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17 September 2024

NHSE Long Term Workforce Plan: Understanding HCPC's requirements

Purpose of the webinar / agenda

Help you understand our requirements, considering actions you may be taking to meet the objectives of the NHS Long Term Workforce Plan in England

Provide advice and guidance about key areas of consideration

	Item
1	HCPC's Education function and our standards, and how we work with others
2	Your response to the NHS Long Term Workforce Plan (in England)
3	Innovations – areas to consider linked to our standards
4	Q&A / discussion

HCPC's Education function and our standards, and how we work with others

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

Our four nations / regional approach

Education team members are empowered to build and sustain positive working relationships with providers and other national / regional stakeholders

How we work with providers and others

- Providers have a **dedicated contact** to provide trust and consistency
- We are **part of four nations / regional conversations**, including with NHSE regional teams, to ensure we understand and respond to differing approaches
- We **understand what is happening**, to support our ability to effectively quality assure institutions and programmes
- Our activities **build on wider stakeholder interests** in high quality education and training to support workforce needs
- We aim to **support others to understand HCPC priorities** and interests in education

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Collaboration & engagement with Regional NHSE AHP Teams

NHSE WT&E (formerly known as HEE) worked collaboratively with the HCPC to develop an education operational-level information sharing agreement

- In addition to national data sharing agreements between our organisations
- Completed and implemented at the end of 2023

Complement the regular meetings between the HCPC regional leads, and the NHSE AHP / Quality team leads

- Quarterly meetings are opportunities to share intel on innovation, upcoming quality reviews, pipeline educational developments, etc

How we work with other bodies – aiming to reduce burden

Professional bodies

- Aim to inform each other's work in the education QA space
- Forum
- 1-2-1 meetings
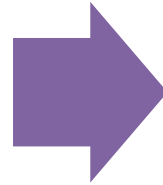- Information sharing arrangements

Other regulators

- Inter regulatory group
- Information sharing
- More to do – eg establishing better connections with Ofsted and OfS

Commissioning / oversight organisations

- Regular meetings to understand what's important / new
- Able to undertake structured activities on specific developments

Outcome focused education standards

The standards (SETs) are outcome focused → Those who complete programmes meet our requirements for registration

Education providers demonstrate how they meet standards

- Flexible and non-prescriptive – not a 'tick box' exercise, where certain thresholds must be met
- Appropriate to the model of learning and profession

This means we do not set specific 'inputs' required, like staff / learner ratios, or the number of practice hours required

Considering professional body expectations

Your response to the NHS Long Term Workforce Plan (in England)

Scenarios

When responding to the Plan, education providers may

- Increase learner numbers for existing programmes;
- Develop new programmes
- Close existing programmes, which may or may not be replaced

There are four scenarios that will require some form of regulatory engagement with the HCPC

Changes to existing programmes, including learner number increases

HCPC-approved education provider, proposing new programme(s) for **professions already delivered**

HCPC-approved education provider, proposing new programme(s) for **new professions** to the provider

New education provider to HCPC, proposing new programme(s)

Scenario 1 – Changes to existing programmes, including learner number increases

Regulatory process
- Normally none at this time – although you should consider whether there is anything <u>major</u> which we might need to review
- Reflection through your next scheduled <u>performance review</u> submission

Level of engagement required
- Low

When to engage with us
- If you consider there is anything <u>major</u> to raise with us, you should speak to your <u>key contact</u>
- We will request your engagement with our performance review requirements in the summer before your submission is due
- Your next engagement was (or will be) set on completion of your last performance review assessment

Timescales for regulatory approval
- N/A – prior approval normally not needed to make changes of this nature

What this looks and feels like
- Self-reflective portfolio submission to include information about changes and how they have been managed
- Potential exploration of information as part of <u>quality activities</u> through the assessment

Our approach to change

Normally don't review or approve changes to existing programmes to deliver the intentions of the Plan, in advance of those changes

HCPC should be seen as an **enabler** rather than a barrier to change, linked to how our standards and regulatory processes function

You should consider the following when considering if you need to engage with us now

DO inform us of significant changes, such as	DO NOT inform us of granular changes to your institution or programme, such as
✓ Significant financial or resourcing difficulties, which might impact on learner progress ✓ Significant change to physical resourcing, such as a campus move or development of new clinical resources ✓ Significant changes to your approach to education, such as provision-wide curricula review	✕ Outcomes from internal cyclical reviews ✕ Changes to learner numbers, if those changes are managed within your resourcing model ✕ Personnel changes

