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Education provider webinar – October 2022

# Performance review – engaging with the process

## What we're covering today

Who we are and what we do

What to expect from performance review

Establishing the 'institution baseline'

Self reflection on thematic areas

Data points – reflection and supply

Learning from the first year

Next steps

Q&A

## The Education function at HCPC

### Set and maintain education standards

- Output focused to ensure graduates meet proficiency standards

### 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, graduates 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

Regional  
approach

## How our quality assurance model looks and feels

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

Approvals

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

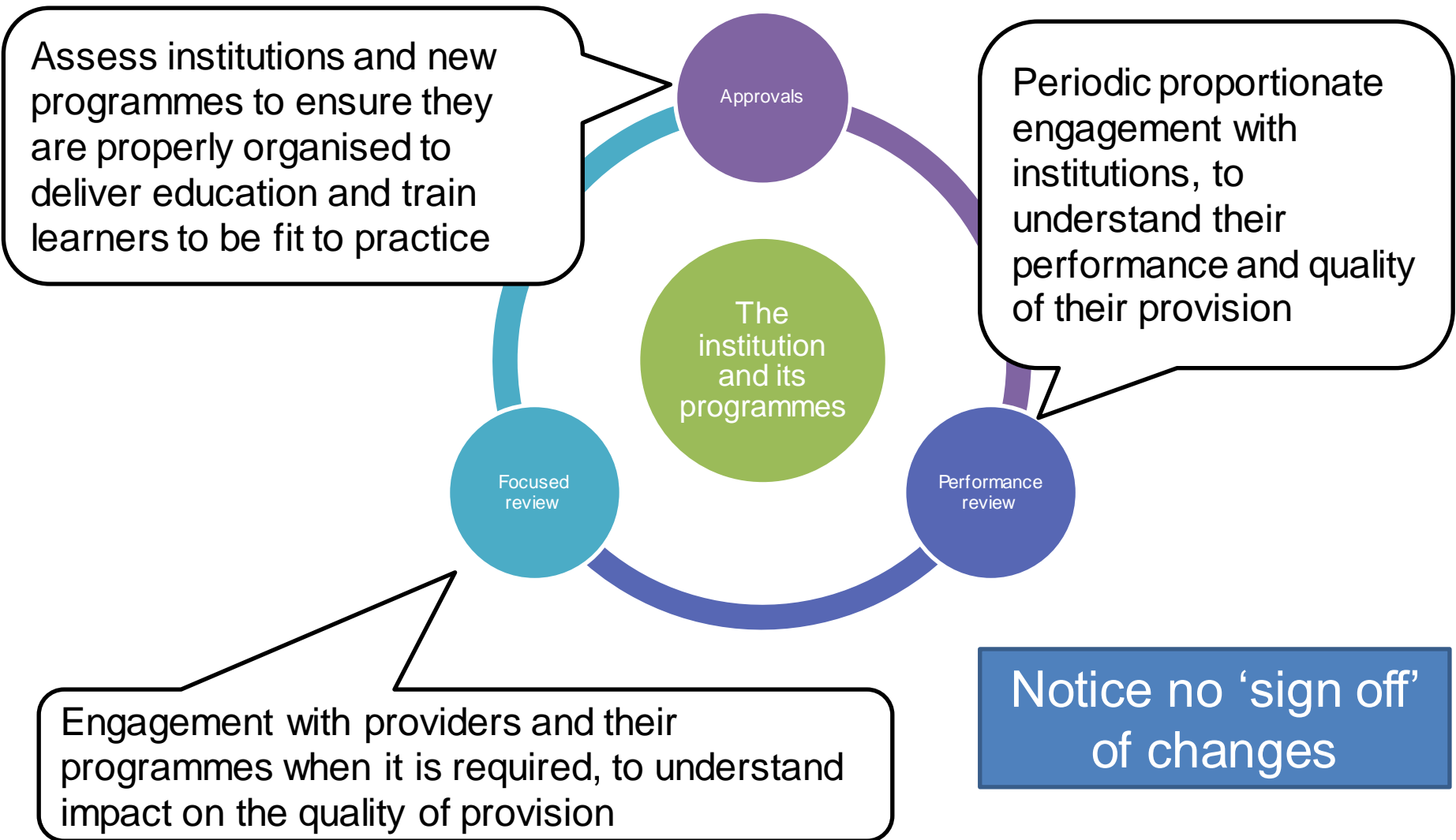
The institution and its programmes

Focused review

Performance review

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

Notice no 'sign off' of changes



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# Performance review – what to expect

