Annual report findings – embedding the revised standards of proficiency

Housekeeping

Presentation then Q&A / discussion

Please keep mic off for the presentation session

Can ask questions via the Q&A function or the chat

We'll come back to questions at the end

Agenda

Summary of HCPC's education function

Focus on embedding the revised standards of proficiency

Q&A / discussion

Further reading / materials

The Education function at HCPC

Set and maintain education standards

- Output focused to ensure those who complete programmes meet our requirements for registration

Approve institutions and programmes against standards

- Statutory function
- Make decisions about the initial approval of providers and programmes
- Monitor data, intelligence and information on an ongoing basis
- Providers engage with us at fixed points to reflect on the ongoing quality of their provision

On completion of approved programmes, individuals can apply to the Register

Aim and key features of our quality assurance model

The HCPC's education function is flexible, intelligent and data-led in its quality assurance of institutions and programmes

Institution / programme level assessment

Flexibility

Data and intelligence

Four nations / regional approach

Annual report 2021-22 and 2022-23 academic years

Sets out a 'state of the nation' for education and training in the 15 professions we regulate

Focused on key areas linked to the quality of education for programmes leading to HCPC registration, and key challenges faced by the sector

Provide insight to our stakeholders

Enable conversations about

- The key areas
- Anything that needs to change
- How education providers should approach specific areas

Audience of this session

How we produced

Evidence-based factual report

Based on our assessments of education providers and programmes in the 2021-22 and 2022-23 academic years

Quality assurance model enables us to understand how education providers have met our standards, and continue to develop

Embedding the revised standards of proficiency

Our review

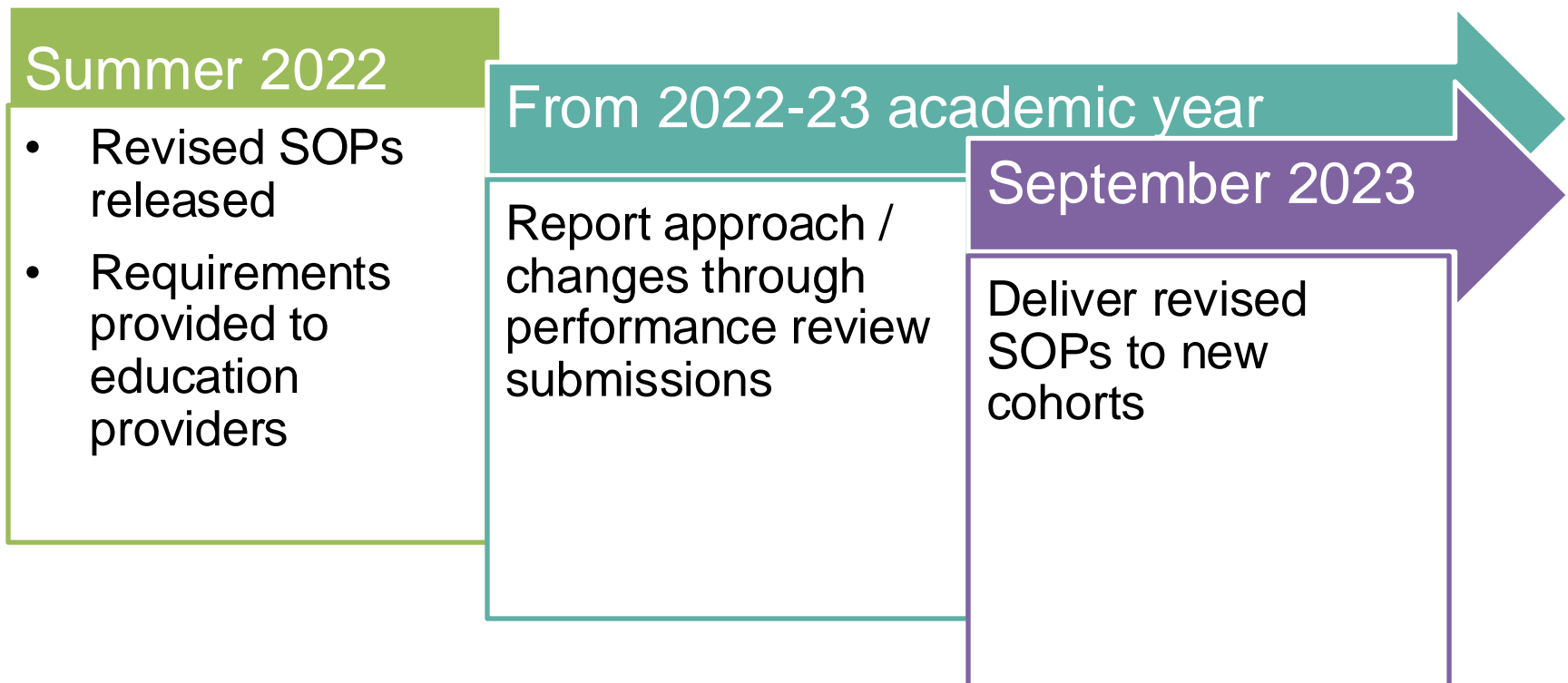We reviewed our standards on a regular basis to ensure they remain relevant to current practice

