
Education provider webinar – September 2023

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

Revised SOPs – what you need to do

Data points – reflection and supply

Learning from the first two years

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

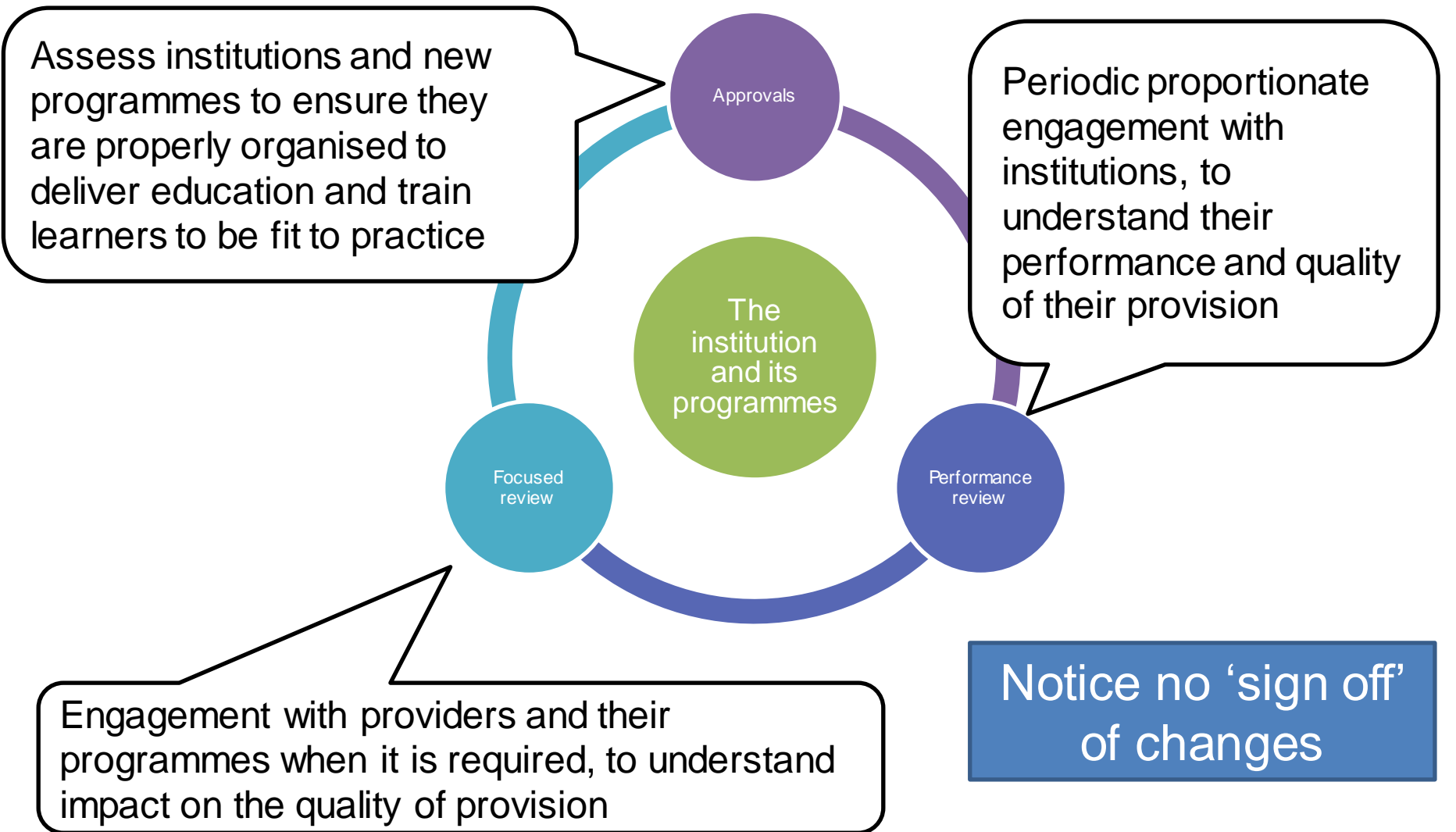
The institution and its programmes

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 2023-24

After introducing our current model in September 2021, all providers will be assessed prior to September 2024