## Provider selection for 2022-23

All providers will be assessed prior to September 2024

Considered several metrics and indicators when deciding which providers to engage:

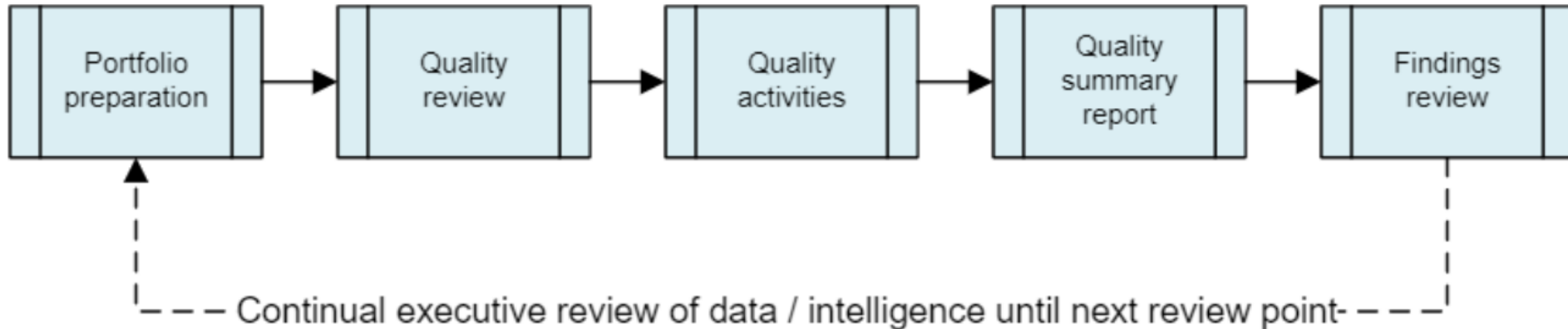
- Total number of learners, preferring providers with a higher number of learners
- Providers most recently assessed via the annual monitoring audit process in the 2018-19 academic year (the longest period since assessment)
- The number of available externally sourced data points

Not used metrics and indicators to make judgements on the quality of provision

Use to prioritise *potential* risk and therefore prioritization of provider assessment

Approach went through rigorous internal and governance scrutiny

## High level process steps



Portfolio preparation – completion of the thematic reflective portfolio compiled by the institution

Quality review – partner assessment of the portfolio, to consider performance and themes to be further explored

Quality activities – Explore themes identified in a proportionate way to understand risks, issues, innovations and good practice

Quality summary report – visitors' detail findings from the assessment, which includes a recommendation about next steps to take

Findings review – Education and Training Committee review of the visitors' findings, with a decision on next steps



## Key points for providers interacting with the process

Reflective process focused on showing **performance and quality**

Your reflections are captured via an institution-wide portfolio

We are not reviewing changes or assessing how standards are met for the first time

Outcome is view on quality

- Define next engagement with the process – length of time based on risk
- Detailed report supplied on our view, along with reasoning

Overall the process should take **around 5 months** from your submission – specific interactions defined through the process (considering your availability)

## Changing burden

### Shifting focus

- From granular interactions (yearly monitoring and provider triggered 'major change')
- To a self reflective portfolio submission from the institution as a whole

### Portfolio time and effort

- Will take more effort than a programme level monitoring return
- Offset by not needing to engage on a continual basis

### Incentive to perform well

- Allows us to lengthen the time between your submissions, further reducing burden

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## ‘Early adopter’ view – University of Essex

“Moving to a portfolio-based submission has **significantly reduced the administrative burden**. So long as your internal record-keeping is well-organised, it is **relatively easy to construct the portfolio reflections**. There is **flexibility embedded** which helped us to adapt the reflective tone of the portfolio.