Our approach to change – why this is appropriate

Continued monitoring of external data points

Regular assessment via our performance review process

- Periodically assesses education providers' performance, linked to a series of themes we consider important to show continued alignment with our standards
- Decide when we should next review the education provider, based on an assessment of risk (between one to five years)

Open concerns referral available for any stakeholder involved in programmes

Scenario 2 – new programme approval for HCPC approved education providers, for professions *already* delivered

Regulatory process
- New programme approval

Level of engagement required
- Medium

When to engage with us
- We need to approve new programmes before they start
- We ask that you speak to us as soon as possible if you are considering running a new programme, and complete a form to formally begin the assessment process

Timescales for regulatory approval
- Defined through the formal process, and influenced by your readiness and the proposed programme start date – normally 4-6 months from your documentary submission

What this looks and feels like
- Assessment of new programme alignment with existing provision
- Detailed review of new programme(s) against our programme level standards
- Consideration of existing programme structures and information through this review.
- Potential exploration of information as part of quality activities through the assessment
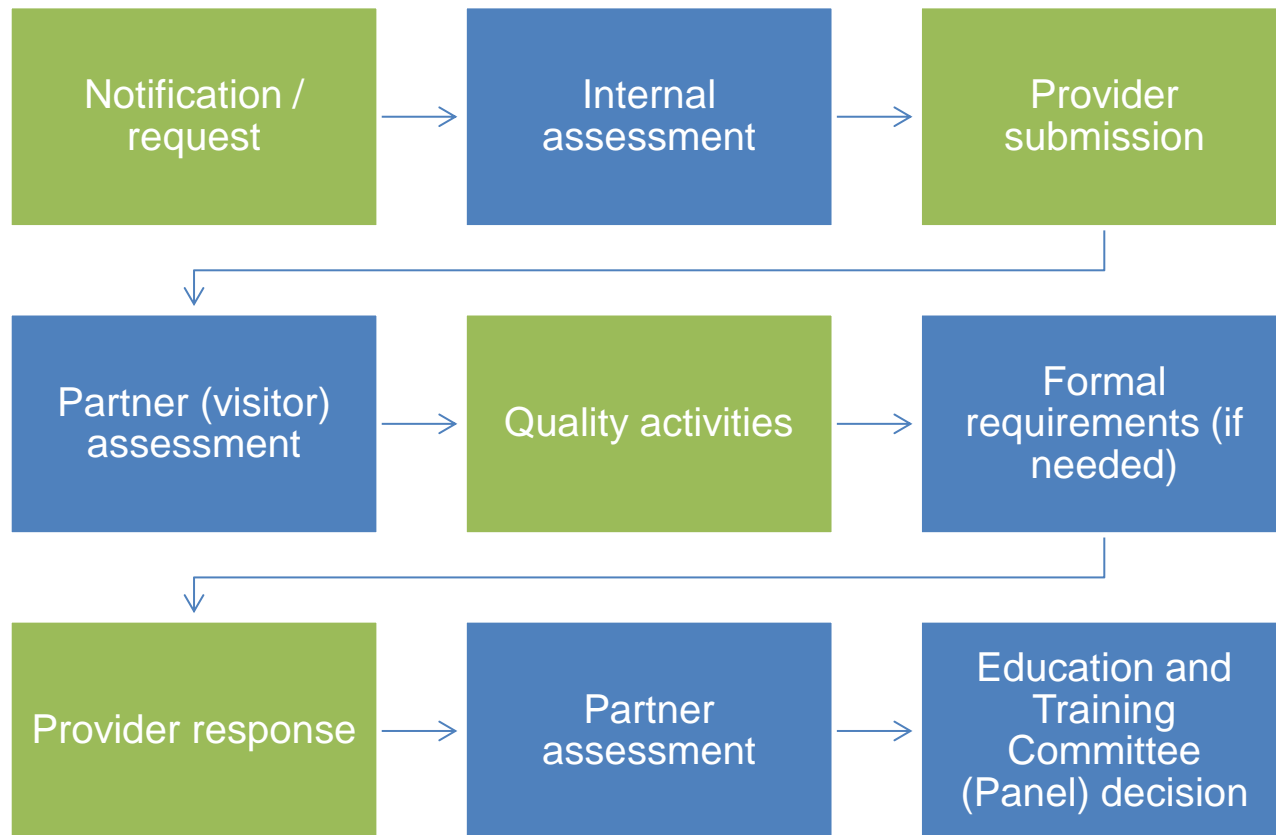
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Scenario 3 – new programme approval for HCPC approved education providers, for professions *not* delivered

