Education Team Performance Report

ETC – November 2026

Report date 26 October, data correct 12 October

Prepared by Jamie Hunt, Head of Education

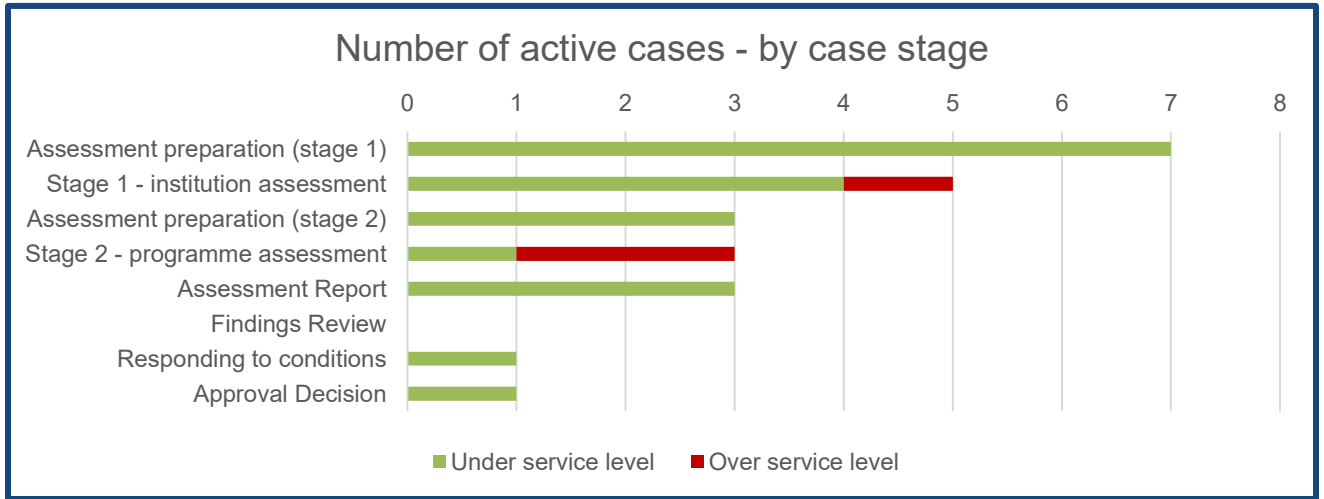
Overall KPI performance		
	Count	%
Green	4.75	▲43%
Amber	3.25	▼30%
Red	3	►27%

Cross assessment key performance indicators (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 live assessments in a timely manner	All	Assessments within service levels: • Red <80% • Amber 80-90% • Green ≥90%	►65%	• Performance against this KPI maintained at red, but the % within service levels has increased from 58% to 65% • Cases over service levels are primarily within the performance review and focused review processes (see slides 4 and 5), and are primarily caused by challenges with resourcing report production • We have recently recruited additional team resource to increase our capacity
Data used within assessments (quality)	In the last three months, 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 (quality)	In the last 12 months, 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%	►8%	• 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 five assessments • 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 last three 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	►53 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 • Although the KPI remains red rated, the figure has improved from 72 to 53 days
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 ▼75% Timeliness ►0% Quality ►100% Overall ▲80%	• 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 quality checks are green rated, with timeliness remaining a problem (as also reflected in other KPIs)

Approval assessments

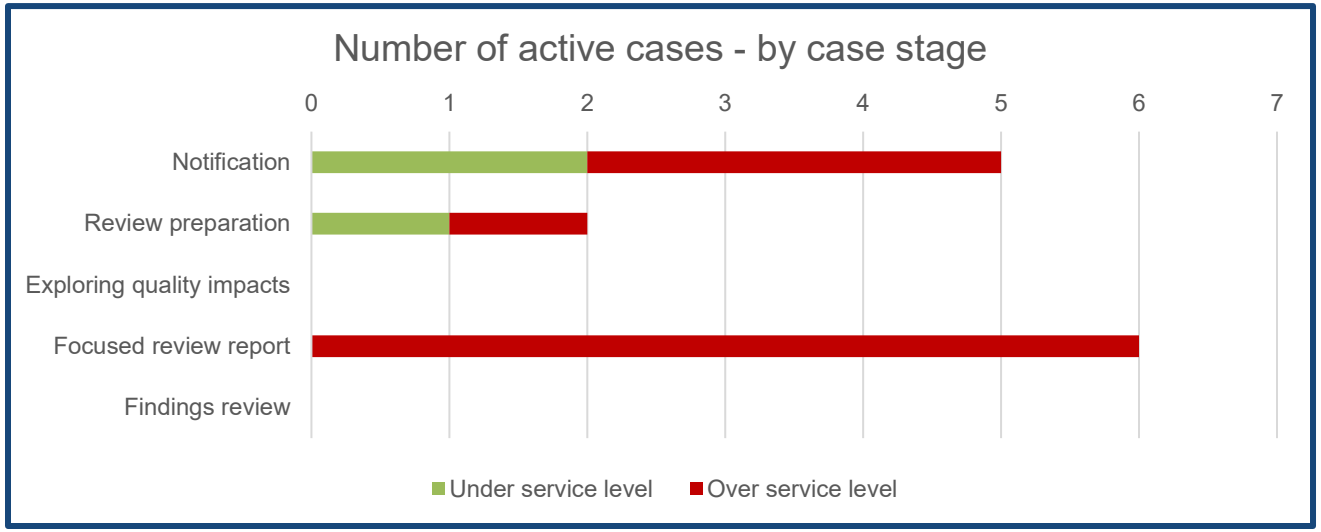
Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Approvals subject to conditions (quality)	In the last 12 months, whether we have supported providers to meet our standards through a frontloaded processes	Flexibility	Percentage of assessments with conditions: • Red >30% • Amber 20-30% • Green ≤20%	►0%	• 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 not set any conditions on assessments concluded in the last 12 months, and therefore this KPI is green rated
Time taken through approval assessments – stage conclusion (timeliness)	In the last three months and the last 12 months, 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 ▲3.8 months 12-month figure ▼5.5 months	• Assessments to the August panel were not included in this report, and therefore we have note 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