This moves the process from one which emphasises quality assurance – meeting the minimum standard – to one which **allows us to demonstrate more clearly our approach to reflective quality enhancement** – continuous improvement of our programmes and processes. This model also ‘fits’ more appropriately to the processes that we already use within our institution that focuses on the strategies that we use to meet HCPC’s standards.

We have welcomed this approach, the relationships it has nurtured and the mutual benefit that it has provided to all stakeholders involved in HCPC-regulated programmes.”

*Chris Green, Director of Education, School of Health and Social Care, University of Essex*

## Today's focus

Establishing  
the 'institution  
baseline'

Self reflection  
on thematic  
areas

Data points –  
reflection and  
supply

Purpose

Process

Example

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# Establishing the institution baseline

## Establishing the ‘institution baseline’ – purpose

Starting point for us  
understanding your  
provision

Confident you meet  
institution-level  
standards based on  
previous interactions  
with our processes

We need your  
approaches in key  
areas set out in a clear  
way to support the  
functioning of the model

Enables us to compare  
and contrast when you  
propose new provision  
or when we undertake  
reviews of your existing  
provision

## Establishing the 'institution baseline' – process

Ensure that you are providing a response on behalf of the whole institution



Complete the form provided with a level of detail you consider useful for us to understand how your institution functions.

- Focus on cross-institution approaches
- Note where there are different approaches on a professional level

Seek advice from your HCPC executive whenever you need it

## Establishing the ‘institution baseline’ – example

Area		Relevant SETs <sup>1</sup>	List relevant policies, procedures and processes in place	Brief description of how they function and apply to your provision
			<i>Example: Policy XXXXX (please <u>do not</u> provide the policies and procedures themselves)</i>	<i>Example 1: This policy is set at the institution level, and will apply to all programmes, with minor tweaks depending on professional requirements. This policies function as follows... Example 2: We have different policies in different Schools, with policy X applying to [professions] and policy Y applying to [professions]. These policies function as follows.</i>
<b>Admissions</b>	Information for applicants	2.1	<p>A list – you do not need to supply links / evidence through this part of the form</p>	<p>Brief description of how the policy / procedure / process functions across your institution</p>
	Assessing English language, character, and health	2.3, 2.4, 2.5		
	Prior learning and experience (AP(E)L)	2.6		
	Equality, diversity and inclusion	2.7		
<b>Management and governance</b>	Ability to deliver provision to expected threshold level of entry to the Register <sup>2</sup>	1.1	<p>Clear link to relevant standards</p>	
	Sustainability of provision	3.1		



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# Self-reflection on thematic areas