For this review we:

- Worked with a wide range of stakeholders to seek views to develop standards in line with current professional practice
- Reviewed all sets of the standards of proficiency together

The revised SOPs became effective in September 2023

- From this date the revised version of the SOPs needed delivering to new cohorts

Timeline of introduction of the revised SOPs

Summer 2022

- Revised SOPs released
- Requirements provided to education providers

From 2022-23 academic year

Report approach / changes through performance review submissions

September 2023

Deliver revised SOPs to new cohorts

What we asked education providers to consider

The key development themes, and how these were embedded within and across provision

Profession specific changes

Whether changes were required – we recognised that providers may already have been delivering SOPs to the level required by the revisions

What we asked education providers to show us

Reflections on the revisions and any changes education providers made

Reflections on the key areas of change

Did **not** require provision of module descriptors or mapping documents to demonstrate granular changes at a programme level

We further explored reflections through performance review assessments where we needed to

# The focus of our assessment through performance review

The process education providers used to integrate revisions

Where changes were required, and what changes were made

Where changes were not required, how existing arrangements meant our revisions were already integrated

Stats on the numbers of programmes / providers considered

Number of education providers, by academic year revised SOPs assessed / to be assessed

- 2026-27, 26
- 2022-23, 43
- 2025-26, 14
- 2024-25, 4
- 2023-24, 47
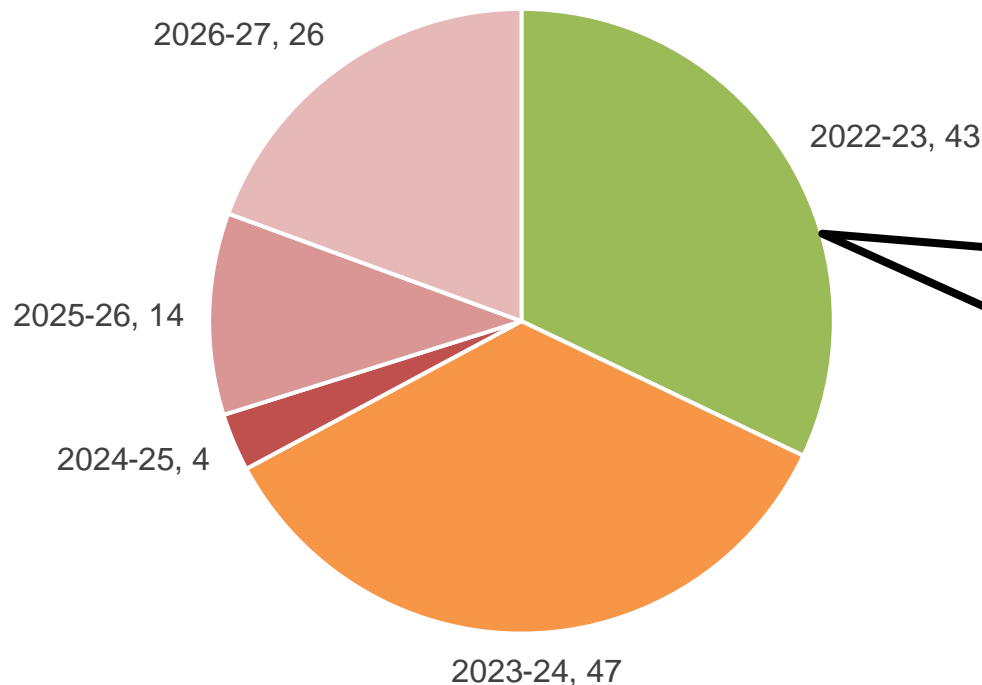
Have judged that education providers meet SET 4.4 – which ensures there are mechanisms to keep the curriculum up to date

Findings based on these education providers

Our key findings

Education providers undertook effective and structured reviews to embed the revised SOPs