Providers not selected in years 1 and 2 were selected for year 3 (2023-24)

Considered several metrics and indicators when deciding when to engage providers for the first time:

- Total number of learners, preferring providers with a higher number of learners
- Engagement with the legacy model
- Number of available externally sourced data points

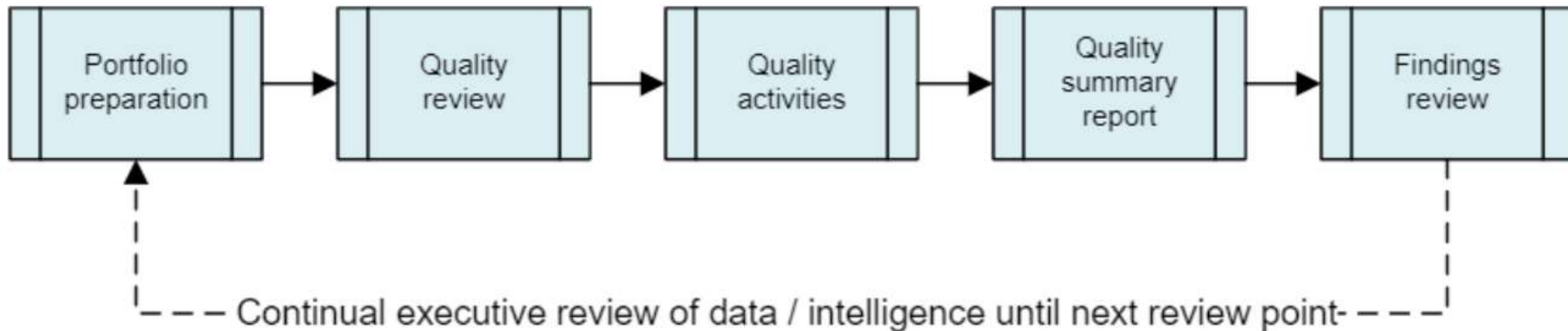
Not used metrics and indicators to make judgements on the quality of provision

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

Approach went through rigorous internal and governance scrutiny

Some providers are returning after engaging in year 1 or 2

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, and make 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)

Use our [education provider self-service portal](#) to submit information, communicate, and check progress

Changing burden – legacy model to current model

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

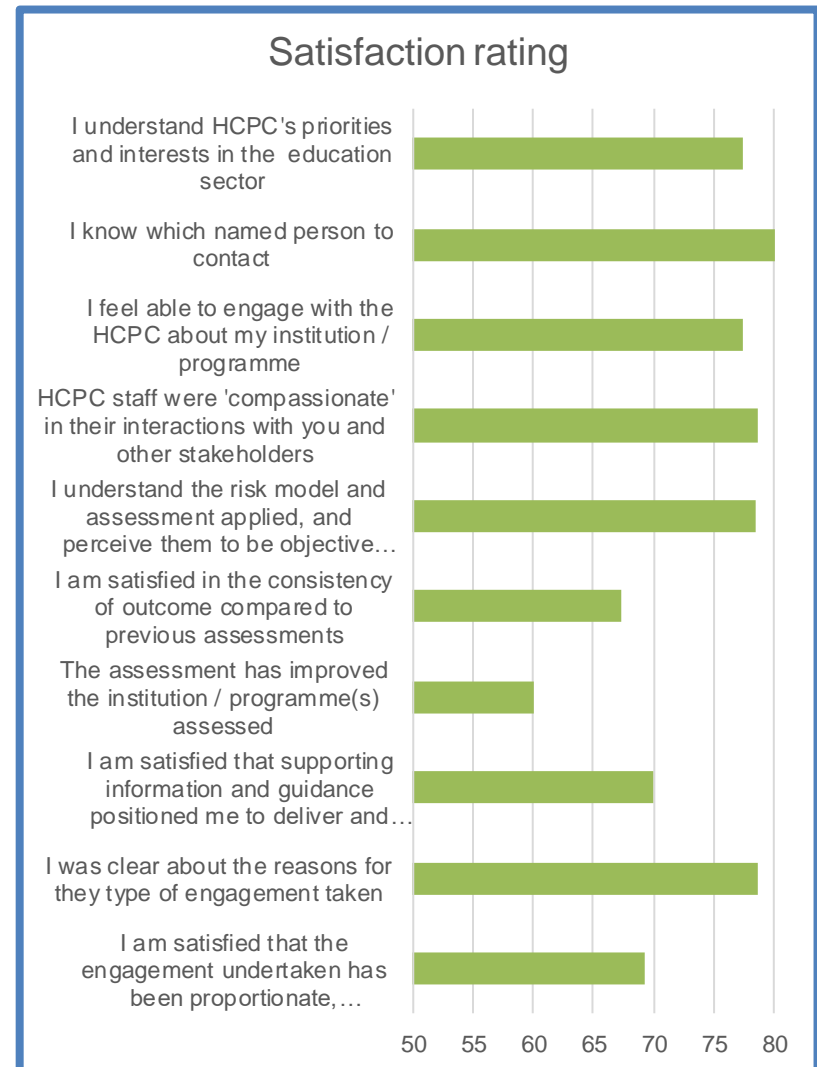
- Allows us to lengthen the time between your submissions, further reducing burden