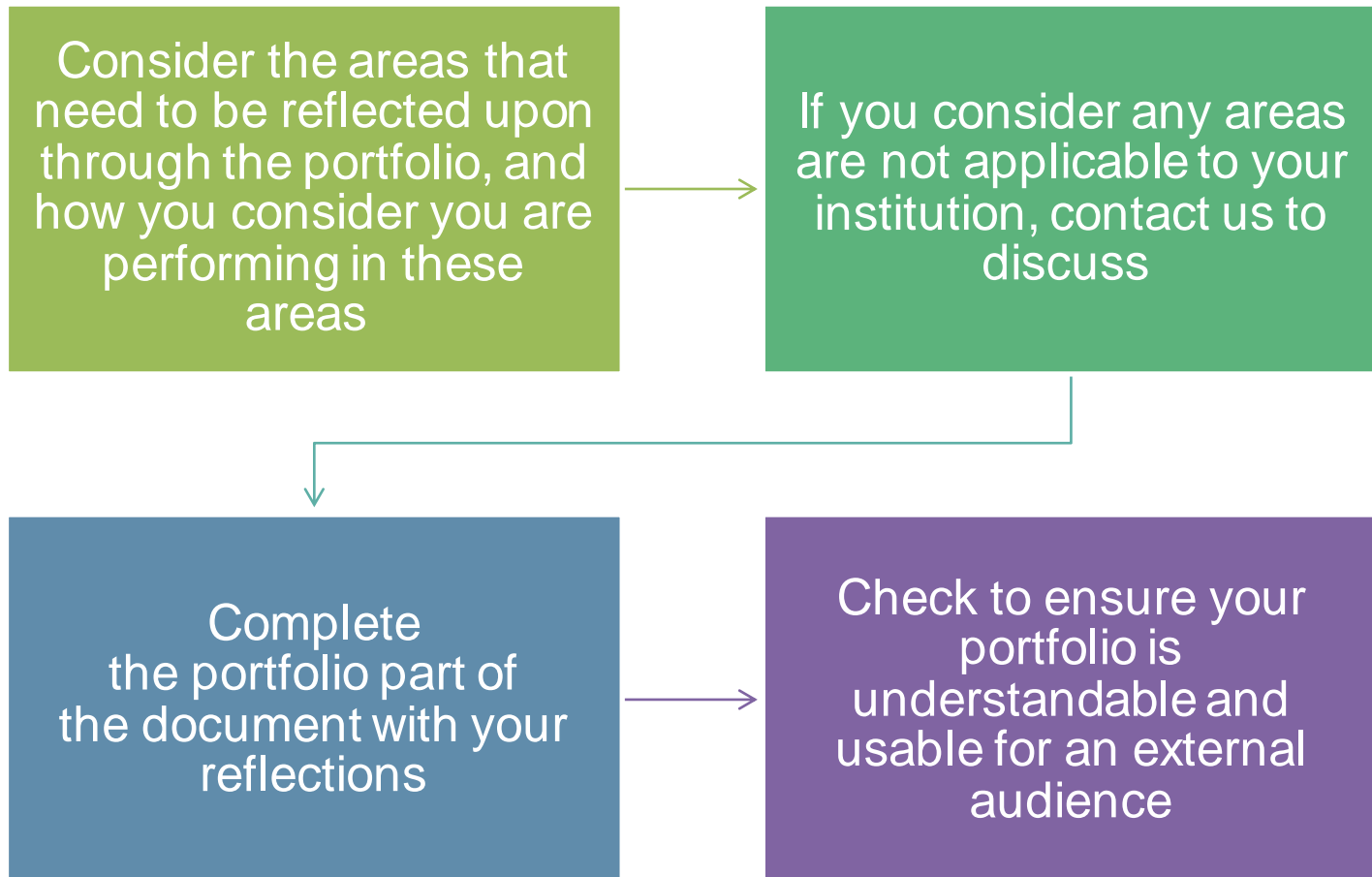
## Self-reflection on thematic areas – purpose

“To periodically engage with providers to understand their performance. We are seeking to gain assurance regarding the institution’s continued alignment to our education standards”

We will use information in your portfolio to:

- Consider your performance against our quality themes
- Decide on areas we would like to explore with you through ‘quality activity’
- Develop next steps for assessment, including defining quality activities to be undertaken
- Using all information, make a decision about your performance, whether further action is required, and when your next monitoring submission is due

## Self-reflection on thematic areas – process



## Self-reflection on thematic areas – considerations

### Understand the ask

- Review information on the portfolio – we have explained what we mean by each portfolio area
- Read the guidance, and check in against this while producing your portfolio

### Model of self-reflection:

- We do not prescribe which model you should use
- We strongly suggest clearly structuring your self-reflection by creating headings in your return

### Portfolio structure:

- We suggest that you deal with each area in a modular way
- For example, when reflecting on partnerships with other organisations, reflect on each partnership separately
- There may be crossover areas in the portfolio sections. We are happy for you to refer to relevant earlier points

## Self-reflection on thematic areas – supporting evidence

Only include information that supports your self-reflection

You may include supporting evidence where it helps the reader understand your narrative and self-reflection:

- Links to an information available in the public domain
- Documentation, or extracts from documents, where this is useful to support the self-reflection

Aim to keep your submission concise:

- Provide extracts as quotes in the portfolio, rather than a supporting document
- Supply extracts of documents, rather than the whole document