- All education providers had properly thought through revisions
- Made evidence informed decisions about changes

**Two main mechanisms used review / implement**

- **Centrally driven** – workshopping how to embed revisions, and gap analysis tools
- **Programme / profession led** – professional leads reviewing programmes, then reporting upwards for scrutiny

Existing arrangements meant many education providers already integrated elements of the revisions

Learner input and understanding was a key consideration for education providers

All education providers assessed would deliver and assess the revised SOPs from the date required

Thematic revisions to the SOPs

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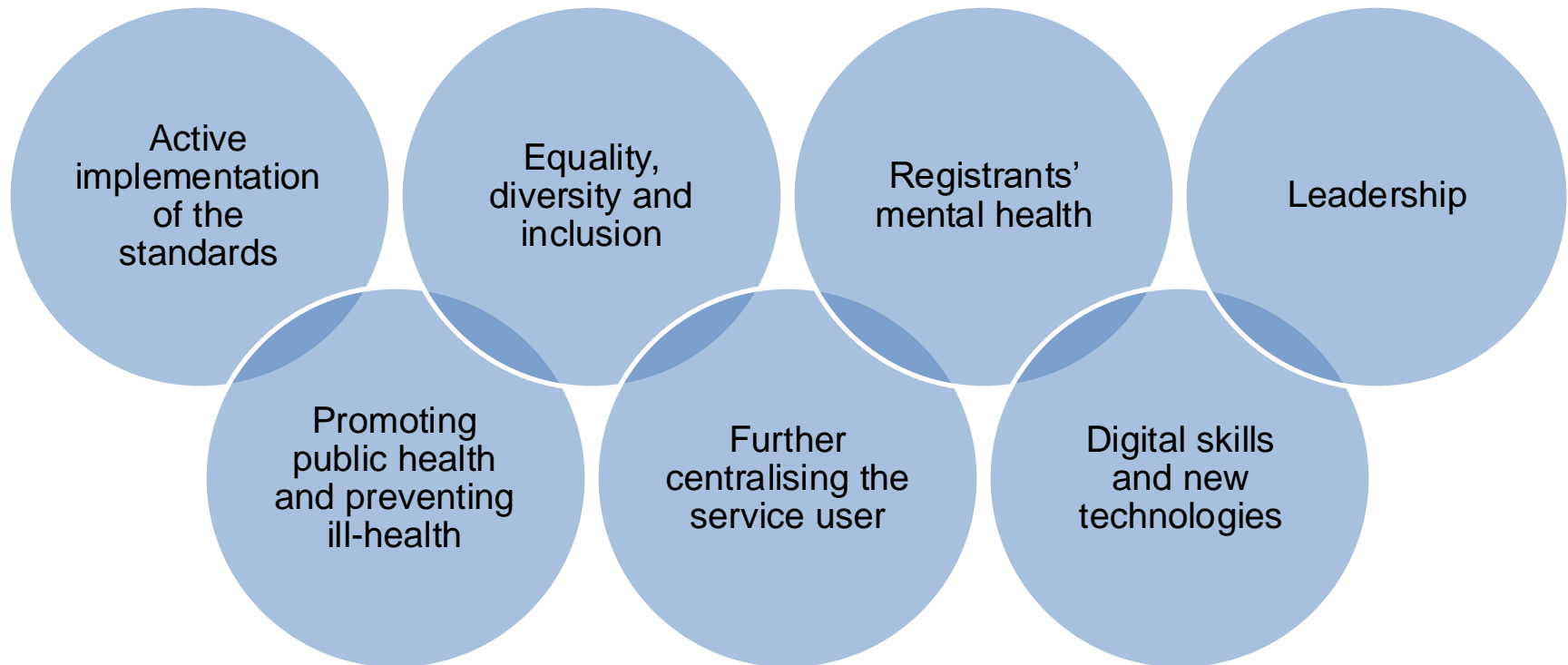
Active implementation of the standards

Changed wording moving away from passive understanding, to active implementation

Reflects the importance of registrants being autonomous and caring professionals

More active wording makes our expectations of registrants clearer

Education providers already considered SOPs as 'active' when teaching and assessing

Due to the need to deliver and actively assess competence, to ensure learners are fit to practice

Learners need to actively demonstrate how they meet each SOP through existing programme assessments

It is not possible to do this in a passive way

Promoting public health and preventing ill-health

Introduced new standards in this area

- Registrants are part of a larger healthcare system and play an important role in promoting good health in their professions

