to be fit to practice

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Percentage of approval assessments that are executive-led through the institution level	Quality	In the last 12 months, we have met our expectations of flexible assessment, by recognising education-provider wide approaches previously assessed	Percentage of assessments with an exec-led stage 1: • Red <80% • Amber 80-90% • Green >90%	New measure	Institution / programme level assessment	X			
Quality of approval request triage decision	Quality	In the last 12 months, judgements made at approval assessment triage are of good quality, meaning there were no gaps in our regulatory assessment	Percentage of spot checks meeting quality criteria: • Red <90% • Amber 90-95% • Green ≥95%	New measure	Institution / programme level assessment	X			

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Approvals subject to conditions	Quality	In the <u>last 12 months</u>, whether we have supported providers to meet our standards through a frontloaded processes	Percentage of assessments with conditions: • Red >30% • Amber 20-30% • Green ≤20%	• Increased the period from 3 to 12 months, as small numbers can have a large impact when measured on a shorter timeframe. • This gives a better sense of our performance across a longer period • Remove from the executive summary, but maintain in the approval process level detail section	Flexibility	X	X	X	X

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Time taken through approval assessments – stage conclusion	Timeliness	In the <u>last 3 months</u> and <u>the last 12 months</u>, whether we have delivered the institution and programme level assessment stages in a timely manner	Median average number of months from submission to end of stage outcome: • Red >5 months • Amber 4-5 months • Green ≤4 months Service levels apply to the following process stages: • Visitor led stage 1 – submission to institution-level approval decision • Stage 2 – submission to report to provider (approval decision or conditions)	• Count time taken from submission (current start point) to report finalised (earlier point) – currently count stops when ETCP reviews findings (which is not in our control as meetings are fixed) • Timing based on revised assessment stage service levels • Defined that the KPI apples to both visitor-led stage 1, and stage 2 assessments • Provide the median (rather than the existing mean), as the use of the median aligns with FtP and Registration performance reporting • Remove from the executive summary, but maintain in the approval process level detail section	All	X	X	X	

Performance review

Periodic proportionate engagement with institutions, to understand their performance and quality of their provision

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Time taken to complete the performance review process	Timeliness	In the last 3 months and the last 12 months, whether we have delivered assessments to conclusion in a timely manner	Median average number of months from submission to report sent • Red >6 months • Amber 5-6 months • Green ≤5 months	• Count the time taken from submission (current start point) to report finalised (earlier point) – currently count stops when the ETCP reviewed the findings (which is not in our control as meetings are fixed) • Timing based on revised assessment stage service levels • Provide the median (rather than the existing mean), as the use of the median aligns with FtP and Registration performance reporting • Remove from the executive summary, but maintain in the approval process level detail section	All	X	X	X	

Focused review

Engagement with providers and their programmes when it is required, to understand impact on the quality of provision

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Proactive review of external data	Timeliness	Whether we have acted on data received, to ensure timely action with education providers where required	Months from supply of data[2] to initial triage decisions: • Red >3 • Amber 2-3 • Green ≤2	New measure	Data and intelligence	X			
Time taken to complete focused review assessments	Timeliness	In the last 3 months and the last 12 months, whether we have delivered assessments to conclusion in a timely manner	Median average number of months from submission to report sent • Red >8 months • Amber 7-8 months • Green ≤7 months	• New measure • Timing based on revised assessment stage service levels • Provide the median (rather than the mean for similar existing KPIs), as the use of the median aligns with FtP and Registration performance reporting • Remove from the executive summary, but maintain in the approval process level detail section	All	X	X	X	

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[2] Higher Education Statistics Agency (HESA) and National Student Survey (NSS) data

Stakeholder engagement

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Professional body engagement	Stakeholder engagement	In the <u>last 3 months</u>, we have engaged with professional bodies, to discuss matters of education quality	Number of meetings held: • Red <2 • Amber 2-5 • Green ≥6	New measure	Data and intelligence	X			
Engagement preferences of education providers	Stakeholder engagement	Whether we understand the regular engagement preferences of education providers, enabling good engagement with them	Percentage of education providers with a preference recorded: • Red <80% • Amber 80-90% • Green ≥90%	New measure	Regional approach	X			
Face to face engagement	Stakeholder engagement	In <u>the last quarter</u>, whether we have met our expectations of face-to-face engagement with education providers	Number of face-to-face engagement events: • Red <2 • Amber 2-4 • Green ≥5	New measure	Regional approach	X			

