

Education team Performance report – ETC September 2026

Report date 19 August, data correct 19 August

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Overall KPI performance		
	Count	%
Green	4.5	41%
Amber	3.5	32%
Red	3	27%

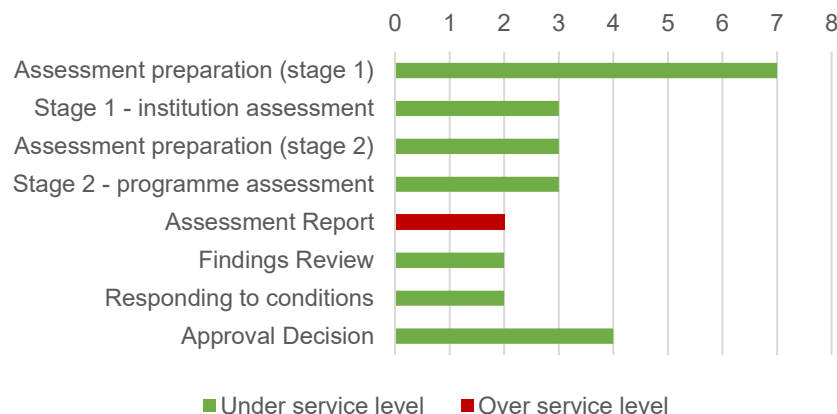
Cross assessment KPIs and narrative

Performance measure (<u>type of measure</u>)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)		Commentary
Active assessments within service levels (<u>timeliness</u>)	Whether we are progressing <u>live assessments</u> in a timely manner	All	Assessments within service levels: - Red <80% - Amber 80-90% - Green ≥90%	▼ 58%		- Performance against this ket performance indicator (KPI) has dropped to red, from 81% to 58%. - Cases over service levels are primarily within the performance review and focused review processes (see slides 5 and 6), and are primarily caused by challenges with resourcing report production. - We are currently recruiting additional team resource to increase our capacity.
Data used within assessments (<u>quality</u>)	In the <u>last three 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: - Red >90% - Amber 90-95% - Green ≥95%	► 100%		All assessments submitted to the Education and Training Panel (ETP) in the last three months have used data, where data was available through our established returns.
Observations received from education providers (<u>quality</u>)	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: - 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. - In the last 12 months, we received observations on seven 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 (<u>timeliness</u>)	In the <u>last three months</u> , 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	► 72 days		- Performance against this KPI remained at red since the last report. - We are now working with the team to ensure overdue reports are produced quickly. - 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 (<u>quality</u>)	Findings from the <u>last month</u> of quality checks, showing performance linked to administration, timeliness and quality	All	Checks meeting assessment criteria: - Red <80% - Amber 80-90% - Green >90%	Administrative	100%	- We have found that our internal form for planning assessment is often not being completed and/or kept up to date, and as we undertake a large number of checks on this (compared to other more important spot checks linked to quality and administration), these findings skew figures for this KPI disproportionately. - Therefore, where we are still focused on improving this within the team, we have removed these findings from the figures in this report, to provide a more helpful view of team performance – this means that administrative and quality checks are green rated, with timeliness remaining a problem (as also reflected in other KPIs).
				Timeliness	20%	
				Quality	96%	
				Overall (total)	51%	

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: - Red >30% - Amber 20-30% - Green ≤20%	► 12%	- 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 four 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 three 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: - Red >5 months - Amber 4-5 months - Green ≤4 months	3-month figure ▼ 5.8 months 12-month figure ► 4.9 months	- Assessments to the August Panel were not included in this report, and therefore we have not concluded any assessments fully in the last three months. - This means that the three month figure is based on two assessments for which stage 1 of the approval process was concluded in May and June – as this is a small number of assessments, little can be read into the figure. - The 12-month figure has maintained from the last report, and is based on outcomes for 34 assessments, so is a better indicator of performance.

Number of active cases - by case stage



- There are currently two assessments which are outside of service level, both in the assessment report stage.
- There are eight assessments which have concluded, which we are now either writing up or awaiting a final decision (through August Panel, at the time of writing). This is expected at this time of year for September start dates.
- Ten assessments are being prepared by education providers, with the remaining eight under active assessment (including those where we have set conditions).

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.
- A fuller picture of how capacity translates to the number of individuals with approved qualifications, and the number who then become registered 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 chiropodists/podiatrists (9%), hearing aid dispensers (12%), occupational therapists (12%) and speech and language therapists (11%).
- There is a decrease in the capacity for arts therapist programmes, due to programme closures.