Education providers addressed this theme through

- Existing content in most cases
- Usually contained in professional practice modules or specific modules focused on public health and wellbeing
- Inter-professional education practices – understanding wider healthcare systems key to understanding roles of other professionals and how to refer
- Service users and carer involvement – understanding of the whole person rather than a set of needs linked to their own professional area

Equality, diversity and inclusion (EDI)

Significantly expanded the role of EDI – making sure that practice is inclusive for all service users

- Committed to ensuring our registrants can provide healthcare to all their service users
- Developed EDI requirements in the SOPs, strengthening our EDI commitment

Education providers addressed this theme through

- Their existing practices and approaches for ensuring practice is inclusive
- Developing specific modular content and learning materials
- Developing case studies from a fuller range of service user backgrounds

Further centralising the service user

Improved the central role of the service-user, including registrants understanding the importance of consent and effective communication in providing good care

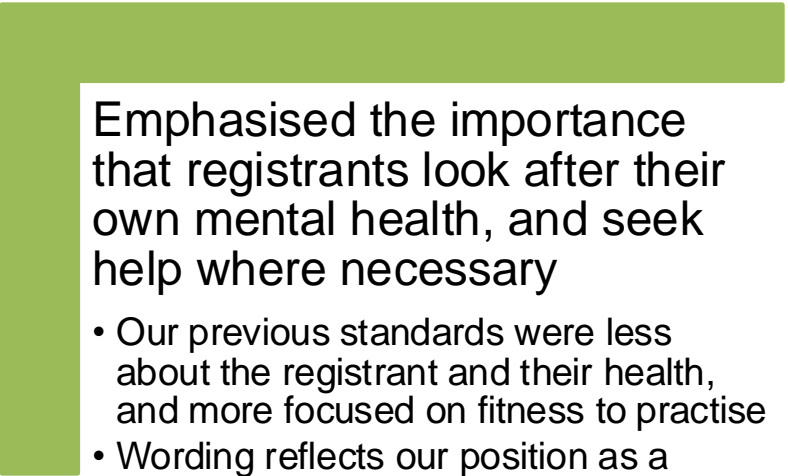| How we understand consent has evolved | Registrants need to take a wider range of circumstances into account when determining consent | Strengthened standards on confidentiality, including referencing implications of emerging technology |

Education providers addressed this theme through

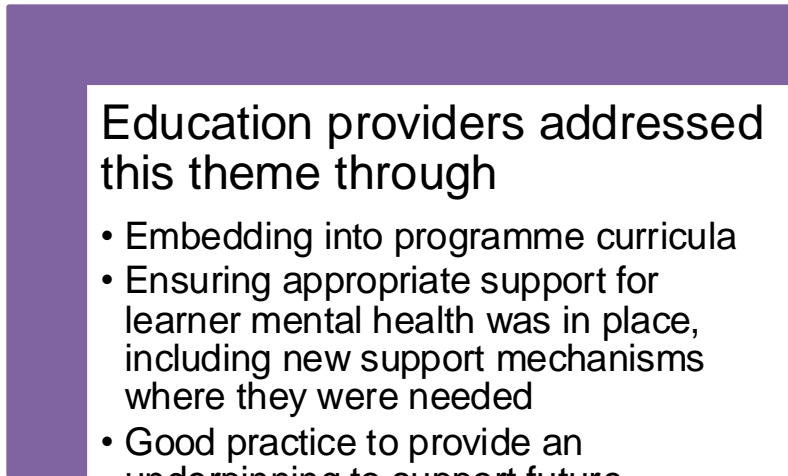| Referencing existing modular content – most education providers had existing modules which already contained or were updated in line with our requirements | Referencing how contact with service users and carers informed learners when developing their practice |

Registrants' mental health

Emphasised the importance that registrants look after their own mental health, and seek help where necessary

- Our previous standards were less about the registrant and their health, and more focused on fitness to practise
- Wording reflects our position as a 'compassionate regulator' and the centrality of registrant wellness
- Still links to the fitness to practise of registrants

Education providers addressed this theme through

- Embedding into programme curricula
- Ensuring appropriate support for learner mental health was in place, including new support mechanisms where they were needed
- Good practice to provide an underpinning to support future registrants managing their own mental health