Performance measure	Type of measure	What does this tell us?	RAG rating description	Change	Linked pillar	Reported to			
						Internal	ELT	ETC	Council
Engagement with our regular e-newsletter	Stakeholder engagement	For the last edition, key information within our Education Update newsletter reached key contacts at education providers	Newsletter open rate: • Red <30% • Amber 30-40% • Green ≥40%	• New measure • Open rate RAG ratings are based on historic figures, which average at 40% over the last two years • Reported through the stakeholder engagement page	National / regional approach	X	X	X	
Education providers consider that we are reachable, and understand our priorities	Stakeholder engagement	In the last 12 months, whether education providers consider they can engage with us, know who to contact, and understand our priorities	Satisfaction rating through stakeholder feedback survey: • Red >70% • Amber 70-80% • Green ≥80%	• New measure • Reported through the stakeholder engagement page	National / regional approach	X	X	X	

3.   Financial and resource implications

There are no financial implications for these proposals, but there will be some internal resourcing impact to produce a new KPI report, and produce an annual report on the functioning of the model. This impact is manageable within current Education team resourcing.

4.   Risk appetite

This proposal enables ELT and ETC to better understand the performance of the Education team, which enables better understanding of risk, and risk management, of the work of the team.

5.   Next steps

If the proposals are accepted by the ETC, we will update performance reports submitted to ELT and ETC through next meetings.

6.   Recommendation(s)

ETC is asked to consider and approve the proposal, including suggesting any changes to help the ELT and ETC better understand the performance of the Education team through regular reporting.

7.   Appendices

Appendix 1 is real data presented in the proposed report format, using the proposed KPIs. Slides highlighted in purple replace equivalent slides in the current performance report.

Contact for further information:
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Slides highlighted in purple replace equivalent slides in the current performance report.

Education team Performance report (proposed KPIs) – ETC March 2026

Report date 23 February, data correct 16 February

Prepared by: Jamie Hunt, Head of Education
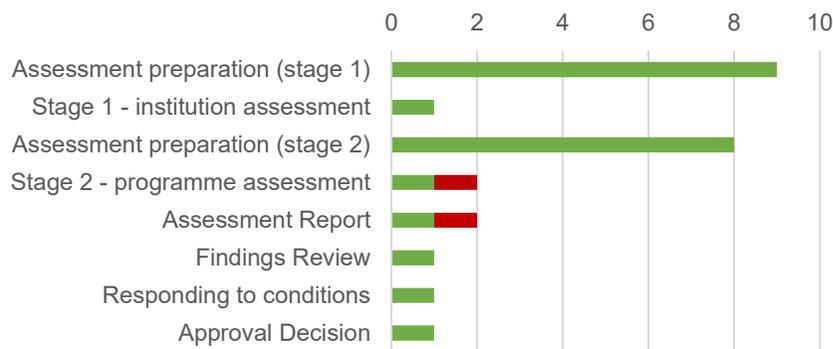
Cross assessment KPIs and narrative – proposed KPIs

