

This is the first report with new
KPIs as agreed by ETC in March
2026

Education team Performance report – ETC June 2026

Report date 22 May, data correct 22 May

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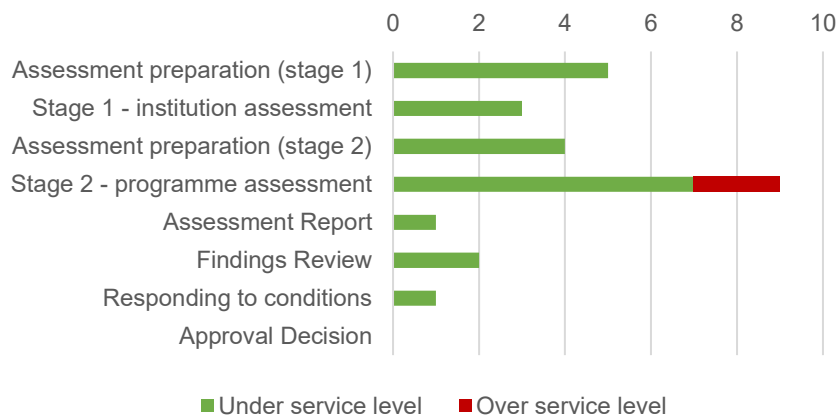
Cross assessment KPIs and narrative

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 <u>live assessments</u> in a timely manner	All	Assessments within service levels: <ul style="list-style-type: none"> Red <80% Amber 80-90% Green ≥90% 	▶ 81%	<ul style="list-style-type: none"> Performance against this KPI has maintained at amber - this KPI has not been rated green for over 12 months The figure has worsened from the last report, where 87% of assessments were within service levels Cases over service levels are primarily within the focused review process (see slide 6)
Data used within assessments (quality)	In the <u>last 3 months</u> , whether we have used HESA, NSS, and other data available to inform our regulatory decision-making	Data and intelligence	Assessments where available data used: <ul style="list-style-type: none"> 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 <u>last 12 months</u> , whether assessment outcomes have been objected to by providers, and whether reporting is accurate and of good quality	Flexibility	Assessments with observations: <ul style="list-style-type: none"> Red >10% Amber 5-10% Green ≤5% 	▶ 7%	<ul style="list-style-type: none"> Low levels of observations show process outcomes are acceptable to providers, and that we have undertaken a fair assessment In the last 12 months, we received observations on six assessments – these were all in the focused review process, or when we set conditions through the approval process No changes were made to outcomes by ETP based on these observations, which means the initial recommendations made were fair
Time taken to provide assessment reports to the education provider from the conclusion of quality activities (timeliness)	In the <u>last 3 months</u> , whether we: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Red >28 days Green ≤28 days 	▶ 55 days	<ul style="list-style-type: none"> Performance against this KPI maintained at red since the last report, due to our focus since revised KPIs were agreed to finalise overdue reports, meaning we have now finalised reports for several older assessments We are now working with the team to ensure timely production of reports, to provide the expected service for our stakeholders, and because this KPI is now reported externally In recent months, complexity in assessments has been mirrored in report drafting - at times, this has meant multiple rounds of internal review 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 <u>last month</u> of quality checks, showing performance linked to administration, timeliness and quality	All	Checks meeting assessment criteria: <ul style="list-style-type: none"> Red <80% Amber 80-90% Green >90% 	Administrative ▶ 76%	<ul style="list-style-type: none"> Numerical figures for three out of the four areas have improved (timeliness has dropped), and quality has improved to amber, with administrative and overall becoming borderline The primary reason for non-compliance is our record keeping for assessment planning, and timeliness at specific decision points We continue to identify issues and work with the team on improvements
				Timeliness ▶ 33%	
				Quality ▲ 80%	
				Overall ▶ 76%	

Approval assessments

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 (<u>quality</u>)	In the <u>last 12 months</u> , whether we have supported providers to meet our standards through a frontloaded processes	Flexibility	Percentage of assessments with conditions: <ul style="list-style-type: none"> • Red >30% • Amber 20-30% • Green ≤20% 	► 5%	<ul style="list-style-type: none"> • 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 two assessments in the last 12 months, and therefore this KPI is green rated
Time taken through approval assessments – stage conclusion (<u>timeliness</u>)	In the <u>last 3 months</u> and <u>the last 12 months</u> , whether we have delivered the two stages of approval assessments in a timely manner	All	Median average number of months from submission to end of stage outcome: <ul style="list-style-type: none"> • Red >5 months • Amber 4-5 months • Green ≤4 months 	<u>3-month figure</u> ▲ 4.4 months <u>12-month figure</u> ► 4.8 months	<ul style="list-style-type: none"> • We concluded two assessments in the last three months, and 44 in the last 12 months • The 3-month figure has improved since the last report (KPI from red to amber) • The 12-month figure has maintained from the last report