Oversupply supporting information can cloud our judgements. This can in turn result in further questions for you, and slower progress through the process

## Self-reflection on thematic areas – example

### National Student Survey (NSS) outcomes

Key findings, including successes and areas to focus on

Self-reflection on challenges, developments, and successes:

#### Challenges

- **Description:** We were disappointed that overall student satisfaction has not returned to the height of the 2014-15 academic year, despite the mitigations put in place.
- **Evaluation:** We have put in a series of mitigations as follows:
  - [example 1]
  - [example 2]
  - [example 3]
- **Analysis:** We have analysed the impact of the mitigations as follows:
  - [example 1]
  - [example 2]
  - [example 3]
- **Conclusion:** Our conclusions are.... Are next steps are...

#### Developments

- **Description:** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel
- **Evaluation:** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel
- **Analysis:** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel
- **Conclusion:** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel

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# Revised standards of proficiency – What providers need to do

## Why and how we've revised our standards of proficiency

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

For this review we have:

- 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

Review has concluded, and we are now working with stakeholders to embed the outcomes



## What you need to do



Deliver the revised  
SOPs to new cohorts  
from September 2023



Report approach  
through this  
performance review  
submission

## What you should consider in developing your provision



The key development themes, and how these are or can be embedded within and across your provision



Profession specific changes



Whether changes are required to your provision – we recognise that providers may already be delivering SOPs to the level required by the revisions

## What you need to show us



Reflections on the revisions and any changes you have made / are planning to make



Reflections on the key areas of change



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



We may explore your reflections through the performance review process

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# Data points

## Provision of / reflection on data points – purpose

We rely on regular supply of data and intelligence to help us understand provider performance outside of the periods where we directly engage

Our normative data requirements are for:

- Numbers of learners
- Continuation rates
- Graduate outcomes
- Teaching quality
- Learner satisfaction

Through this process we ask providers to reflect on these data points

Where risk assessment allows, we will lengthen the period between performance review engagements from 2 years, up to a maximum of 5 years

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## Where data points are not available

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Not all providers are included in external data returns accessible to the HCPC

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Where a sufficient number data points are not available, the maximum length of time we will allow between performance reviews is two years

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This is so we can continue to understand risks in an ongoing way where data is not available

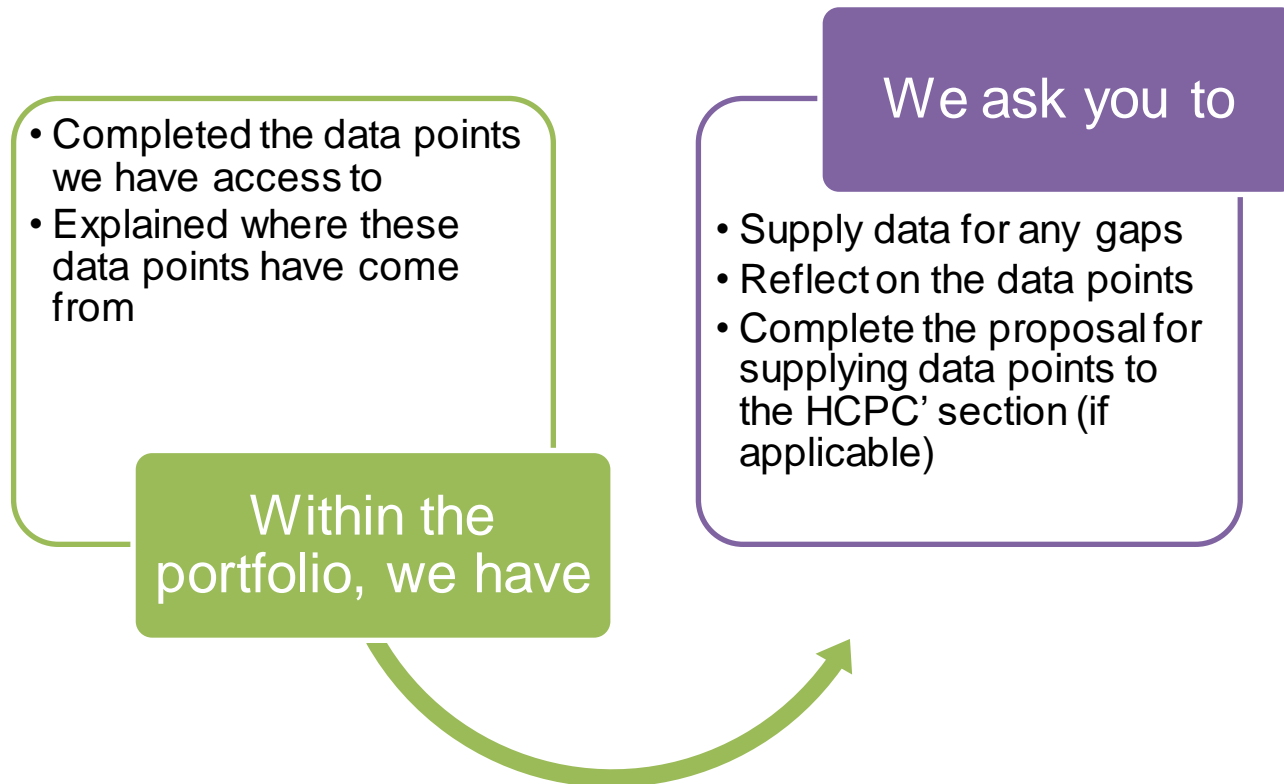
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Where we have gaps in data, we would like to work with providers to establish regular data reporting to satisfy our normative requirements