Regulatory process	• New programme approval
Level of engagement required	• Medium
When to engage with us	• We need to approve new programmes before they start • We ask that you speak to us as soon as possible if you are considering running a new programme, and complete a form to formally begin the assessment process
Timescales for regulatory approval	• Defined through the formal process, and influenced by your readiness and the proposed programme start date – normally 4-6 months from your documentary submission
What this looks and feels like	• Assessment of new programme alignment with existing provision • Detailed review of new programme(s) against our programme level standards • Potential exploration of information as part of quality activities through the assessment

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Scenario 4 – new programme approval for education providers new to the HCPC

Regulatory process
- New programme approval

Level of engagement required
- High

When to engage with us
- We need to approve new programmes before they start
- We ask that you speak to us as soon as possible if you are considering running a new programme, and complete a form to formally begin the assessment process

Timescales for regulatory approval
- Defined through the formal process, and influenced by your readiness and the proposed programme start date – normally 6-9 months from your documentary submission.

What this looks and feels like
- Detailed review of the institution against our institution level standards
- Detailed review of new programme(s) against our programme level standards
- Potential exploration of information as part of quality activities through the assessment

Approval assessments – process flow

Notification / request	→	Internal assessment	→	Provider submission

Partner (visitor) assessment	→	Quality activities	→	Formal requirements (if needed)

Provider response	→	Partner assessment	→	Education and Training Committee (Panel) decision

Through the process:
- Provider support / engagement
- Partner support, and setting context
- Consideration of data

Innovations – areas to consider linked to our standards

Your role in meeting our standards

Education providers are responsible for meeting our standards – we recognise system-wide solutions will often be needed to meet challenges linked to the Plan

Education providers may be able to take some actions on their own, through creative use of existing resources

Our standards should not be seen as restrictive or a barrier to innovation

- They provide a framework for you to safely expand and improve your education provision
- Expanding your offer must not come at the expense of quality or safety
- Challenges of achieving the Plan offer an opportunity for education providers to think differently when developing their programmes

What this section is for

Have presented our views on innovations, based on our experience of approving and monitoring programmes

Much of this may be familiar to you, but we hope there will be some useful points when considering innovations

Apprenticeship routes

Specific aims in the NHS Long Term Workforce Plan in England

Apprenticeship programmes running since 2017

Seeing diversification of routes
- 8% of HCPC approved programmes (total)
- 31% of new programmes approved (2021-22 and 2022-23 academic years)

- Arts therapists (all modalities) (3%)
- Biomedical scientist (2%)
- Chiropodist / podiatrist (14%)
- Clinical scientist (0%)
- Dietitian (6%)
- Hearing aid dispenser (7%)
- Occupational therapist (14%)
- Operating department practitioner (31%)
- *Orthoptist (standard approved August 2024)*
- Paramedic (4%)
- Physiotherapist (5%)
- Prosthetist / orthotist (20%)
- Radiographer (both modalities) (12%)
- Speech and language therapist (4%)