Number of active cases - by case stage



- There are currently two assessments which are outside of service level, both in the stage 2 (programme level) assessment stage
- Most assessments are in 'assessment' stages – where we are undertaking assessment activities to ensure programmes meet our standards
- There are also a number of assessments that are close to concluding, which is expected at this time of year for September start dates

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 to registrant data has been concluded, which gives a fuller picture of how capacity translates to the number of individuals with approved qualifications, and the number who then become registered. This dashboard is available on our [website](#)

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 (11%) speech and language therapists (10%), and chiropodists / podiatrists (9%)

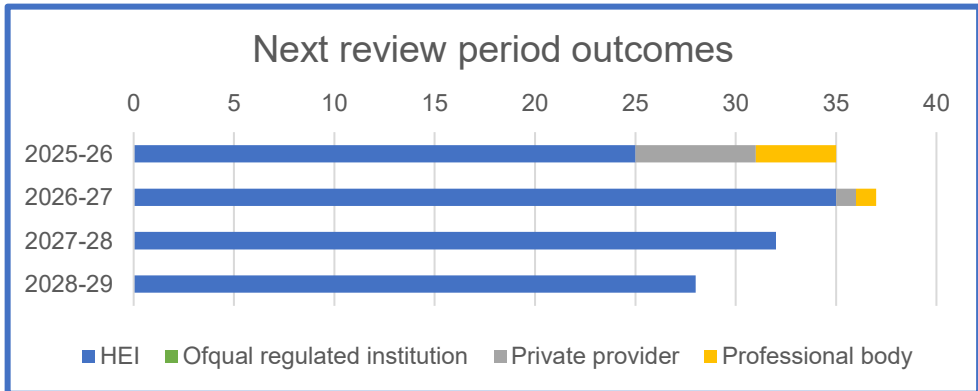
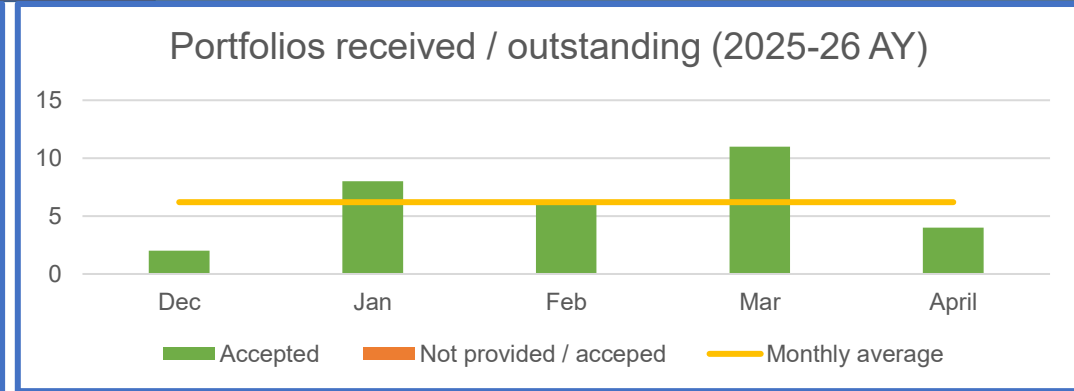
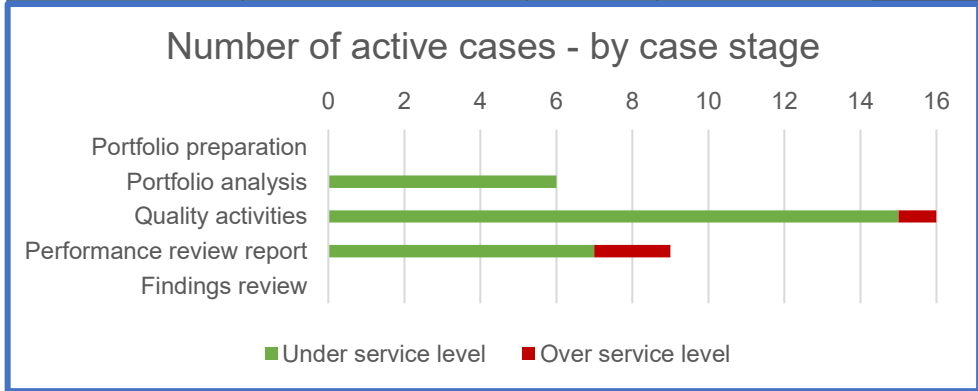
New programmes

