
9 July 2024

Annual report findings – Equality, diversity, and inclusion

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 equality, diversity and inclusion

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

Equality, diversity, and inclusion

Standards relating to EDI

There must be equality and diversity policies in place in relation to applicants, and that these policies must be monitored (SET 2.7).

Programmes must implement and monitor equality and diversity policies in relation to learners (SET 3.14).

From September 2023, we significantly expanded the role of EDI in our standards of proficiency (SOPs):

- Placed specific importance on making sure that practice is inclusive for all service users

The SOPs are delivered and assessed through programmes (SETs 4.1 and 6.1)

Key findings

Key area of focus for education providers

- Education providers have been leaders in this area for some time
- Links with widening participation
- Current societal focus

Institution-level strategies / high level commitments relating to EDI are in place

- Aimed to ensure education providers are inclusive and fair in their activities
- Focus on areas such as learner recruitment and admissions, experience, progression, attainment, and employability

Most successful when there are proactive approaches

- Clearly defining intentions
- Planning how to deliver intentions
- Measuring success

Our view

We are focused on EDI, with our requirements of providers and revised SOPs

Identifying problems is a strength of good quality assurance

All education providers are meeting our requirements, aware of challenges, and taking appropriate action

Data and insight – EDI factsheets

Good practice

Data – important to understand

- Challenges in admissions
- Disparity in attainment

Staff enabling good practice

- EDI-focused job roles
- Mandatory EDI training
- Performance objectives

Internal structures

- Committees, groups and boards
- Provide feedback and consultation mechanisms
- Representatives from senior people, learners, staff and service users

Good practice

External frameworks, for example

- Advance HE Athena Swan Charter
- Advance HE Race Equality Charter
- Office for Students (OfS) ambition to reduce awarding gaps for BAME learners

Funding from sector bodies

Challenges / developments and responses

Attainment gaps for particular groups of learners

- Range of interventions depending on the group, education provider, and specific situation, including data-informed responses and initiatives.

Recognition that some professions have traditional profiles

- Work upstream, when advertising programmes, to enable applications from a broader range of people

Working to address systemic racism

- In response to the Black Lives Matter and anti-racism movements
- Includes decolonising curricula

What next

Recognition that EDI is not something to be 'completed'

Enable adoption of good practice frameworks through performance review assessments

- OfS Equality of Opportunity Risk Register
- Council of Deans of Health (CoDoH) report on Anti-racism in Allied Health Professional (AHP) Education

Developing our own understanding of what normal and best practice looks like

Review of our standards of education and training (SETs)

Q&A / discussion

Further reading / materials

- [Education annual report](#)
- [OfS Equality of Opportunity Risk Register](#)
- [Advance HE Athena Swan Charter](#)
- [Advance HE Race Equality Charter](#)
- Council of Deans of Health (CoDoH) report [Anti-racism in Allied Health Professional \(AHP\) Education](#)
- [Diversity data](#) for our professions

Webinars

Title	Date	Sign up link / materials
Changing profile of education provision	16 May	Link
Programme capacity	21 May	Link
Changing learning, teaching and assessment methods	13 June	Link
Interprofessional education	18 June	Link
EDI initiatives	9 July	Link
Service users and carers - sustainability of involvement	17 July	Link
Embedding the revised standards of proficiency	8 August	Link

Contact us

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