New programmes

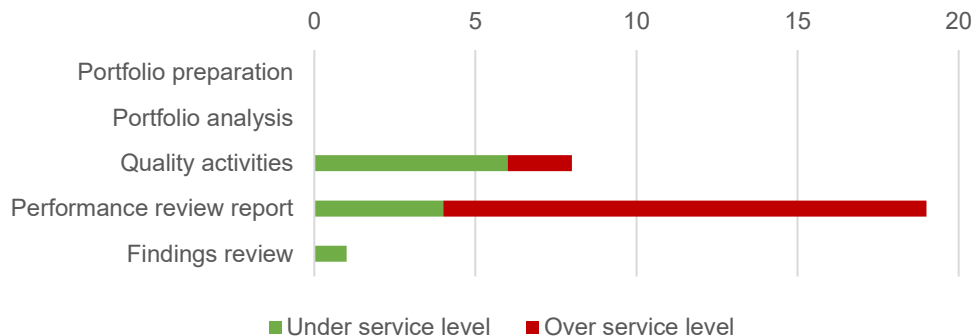
- New programmes are currently being developed in all professions except arts therapists, biomedical scientists, clinical scientists, and prosthetists/orthotists.
- There are no programmes currently proposed in Northern Ireland or Wales.

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	847	- 40	-5%	0	-	- 40	-5%
Biomedical scientist	2,855	240	8%	0	-	240	8%
Chiropodist / podiatrist	1,120	81	7%	1	20	101	9%
Clinical scientist	970	-	0%	0	-	-	0%
Dietitian	1,889	45	2%	4	70	115	6%
Hearing aid dispenser	1,147	20	2%	4	114	134	12%
Occupational therapist	6,551	607	9%	8	160	767	12%
Operating department practitioner	2,301	30	1%	4	65	95	4%
Orthoptist	276	-	0%	1	20	20	7%
Paramedic	7,115	115	2%	2	40	155	2%
Physiotherapist	8,636	323	4%	6	118	441	5%
Practitioner psychologist	3,737	154	4%	2	20	174	5%
Prosthetist / orthotist	140	-	0%	0	-	-	0%
Radiographer	5,543	20	0%	2	60	80	1%
Speech and language therapist	2,777	170	6%	7	135	305	11%
Total	45,904	1,765	4%	41	822	2,587	6%

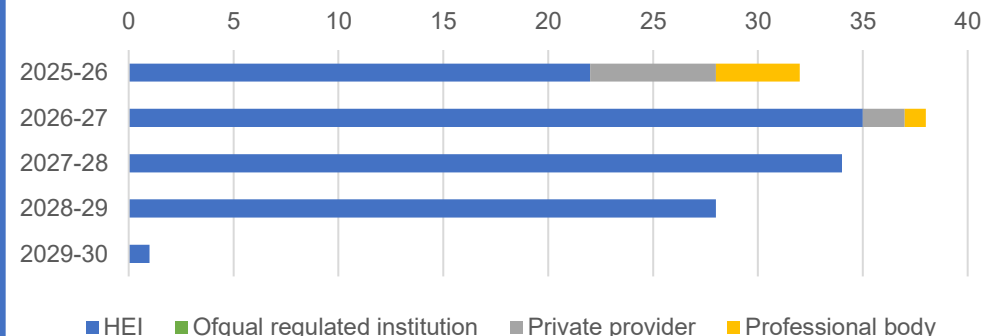
Performance review assessments

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 (<u>timeliness</u>)	In the <u>last three months and 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 - Red >6 months - Amber 5-6 months - Green ≤5 months	Three-month figure 5.6 12-month figure ▶ 5.6 months	- We have concluded three assessments in the last three months, and are now close to concluding the remainder from the 2025-26 academic year, which is normal at this point in the performance review cycle. - For the next ETC report, we aim to have all assessments from this academic year, and so that report will give a better sense of recent performance.

Number of active cases - by case stage



Next review period outcomes



Current activity

- There is a bottleneck in report production for focused review assessments, which has been impacted by our focus on enabling new programmes to start from September 2026.
- We have finished assessments for 23 out of 31 education providers reviewed in 2025-26, which have either been concluded completely (three) or are currently being written up (19), with one pending a decision through ETP.

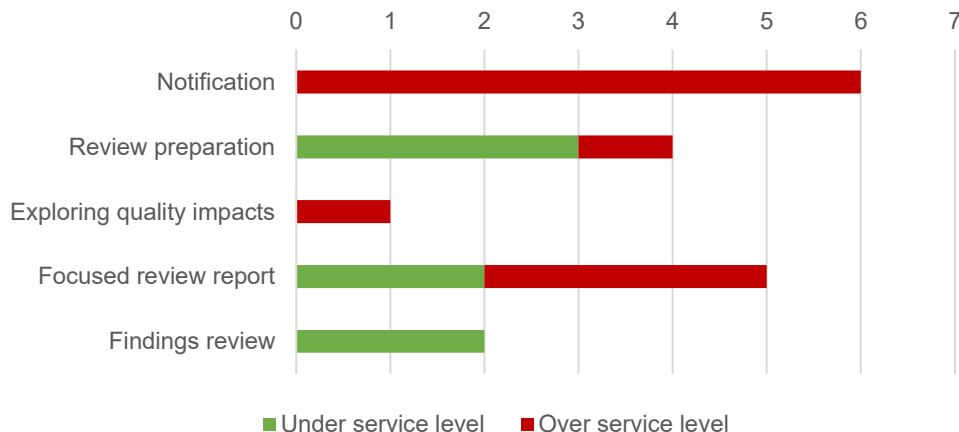
Review outcomes

- Variance in outcomes is driven mainly by education provider type, with most higher education institutions (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.
- We will likely see additional education providers move into 2029-30 and 2030-31 for their next review period, once assessments from the 2025-26 academic year are concluded.