- New programmes are currently being developed in all professions except clinical scientists, biomedical scientists, and prosthetist / 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	2,855	240	8%	0	-	240	8%
Chiropodist / podiatrist	1,140	81	7%	1	20	101	9%
Clinical scientist	970	-	0%	0	-	-	0%
Dietitian	1,889	45	2%	5	85	130	7%
Hearing aid dispenser	1,147	65	6%	1	20	85	7%
Occupational therapist	6,521	607	9%	6	130	737	11%
Operating department practitioner	2,301	30	1%	4	65	95	4%
Orthoptist	276	-	0%	1	20	20	7%
Paramedic	7,094	115	2%	2	85	200	3%
Physiotherapist	8,606	323	4%	5	93	416	5%
Practitioner psychologist	3,737	154	4%	3	80	234	6%
Prosthetist / orthotist	140	-	0%	0	-	-	0%
Radiographer	5,544	20	0%	1	40	60	1%
Speech and language therapist	2,785	170	6%	6	110	280	10%
Total	45,892	1,850	4%	38	778	2,628	6%

Performance review assessments

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 <u>last 3 months</u> and the <u>last 12 months</u> , whether we have delivered assessments to conclusion in a timely manner	All	Median average number of months from submission to report sent <ul style="list-style-type: none"> • Red >6 months • Amber 5-6 months • Green ≤5 months 	<div style="background-color: #cccccc; padding: 5px; margin-bottom: 5px;">3-month figure N/A</div> <div style="background-color: #800000; color: white; padding: 5px;">12-month figure ▶ 7.8 months</div>	<ul style="list-style-type: none"> • We have not concluded any assessments in the last three months, which is normal at this point in the performance review cycle. 12-month figures are for cases assessed in the 2024-25 academic year • For the next ETC report, we will have concluded the majority of assessments from this academic year, and so that report will give a better sense of recent performance



Current activity

- We have received all submissions from education providers for the 2025-26 academic year – this means our focus is now on active assessment
- There are three assessments over service levels – we are closely monitoring assessments as they progress, with the aim to avoid issues previously seen with assessment progression against our service levels
- We have concluded nine assessments (in the report stage), which is a good result at this point in the year

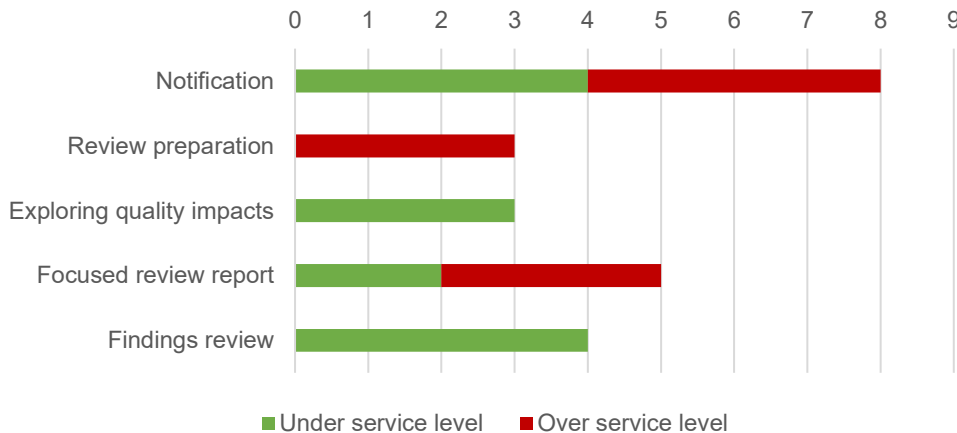
Review outcomes

- Variance in outcomes is driven mainly by education provider type, with most HEIs achieving longer monitoring periods. This is normally driven by non-HEIs not being included in data returns, which we rely on to monitor outside of formal assessments

Focused review assessments

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 <u>last 3 months</u> and <u>the last 12 months</u> , whether we have delivered assessments to conclusion in a timely manner	All	Median average number of months from submission to report sent <ul style="list-style-type: none"> • Red >8 months • Amber 7-8 months • Green ≤7 months 	<div style="background-color: #92d050; padding: 5px;"> <u>3-month figure</u> ▶ 2.7 months </div> <hr/> <div style="background-color: #92d050; padding: 5px;"> <u>12-month figure</u> ▶ 3.4 months </div>	<ul style="list-style-type: none"> • 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



- Continued good progress has been made with concluding focused review assessments with the number of open assessments down by to 23 from a high of 43 in December 2025
- There are also 4 assessments in 'findings review' (finalised and waiting for a final ETCP decision) and 5 in the report stage, which means assessments have concluded for these and we are now writing up
- The two case stages for which we have most direct control within the team are the notification (initial triage) and report stages – there are seven assessments outside of service levels within these two stages, which we are focused on progressing currently
- 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