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Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Active assessments within service levels (timeliness)	Whether we are progressing live assessments in a timely manner	All	Assessments within service levels: • Red <80% • Amber 80-90% • Green ≥90%	87%	• Performance against this KPI has maintained at amber - 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.
Data used within assessments (quality)	In the last 3 months, whether we have used data available to inform our regulatory decision-making	Data and intelligence	Assessments where available data used: • Red >90% • Amber 90-95% • Green ≥95%	100%	All assessments submitted to ETP in the last three months have used data, where data was available through our established returns.
Observations received from education providers (quality)	In the last 12 months, whether assessment outcomes have been objected to by providers	Flexibility	Assessments with observations: • Red >10% • Amber 5-10% • Green ≤5%	9%	• Low levels of observations show process outcomes are acceptable to providers, and that we have undertaken a fair assessment. • No changes were made to outcomes by ETP based on these observations, which means the initial recommendations made were fair. • This KPI is rated differently to the KPI in the current performance report, as this is based on 12 month (rather than 3 month) data.
Time taken to provide assessment reports to the education provider from the conclusion of quality activities (timeliness)	In the last 3 months, whether we: • Have a team in place which is capable and supported to produce high quality reports • Met our statutory obligation to provide approval reports within one calendar month	All	Median average of time taken to produce reports: • Red >28 days • Green ≤28 days	31 days	We are just outside of meeting this KPI – challenges are due to complexity in assessments being mirrored in report drafting. At times, this has meant multiple rounds of management review, and further clarifications needed from partners and education providers. We are currently considering how we can get further upstream to address challenges with report production, by improving our understanding of education approaches earlier in assessments.
Spot check outcomes (quality)	Findings from the last month of quality checks, showing performance linked to administration, timeliness and quality	All	Checks meeting assessment criteria: • Red <80% • Amber 80-90% • Green >90%	Administrative ▼72% Timeliness ►75% Quality ▼59% Overall ▼65%	• 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.

Approval assessments – proposed KPIs

Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Approvals subject to conditions (quality)	In the last 12 months, whether we have supported providers to meet our standards through a frontloaded processes	Flexibility	Percentage of assessments with conditions: • Red >30% • Amber 20-30% • Green ≤20%	2%	• 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 in the last 12, and therefore this KPI is green rated.
Time taken through approval assessments – stage conclusion (timeliness)	In the last 3 months and the last 12 months, whether we have delivered the institution and programme level assessment stages in a timely manner	All	Median average number of months from submission to end of stage outcome: • Red >5 months • Amber 4-5 months • Green ≤4 months	3-month figure 5.2 months 12-month figure 4.8 months	• We concluded 9 assessments in the last three months, and 45 in the last 12 months. • In future reports, we will be able to compare like for like figures for trend information.

Number of active cases - by case stage

	0	2	4	6	8	10
Assessment preparation (stage 1)						
Stage 1 - institution assessment						
Assessment preparation (stage 2)						
Stage 2 - programme assessment						
Assessment Report						
Findings Review						
Responding to conditions						
Approval Decision						

Under service level   Over service level

- There are currently 2 assessments which are outside of service levels – these are 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.

Professional pipeline

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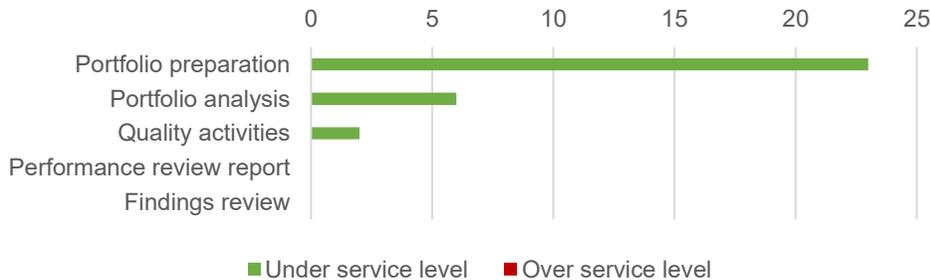
New programmes
- New programmes are currently being developed in all professions except clinical scientists and prosthetists/orthotists
- There are no programmes currently proposed in Northern Ireland or Wales.

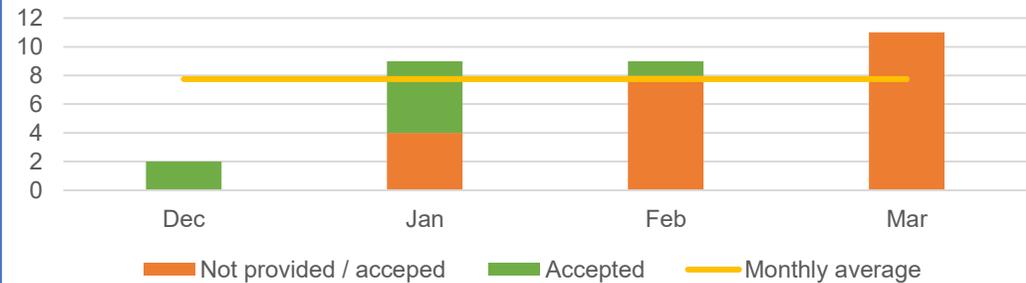| Profession	Yearly capacity of approved and open programmes	Capacity change in the last 12 months (new programme numbers - closed programme numbers)	% change	Proposed programmes	Difference between future closures and proposed programmes	Potential capacity change, 12 months ago to future	% potential 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 assessments – proposed KPIs

Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Time taken to complete the performance review process (timeliness)	In the last 3 months and the last 12 months, whether we have delivered assessments to conclusion in a timely manner	All	Median average number of months from submission to report sent • Red >6 months • Amber 5-6 months • Green ≤5 months	3-month figure 8.0 months 12-month figure 8.0 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. • At the point of the next ETC report, we may have started concluding assessments for the 2025-26 academic year, but as most assessments will be concluded later in the summer, performance against this KPI may not pick up until the September report.

Number of active cases - by case stage

Legend: ■ Under service level ■ Over service level

Portfolios received / outstanding (2025-26 AY)

Legend: ■ Not provided / acceped ■ Accepted — Monthly average

Next review period outcomes

Legend: ■ HEI ■ Ofqual regulated institution ■ Private provider ■ Professional body

Current activity
• We have started receiving submissions from education providers for the 2025-26 academic year, with 8 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
• Variance in outcomes is driven mainly by non-HEIs not being included in 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 assessments – proposed KPIs

Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)		Commentary
Time taken to complete focused review assessments (timeliness)	In the last 3 months and the last 12 months, whether we have delivered assessments to conclusion in a timely manner	All	Median average number of months from submission to report sent • Red >8 months • Amber 7-8 months • Green ≤7 months	3-month figure 4.1 months	12-month figure 2.6 months	• There is good performance in reviewing documentation when it is provided, and producing reports / sending those reports to case contacts

Number of active cases - by case stage

Legend: ■ Under service level ■ Over service level
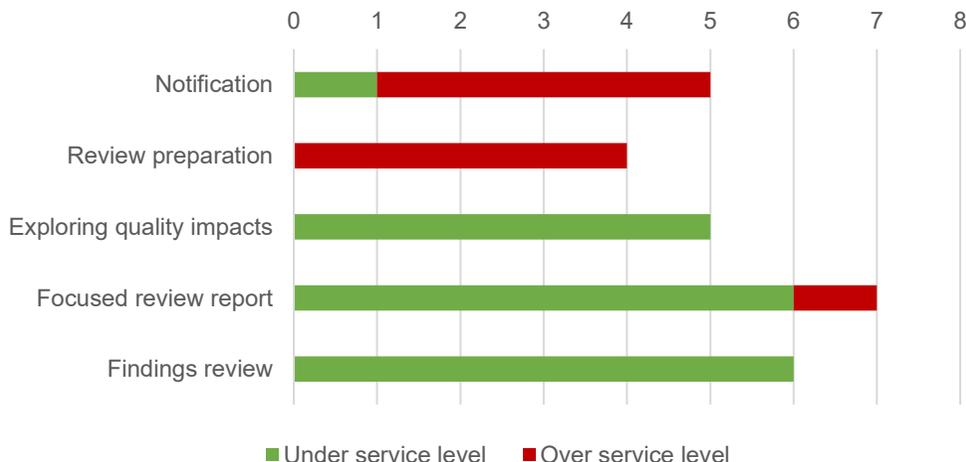
- The two case stages for which we have most direct control within the team are the notification (initial triage) and report stages.
- Continued good progress has been made with concluding focused review assessments with the number of open assessments down by 10 to 28 since the last report (and down 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 5).
- Reduced the number in the review preparation stage from 5 to 4 – 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.

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.

Assurance and current focus

hcpc health & care professions council

Current focus	Risks and issues	QA audit ratings			Recommendations delivered
• 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.	• 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 –
proposed KPIs

Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Engagement with our regular e-newsletter (stakeholder engagement)	For the last edition, key information within our Education Update newsletter reached key contacts at education providers	National / regional approach	Newsletter open rate: Red <30% Amber 30-40% Green ≥40%	▲43%	We sent the September edition of the Education Update newsletter to 1364 contacts, and there were 585 unique openers. This compares to a 39% open rate for the last edition, which means the KPI is now RAG rated green.