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You will need to work with us to establish these data points, and how you will regularly return through this performance review process

## Provision of / reflection on data points – process



## Provision of / reflection on data points – example

National Student Survey (NSS) overall satisfaction score (Q27)			
Benchmark	Data point	Source	Notes
<p>Supplied where available If not supplied, please complete with relevant alternative data</p>			<p>We have used this data point as a <u>high level</u> reference for the learner view on the provision.</p> <p>Depending on availability of data, the data point was either sourced from:</p> <ul style="list-style-type: none"> <li>• Subject – HCPC-related subjects</li> <li>• Summary – the provider-level public data</li> <li>• Null – data point not available</li> </ul>
<p>Provider self-reflection on challenges, developments, and successes:</p>			
Supporting information (if required)			
Document title / accessible URL		Page number(s)	Paragraph number(s) (if applicable)



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# Learning from the first year

## Our advice

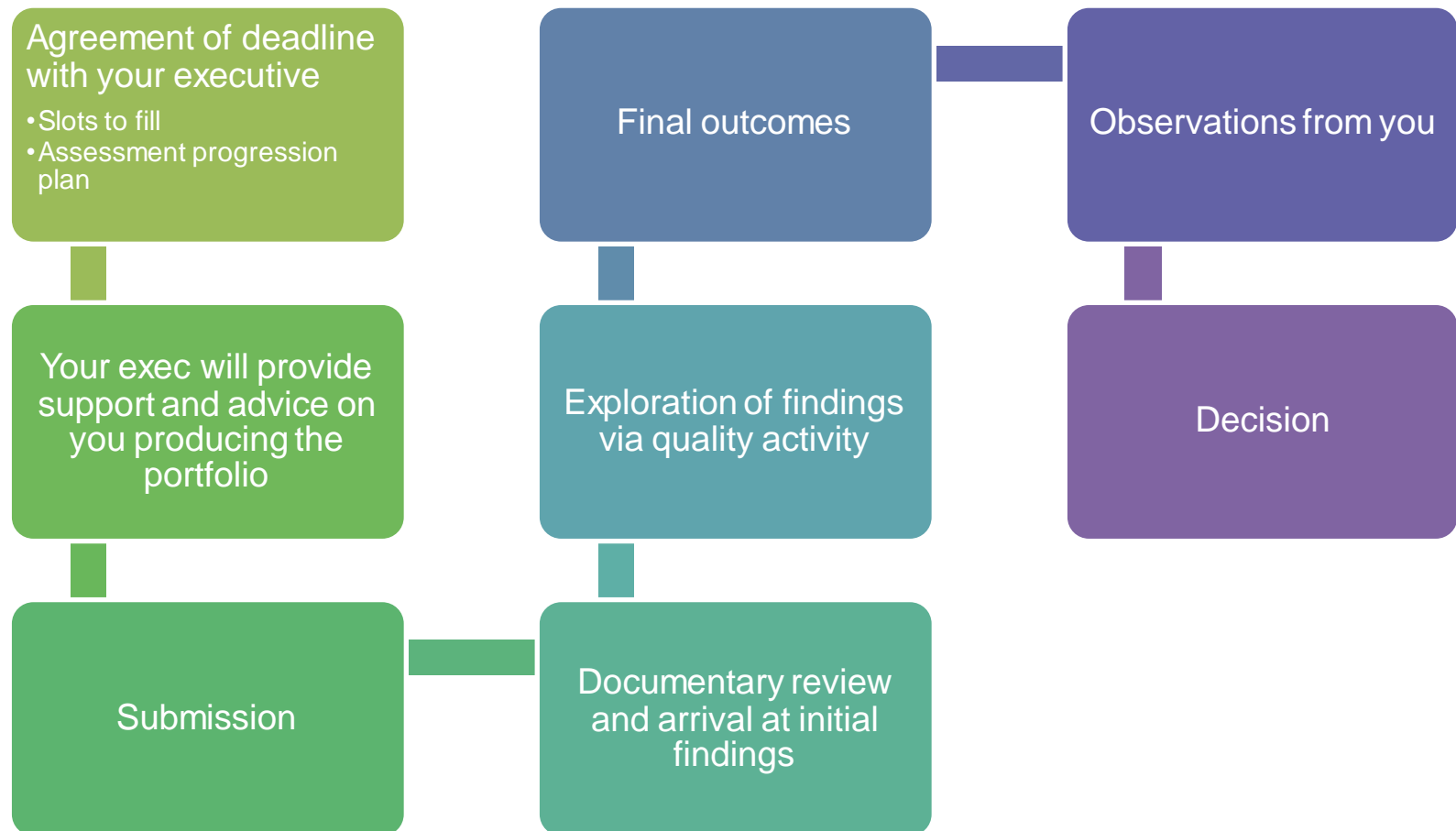
- ✓ Start the process early
- ✓ Plan internal actions needed to submit on time – this will mean working with others in your institution
- ✗ Not about how standards are met
- ✓ Reflective exercise – tell us how things have gone (for better or for worse), and what you have done
- ✗ Don't oversupply information
- ✓ Talk to your executive – ask us questions, ask for advice