Apprenticeship routes - challenges

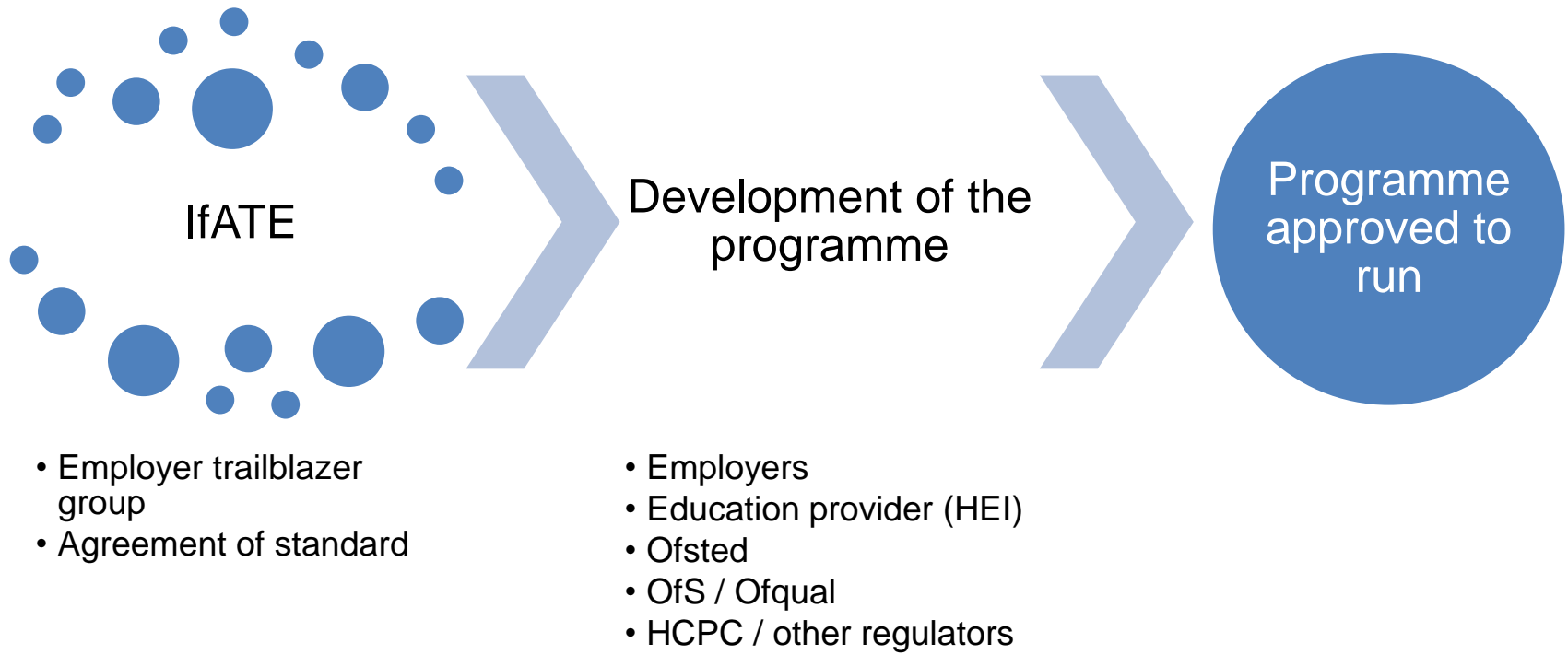|		
Partnership between the employer and the education providers	Securing resources required to *develop* apprenticeship programmes	Multiple regulators – overlapping roles
Sufficient practice-based learning capacity for all learners	Academic staff workforce	Supporting learners with different needs

Different bodies involved in apprenticeship programme approval

IfATE

Development of the programme

Programme approved to run

- Employer trailblazer group
- Agreement of standard

- Employers
- Education provider (HEI)
- Ofsted
- OfS / Ofqual
- HCPC / other regulators

Academic staff

Using existing staff differently

- Recruitment of additional support staff, to free up academics' time
- Use of academic staff from different professions to teach non-profession specific areas
- Continued and expanded use of 'guest lecturers'
- Smart timetabling
- Staggered programme start dates

Existing pool of academic staff within specific professions may not enable an increase in learners across programmes

- Shortage of new academic staff may be a barrier to delivering the Plan
- Some of the response to this will need to be centrally owned or facilitated, for example through delivery of NHSE's Educator Workforce Strategy

Education providers can take direct ownership of this challenge, in a number of ways

We have seen many examples of good practice such as

- Education providers considering ways into an academic career (like working with practice partners to second individuals from practice)
- Ensuring their learning and development offer supports new academic staff to succeed

Education provider resources

Ways for education providers to use their existing resources differently to enable learner increases

This might be through changes to the model(s) of learning, smart timetabling, and / or staggered programme start dates

Increasing learner numbers will lead to a growth in income

However, we recognise that with inflationary and cost of living pressures, costs per learner may be increasing

We have often seen investment by education providers in:

- Physical resources (such as specialist teaching space and materials)
- Virtual resources and technologies (such as electronic teaching materials and virtual learning environments)
- Academic and pastoral support services for staff and learners

Innovations in practice-based learning

Education providers should explore innovations in practice-based learning

Quality of teaching and learning must be maintained

Expansions in practice-based learning should not be considered in silos

- Many education providers competing for practice-based learning within regions / nationally
- Education providers should engage with other bodies (like NHSE WTE colleagues) to properly plan and deliver expansion

We do not set the number of placement days, or a range of placement settings required

- Education providers have control in this area
- You should consider the duration and range of practice-based learning required to support delivery of your curriculum

Potential innovations

- Technology-Enabled Care Service-based placements
- Multidisciplinary approaches to practice-based learning
- Using simulation to support practice-based learning – simulation as a different teaching and learning method

Our role in approving new programmes linked to practice-based learning

- Consideration of how our standards function (outcome focused)
- Not to protect existing programmes / practice-based learning arrangements

Q&A / discussion

Materials

- [Responding to NHSE Long Term Workforce Plan: A guide for education providers](#)
- [Developing routes where learners are employees of partner organisations](#)
- [Quality assurance principles](#)
- [Our approach to change](#)
- Approval process [guidance](#) / [e-learning module](#)
- [Education annual report 2021-23](#)
- [Staffing changes](#)