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 – proposed KPIs

hcpc health & care professions council

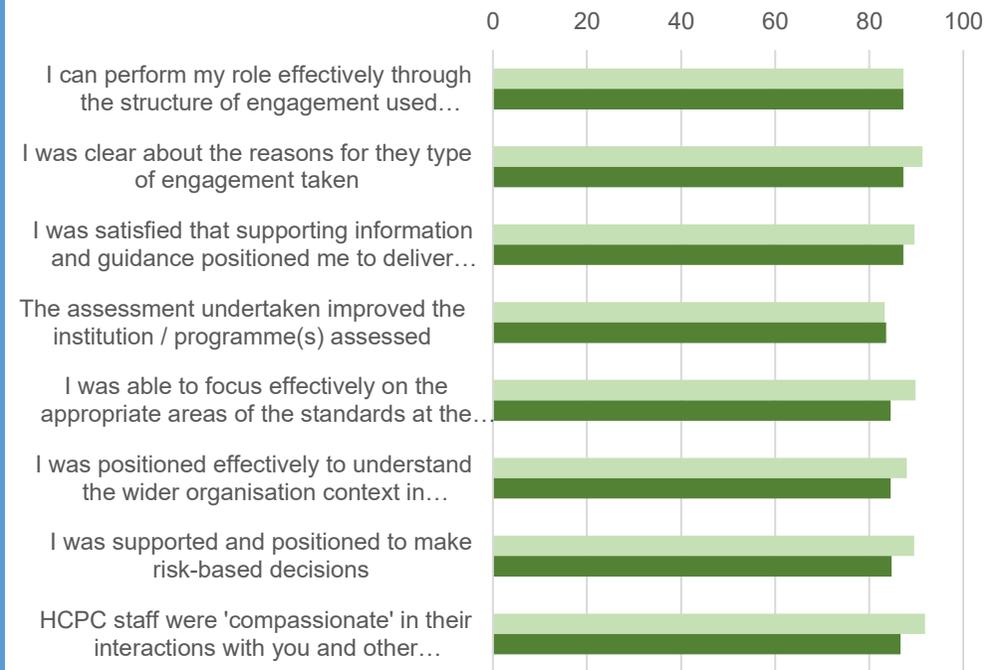| Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Education providers consider that we are reachable, and understand our priorities (stakeholder engagement)	In the last 12 months, whether education providers consider they can engage with us, know who to contact, and understand our priorities	National / regional approach	Satisfaction rating through stakeholder feedback survey: • Red >70% • Amber 70-80% • Green ≥80%	98%	Satisfaction ratings for these questions is high, meaning this KPI is green rated

Education provider satisfaction rating

- I am satisfied that the engagement undertaken has been proportionate,…
- I was clear about the reasons for they type of engagement taken
- I am satisfied that supporting information and guidance positioned me to deliver…
- The assessment has improved the institution / programme(s) assessed
- I am satisfied in the consistency of outcome compared to previous assessments
- I understand the risk model and assessment applied, and perceive them…
- HCPC staff were 'compassionate' in their interactions with you and other…
- I feel able to engage with the HCPC about my institution / programme
- I know which named person to contact
- I understand HCPC's priorities and interests in the education sector

Legend: Baseline (previous academic years), Last 12 months

Partner satisfaction rating

- I can perform my role effectively through the structure of engagement used…
- I was clear about the reasons for they type of engagement taken
- I was satisfied that supporting information and guidance positioned me to deliver…
- The assessment undertaken improved the institution / programme(s) assessed
- I was able to focus effectively on the appropriate areas of the standards at the…
- I was positioned effectively to understand the wider organisation context in…
- I was supported and positioned to make risk-based decisions
- HCPC staff were 'compassionate' in their interactions with you and other…

Legend: Baseline (previous acaemic years), 12 month figure

Education key performance indicators review
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Appendix – historical performance