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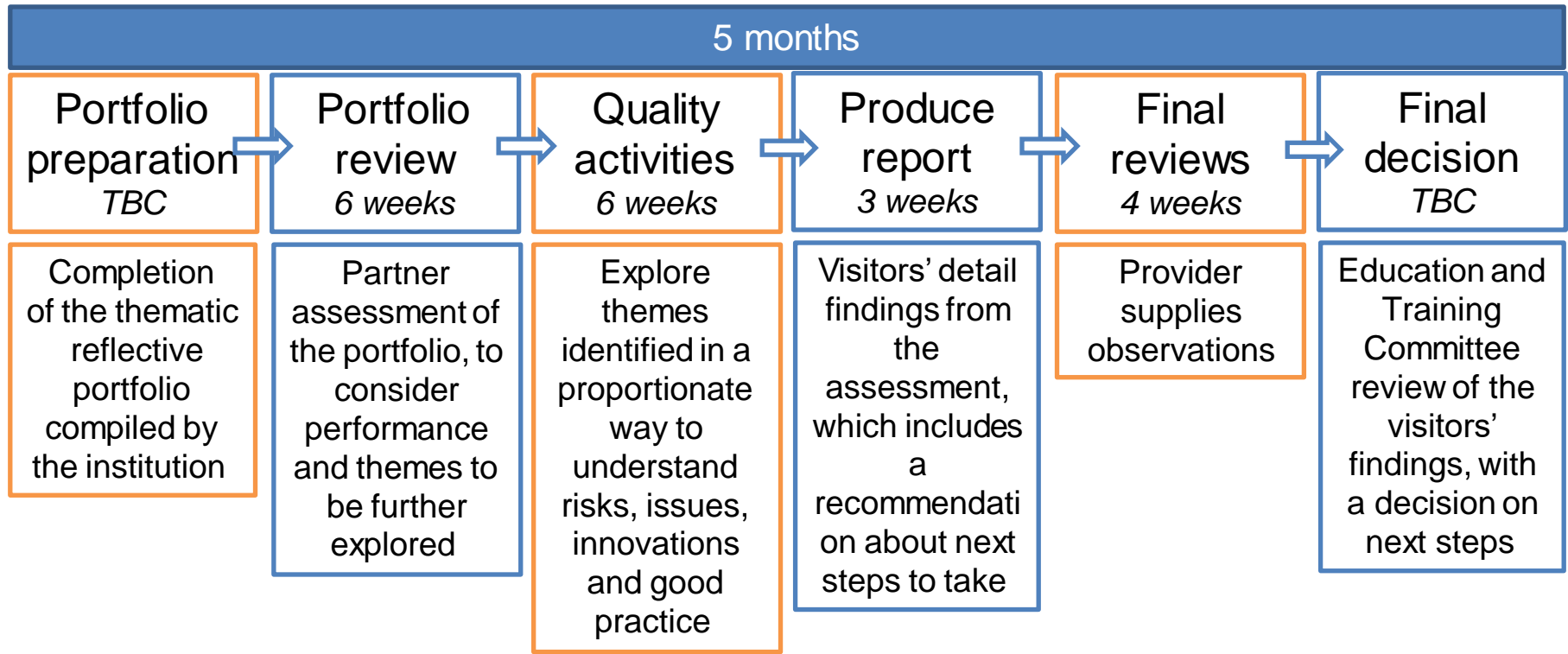
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# Next steps

## Next steps



## Indicative timeframes



# Q&A session

## Guidance

A process overview document and an e-learning module, which lay out the performance review process at a high level

Detailed guidance about the submission of your portfolio on the portfolio document

A dedicated section of our website focused on maintaining approval

Process stage guidance which will be provided through the process

Your named contact at the HCPC will be available at any point to help you with your portfolio and with the continuing process

# Thank you

If you have further queries, please liaise internally with your nominated HCPC quality assurance contact – this person should then liaise on behalf of your institution with your regional lead:

- England - East of England - Temilolu Odunaike ([temilolu.odunaike@hcpc-uk.org](mailto:temilolu.odunaike@hcpc-uk.org))
- England - London
  - Lead - Alistair Ward-Boughton-Leigh ([alistair.ward-boughton-leigh@hcpc-uk.org](mailto:alistair.ward-boughton-leigh@hcpc-uk.org))
  - Support - Sophie Bray ([sophie.bray@hcpc-uk.org](mailto:sophie.bray@hcpc-uk.org))
- England - Midlands - John Archibald ([john.archibald@hcpc-uk.org](mailto:john.archibald@hcpc-uk.org))
- England - North East and Yorkshire - Temilolu Odunaike ([temilolu.odunaike@hcpc-uk.org](mailto:temilolu.odunaike@hcpc-uk.org))
- England - North west - Niall Gooch ([niall.gooch@hcpc-uk.org](mailto:niall.gooch@hcpc-uk.org))
- England - South east - Saranjit Binning ([saranjit.binning@hcpc-uk.org](mailto:saranjit.binning@hcpc-uk.org))
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- Scotland - Niall Gooch ([niall.gooch@hcpc-uk.org](mailto:niall.gooch@hcpc-uk.org))
- UK wide\* - Saranjit Binning ([saranjit.binning@hcpc-uk.org](mailto:saranjit.binning@hcpc-uk.org))
- Wales - Sophie Bray ([sophie.bray@hcpc-uk.org](mailto:sophie.bray@hcpc-uk.org))

\*providers that offer programmes to learners based across the country