- There are currently three assessments which are outside of service levels, both in the active assessment stages – we have deliberately deprioritised assessing programmes that are due to start from September 2027, as we have more pressing assessments to conclude (namely performance reviews from the 2025-26 academic year)
- There are four assessments which have concluded, which we are now either writing up or awaiting a final decision (through a future panel, at the time of writing)

Focused review assessments

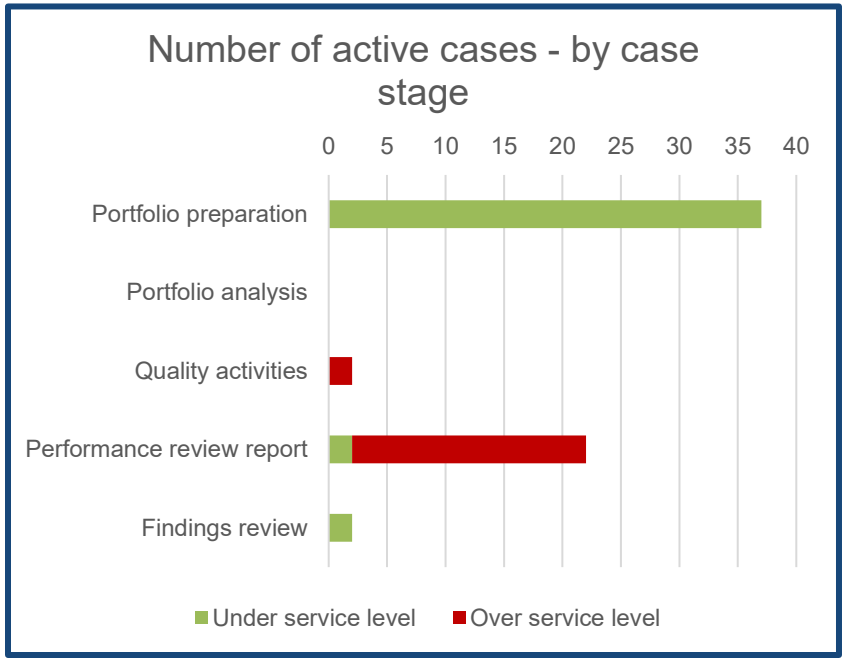
Performance measure (type of measure)	What does this tell us?	Linked model pillar	RAG rating description	Performance (symbols denote change to RAG)	Commentary
Time taken to complete focused review assessments (timeliness)	In the last three months and the last 12 months, whether we have delivered assessments 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	Three-month figure ►2.6 months 12-month figure ►2.9 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