Digital skills and new technologies

Emphasised the need to keep up to date with digital skills and new technologies
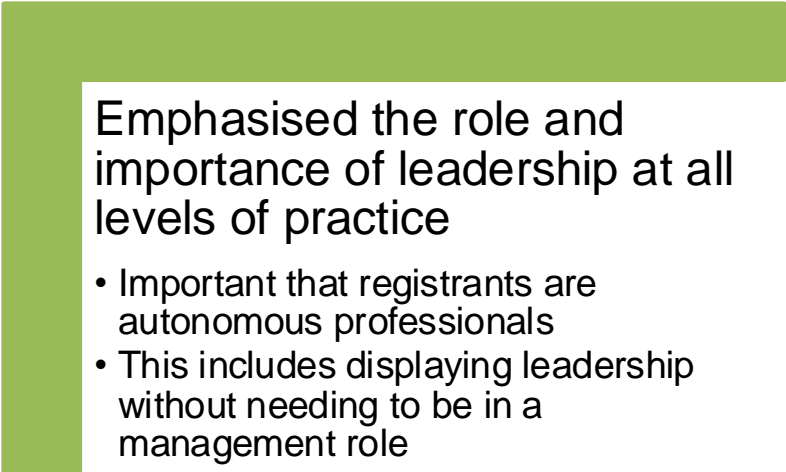
- Technology continues to play an expanding role in the work of our registrants
- Expect registrants to maintain their ability to use new technology relevant to their practice
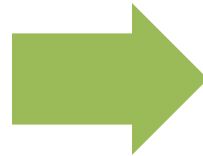
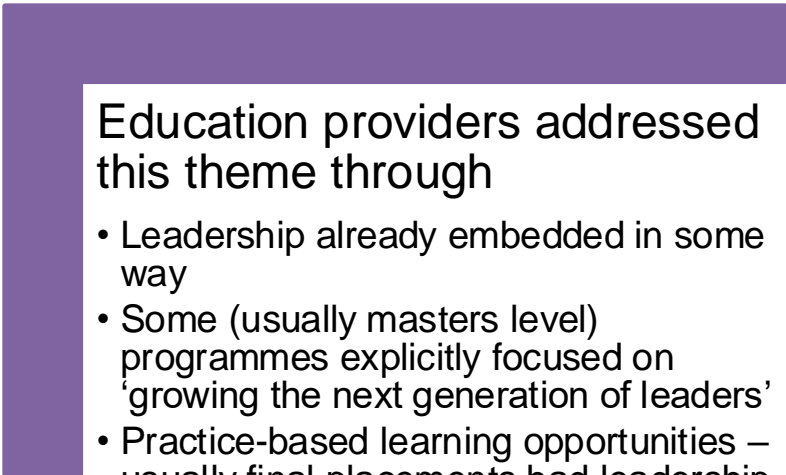**Education providers addressed this theme through**

- Work underway through digital strategies and curricula review
- Recognising digital literacy required to undertake education and training was linked to digital literacy in practice
- Mechanisms to review curricula and learning materials

Leadership

Emphasised the role and importance of leadership at all levels of practice

- Important that registrants are autonomous professionals
- This includes displaying leadership without needing to be in a management role

Education providers addressed this theme through

- Leadership already embedded in some way
- Some (usually masters level) programmes explicitly focused on 'growing the next generation of leaders'
- Practice-based learning opportunities – usually final placements had leadership embedded, as learners feel more autonomous at this point in programmes
- Review of teaching and learning

Continued work in this area

We will continue to review this area within our normal performance review assessments, for all education providers not assessed to this point

- This programme of work will be completed by the end of the 2026-27 academic year
- Will produce updated findings through future annual reports

Artificial intelligence in education

- Set expectations for education providers linked to AI in education
- Relevant to the 'digital skills and new technologies' theme
- Will review these expectations through performance review assessments from the 2024-25 academic year

Implementation of our revised standards of conduct, performance and ethics

- We will run a similar exercise to review education provider compliance with our revised standards from the 2024-25 academic year

Q&A / discussion

Further reading / materials

- [Education annual report](#) (pages 112-116)
- Revised standards of proficiency
  - [Key information briefing](#)
  - [Key changes](#)
  - [e-learning module](#)
- Revised standards of conduct, performance and ethics
  - [Key information briefing](#)
  - [Key changes document](#)
  - [e-learning module](#)
- [AI in education - information for education providers](#)

Webinar materials

Title	Materials
Changing profile of education provision	[Link](#)
Programme capacity	[Link](#)
Changing learning, teaching and assessment methods	[Link](#)
Interprofessional education	[Link](#)
EDI initiatives	[Link](#)
Service users and carers - sustainability of involvement	[Link](#)
Embedding the revised standards of proficiency	[Link](#)

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*providers that offer programmes to learners based across the country