Stakeholder feedback – view on the process

“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.

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

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

Baseline established through this exercise becomes a starting point for us understanding your provision

Not all providers will need to do this – not if you have engaged with a formal assessment process with us since September 2021

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 ¹	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>
Admissions	Information for applicants	2.1	A list – you do not need to supply links / evidence through this part of the form	Brief description of how the policy / procedure / process functions across your institution
	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		
Management and governance	Ability to deliver provision to expected threshold level of entry to the Register ²	1.1	Clear link to relevant standards	
	Sustainability of provision	3.1		

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Self-reflection on thematic areas

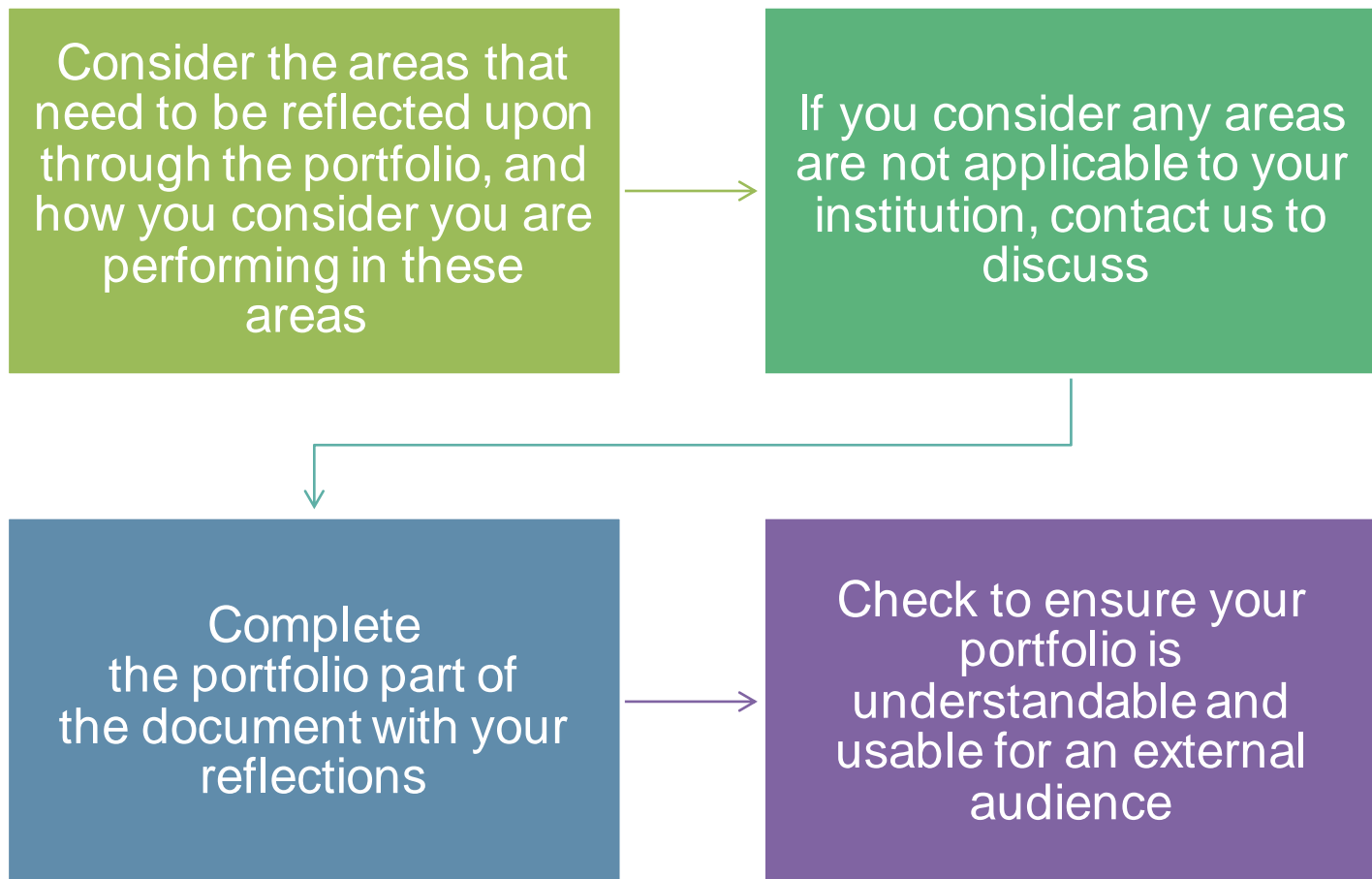
Self-reflection on thematic areas – purpose