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 three 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 - Red >8 months - Amber 7-8 months - Green ≤7 months	Three-month figure ▶ 2.9 months 12-month figure ▶ 2.7 months	- There is good performance in reviewing documentation when it is provided, and producing reports/sending those reports to case contacts. - This shows that we are able to effectively prioritise concerns and other potential issues when we have the full information to review them.

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 18 from 23 in the last report.
- There are also two assessments in 'findings review' (finalised and waiting for a final ETCP decision) and five 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
• Concluding overdue assessments from the 2025-26 academic year, particularly for performance review. • This is mainly writing up assessments that have concluded, and submitting them to ETP for review. • Preparing for performance review for the 2026-27 academic year. • Communication about the revised standards of education and training (SETs) changes, and supporting education providers to understand our changed requirement.	• 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. • Resourcing challenges in the team, which has impacted our abilities to meet several KPIs. • We are currently addressing this challenge with open recruitment campaigns as part of our investment programme, which will result in a revised operating structure from September 2027.	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		Ensure an accurate and auditable picture of closed programme records	
Delivery of process improvements following audit of the approval process	Delivery of recommendations from the Edge Hill withdrawal of approval lessons learned review			

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 <u>the last edition</u> , 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%	▼33%	- We sent the July edition of the Education Update newsletter to 1389 contacts, and there were 451 unique openers. - This is a reduction to normal, and may be due to the time of year this was sent (during the summer). - The average unique open rate for this newsletter over the last two years is 40%, which shows this comms channel is helpful to stakeholders.

Highlights



Revised SETs mailing to education providers and other key stakeholders



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

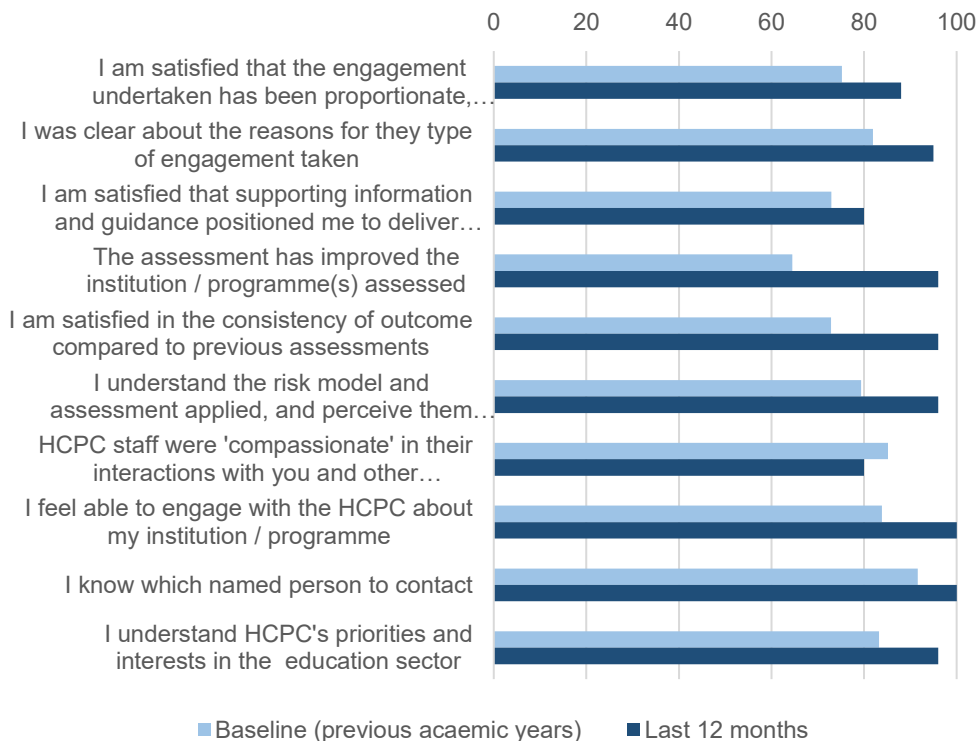


Six monthly education professional body forum meeting

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: • Red >70% • Amber 70-80% • Green ≥80%	► 99%	Satisfaction ratings for these questions is high, meaning this KPI is green rated

Education provider satisfaction rating



Partner satisfaction rating