Current focus	Risks and issues	QA audit ratings		Recommendations delivered
<ul style="list-style-type: none"> Undertaking approval assessments for September 2026 start dates Assessment of performance review portfolios for the 2025-26 academic year 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		In progress (following audit concluded in Q4)
		Performance review		✓
		Focused review		In progress
		Programme records		In progress (following audit concluded in Q4)
		Spot checks		✓

Continuous improvement activity		
Planned	In progress	Completed (last three months)
Focused review audit system changes (tbc – to be prioritised)	Delivery of process improvements following audit of focused review process	
Delivery of process improvements following audit of the approval process	Ensure an accurate and auditable picture of closed programme records	

Reducing regulatory overlap and burden

We consider that working to reduce regulatory overlap and burden will enable us to be right touch in our work, align with a sectoral drive to reduce overlap particularly, and address narratives about the impact of regulation.

At the start of the 2025-26 FY, we planned to undertake several specific activities linked to this area. We have delivered against these activities as follows:

Show what we have done, and what we are planning to do:

- Published [web content](#) in February 2026
- This covered how reduction of regulator overlap and burden was embedded into the design of or education QA model, how we have developed our approach since implementing the model, and what we plan on doing

Take regulatory leadership:

- Continued to lead conversations through the Education Inter-Regulatory Group
- Continued chairing the HCPC / professional body forum meeting – and delivered specific topic focused sessions to consider how we can work more closely together

Deliver specific initiatives to reduce overlap / burden (Q4)

- Worked directly with two professional bodies to start exploring how we can specifically reduce overlap in our activities
- Co-led the delivery of a joint regulatory statement on AI in education

Stakeholder engagement

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%	▶ 50%	<ul style="list-style-type: none"> We sent the April edition of the Education Update newsletter to 1385 contacts, and there were 695 unique openers This shows this comms channel is helpful to stakeholders, with a high open rate for a stakeholder newsletter

Highlights



Education Update e-newsletter sent to programme, quality and senior education provider contacts



Continued work to establish formal information sharing with professional bodies – now established arrangements with **twelve** professional bodies



Chaired three sessions with professional body education leads on current topics within education and training (practice-based learning the educator workforce, and the professional workforce pipeline)



Engaged with DfE on the Lifelong Learning Entitlement and the potential impact on professional education

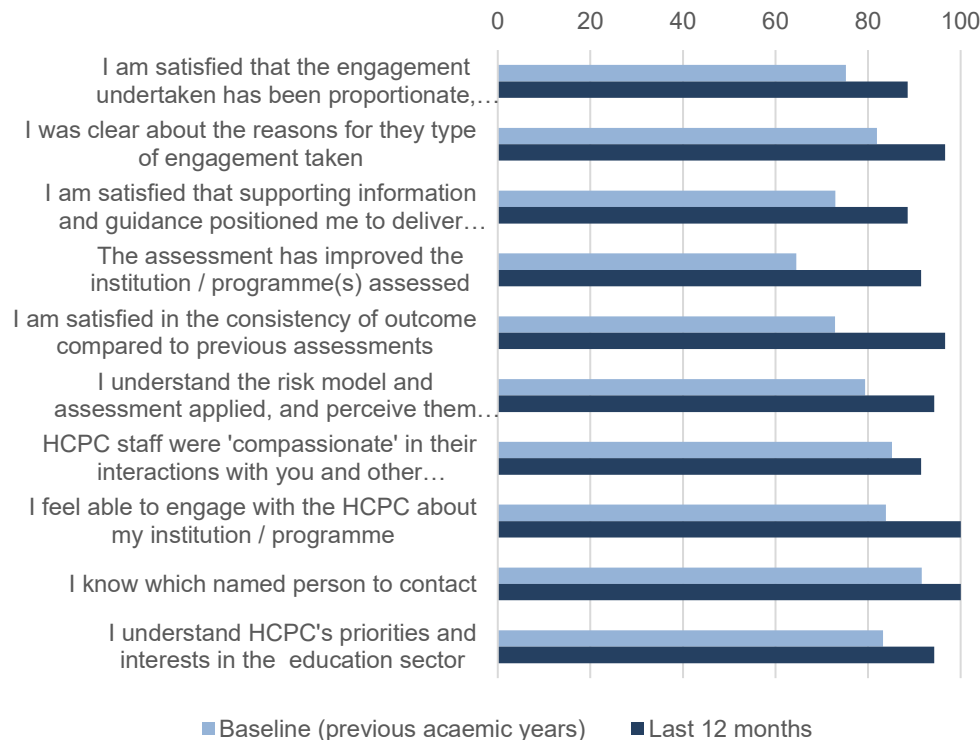


Published '[Registration after programme completion](#)' dashboard

Stakeholder feedback

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: <ul style="list-style-type: none"> • 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



Partner satisfaction rating