“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 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

Assessment of practice education providers by external bodies

Assessments by bodies such as the Care Inspectorate Wales, Care Quality Commission (in England), Healthcare Improvement Scotland, or The Regulation and Quality Improvement Authority (in Northern Ireland), focusing on any feedback and actions

Self-reflection on challenges, developments, and successes:

Challenges

- **What?** Placement site X received a poor rating from [relevant body].
- **So what?** This led to some learners being removed from undertaking their practice-based learning at this site
- **Now what?** We have identified the following areas to be developed to mitigate this situation:
 - [example 1]
 - [example 2]
 - [example 3]

Developments

- **What?** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel
- **So what?** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel
- **Now what?** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ac nisl id felis dapibus vehicula vel

- Uses Driscoll Model of Reflection - one example of a self-reflective method you could use
- Clearly structured
- Concise

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Revised standards of proficiency – What providers need to do

What you need to do



Deliver the revised
SOPs to new cohorts
from September 2023



Report approach
through this
performance review
submission

What you need to show us



Reflections on the revisions and any changes you have made



Reflections on the key areas of change



Do **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

What you should have considered in developing your provision



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



Profession specific changes



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

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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
- Learner non continuation
- Outcomes for those who complete programmes
- 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

Where data points are not available

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

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

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

We would like to work with you through this process to establish regular data reporting to the HCPC to satisfy our normative requirements

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

- Completed the data points we have access to
- Explained where these data points have come from

Within the portfolio, we have

We ask you to

- Supply data for any gaps
- Reflect on the data points
- Complete the proposal for supplying data points to the HCPC' section (if applicable)

Provision of / reflection on data points – example

Learner non continuation				
Benchmark (%)	Data point (%)	Source and date	HCPC notes	
<p>Supplied where available If not supplied, please complete with relevant alternative data</p>			<p>Our established external return for this normative data requirement is the 'aggregation of percentage of learners not continuing'. We have used this as one of the Higher Education Statistics Agency (HESA) key performance indicators.</p> <p>Depending on availability of data, the data point was either sourced from:</p> <ul style="list-style-type: none"> • Data delivery – a bespoke HESA data return, filtered bases on HCPC-related subjects • Summary – the provider-level public data • Combination / other HEI – where the data is formed out of a combination of data for associated institutions • Null – data point not available in our return 	
<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)
<p><i>Please only supply supporting information if it is <u>necessary to support your reflections or narrative</u> – you should aim to keep your portfolio as concise as possible</i></p>				

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Learning from the first two years