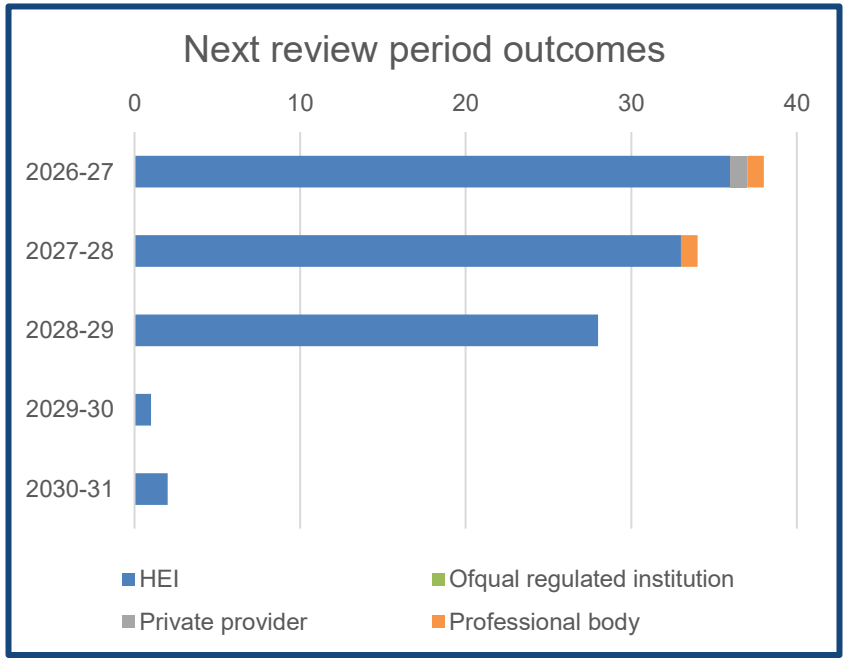


- Continued good progress has been made with concluding focused review assessments with the number of open assessments down to 13 from 18 in the last report (from a yearly high of 43 in December 2025)
- The two case stages for which we have most direct control within the team are the notification (initial triage) and report stages – there are nine 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

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 last three 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	Three-month figure ►5.6 months 12-month figure ►5.9 months	• We have concluded five assessments in the last three months • Due to the current bottleneck in report writing (explained below), performance against this KPI is likely to get worse before it gets better, as older assessments are written up





Current activity

- There is a bottleneck in report production for performance review assessments, which was impacted by our focus on enabling new programmes to start from September 2026
- We have finished assessments for 29 out of 31 education providers reviewed in 2025-26, which have either been concluded completely (five) or are currently being written up (22), with two 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 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

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	

Revised SETs – implementation and compliance activities

AY	Theme	Detail	Status
2026-27	Status of revised SETs	September 2026 – publication and mailing	Complete
		Used by education providers to plan and make changes	In progress
	Support for education providers	October 2026 – formal guidance document	Complete
		November, January and March – webinars	In progress
	Assessment/compliance requirements	Assessment via approval process for new providers	Not started
	Internal and external development	Team and partner learning and development	In progress
		Guidance, templates and web information	In progress
		December/January – establishing education provider compliance assessment schedule	Not started
		August 2027 – internal CMS system	Not started
2027-28	Status of revised SETs	September 2027 – effective date (all EPs and programmes must meet)	Not started
	Assessment/compliance requirements	November 2027 – declaration deadline	Not started
		August 2028 – baseline deadline	Not started
		Assessment via approval process for all programmes	Not started
		First set of education providers assessed for compliance	Not started
2028-29	Assessment/compliance requirements	Second set of education providers assessed for compliance	Not started
2029-30	Assessment/compliance requirements	Third set of education providers assessed for compliance	Not started
		August 2027 – compliance exercise concludes	Not started

Key advice for education providers

- Identify a central lead within the institution, and how they will work collectively to consider the revised standards and make any changes needed
- Start work early, so they have the time needed to make any changes
- Use the information we have provided to understand the revised standards
- Keep records of their internal assessment, decision making and any changes made, to help with their compliance submission to the HCPC
- Attend one of our webinars
- Reach out to their key contact within the Education team for any specific help or support

Education provider question themes

- How should we approach making changes?
- Should we respond to the revisions through performance review in 2026-27?
- Several questions re interpretation of specific SETs

Stakeholder engagement and feedback

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%	►39%	• We sent the October edition of the Education Update newsletter to 1396 contacts, and there were 540 unique openers • This means we are 1% from our target of 40% open rates, and has increased from the 32% open rate for the July edition • The average unique open rate for this newsletter over the last two years is 40%, which shows this comms channel is helpful to stakeholders
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

Highlights

Second revised SETs mailing to education providers, along with publication of other advice and guidance

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

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

Professional pipeline

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%	2	15	- 25	-3%
Biomedical scientist	2,855	25	1%	0	-	25	1%
Chiropodist / podiatrist	1,120	20	2%	2	50	70	6%
Clinical scientist	970	-	0%	0	-	-	0%
Dietitian	1,914	40	2%	4	57	97	5%
Hearing aid dispenser	1,167	20	2%	1	24	44	4%
Occupational therapist	6,557	274	4%	10	210	484	7%
Operating department practitioner	2,341	40	2%	2	25	65	3%
Orthoptist	296	20	7%	0	-	20	7%
Paramedic	7,210	89	1%	1	25	114	2%
Physiotherapist	8,667	59	1%	7	148	207	2%
Practitioner psychologist	3,737	99	3%	2	20	119	3%
Prosthetist / orthotist	140	-	0%	0	-	-	0%
Radiographer	5,543	40	1%	2	60	100	2%
Speech and language therapist	2,807	130	5%	7	135	265	9%
Total	46,171	816	2%	40	769	1,585	3%

Commentary

- 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 3%
- 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 biomedical scientists, clinical scientists, orthoptists, and prosthetist / orthotists
- There are no programmes currently proposed in Northern Ireland or Wales