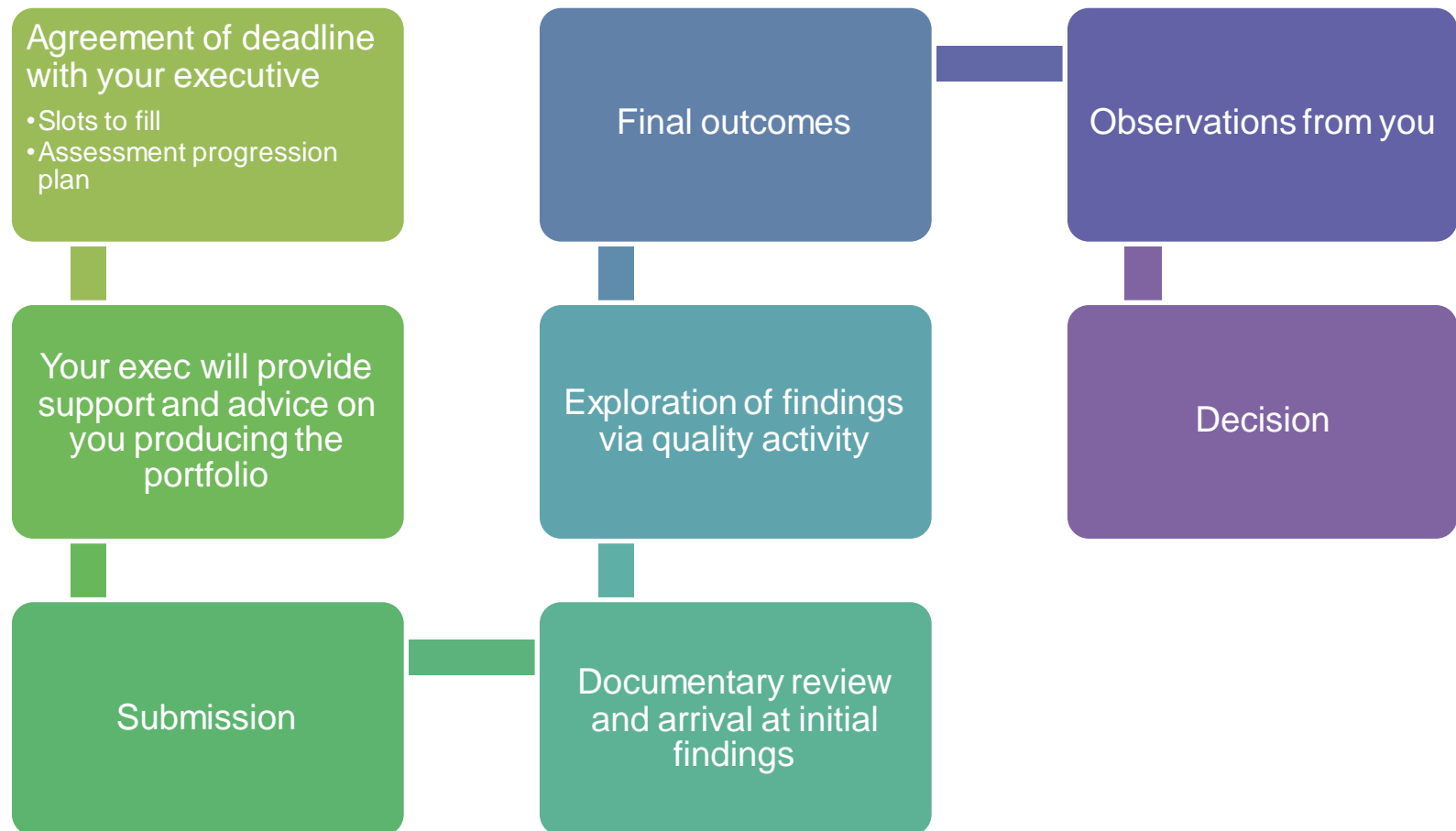
Our advice

- ✓ 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

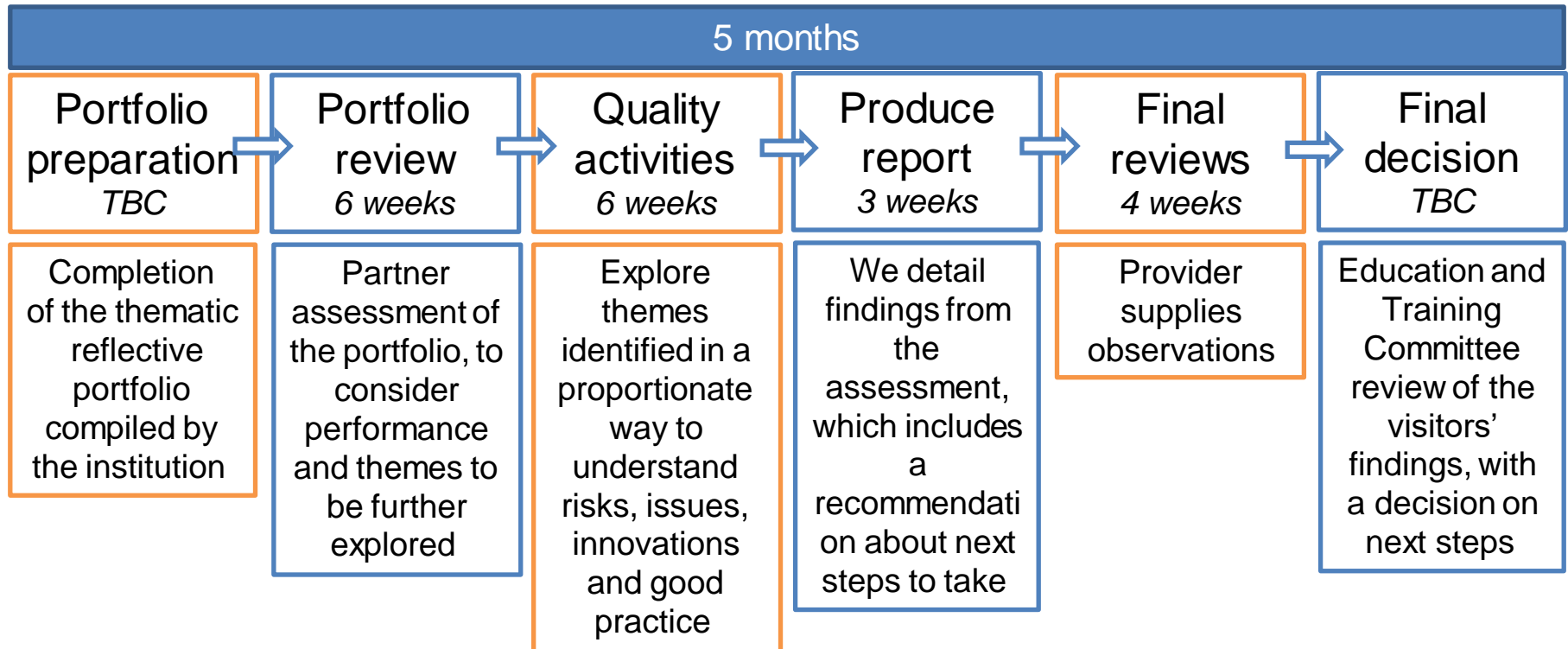
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Next steps

Next steps



Indicative timeframes



Orange boxes mean provider engagement

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)
- England - London
 - Lead - Alistair Ward-Boughton-Leigh (alistair.ward-boughton-leigh@hcpc-uk.org)
- England - Midlands - John Archibald (john.archibald@hcpc-uk.org)
- England - North East and Yorkshire - Temilolu Odunaike (temilolu.odunaike@hcpc-uk.org)
- England - North west - Niall Gooch (niall.gooch@hcpc-uk.org)
- England - South east - Saranjit Binning (saranjit.binning@hcpc-uk.org)
- England - South west – tbc (will be direct handover – contact education@hcpc-uk.org at this time)
- Northern Ireland - Temilolu Odunaike (temilolu.odunaike@hcpc-uk.org)
- Scotland - Niall Gooch (niall.gooch@hcpc-uk.org)
- UK wide* - Saranjit Binning (saranjit.binning@hcpc-uk.org)
- Wales - tbc (will be direct handover – contact education@hcpc-uk.org at this time)

*providers that offer programmes to learners based across the country