hcpc health & care professions council

13 June 2024

Annual report findings – changing learning, teaching and assessment methods

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 changing learning, teaching and assessment methods

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

Changing learning, teaching and assessment methods

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Key messages

We have seen diversification in learning, teaching and assessments

Diversification was in part driven by the education sector's response to the COVID-19 pandemic

Many innovations were embedded into programmes on a permanent basis

Linking with our regulatory standards

Resources are in place to support learners, and the delivery of programmes (SETs 3.12 and 3.13)

Practice-based learning supports achievement of the standards of proficiency (SOPs) (SET 5.2)

Learning and teaching methods are appropriate to the effective delivery of the learning outcomes (SET 4.6), and **assessment methods** are effective at measuring them (SET 6.5)

Assessments are objective, fair and reliable (SET 6.3)

Drivers

COVID-19
- Catalyst for innovation
- Adoption on a permanent basis once restrictions had eased

Capacity of practice-based learning
- Different thinking about practice-based learning
- Introduction of simulation to support more traditional practice-based learning

Developing pedagogy
- Innovating to use available technologies to deliver education in an effective way
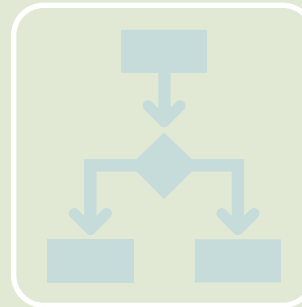- Linking to what registrants will experience in practice

'Right touch' regulatory approach – enabling innovation

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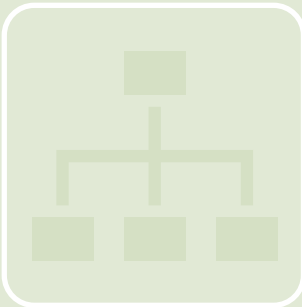
| Approved education providers are 'properly organised' to deliver education and training | Focus on whether education providers and programmes meet our standards of education and training (SET) | SETs are outcome focused, to ensure those who complete programmes meet our requirements for registration | We do not set specific 'inputs' such as how programmes should be delivered | Education providers demonstrate how their approaches enable them to meet our education standards |

Our approach to change

Education providers can make normal changes without regulatory input

Confident that education providers are 'properly organised' to deliver education and training

We monitor data and information on an ongoing basis between engagements with our regular performance review monitoring process.

Performance review

- Enables education providers to reflect on important areas linked to quality
- Enables us to make judgement about continued alignment with our regulatory standards

Education provider considerations when innovating

Quality assurance is central to the work of education providers

- There is a strong quality assurance mindset at education providers
- Focus on the quality of new and existing programmes by providers evident all of our assessments

Three key themes ran through embedding changes linked to this area

- Investment
- Considering pedagogy
- Staff and learner development

Methods of delivery and assessment – moving online

As part of the pandemic response, we saw:

- The immediate pivot to online delivery
- Moving assessments online
- Staff / educators development so technologies could be used effectively
- Additional support for learners to become digitally literate
- In some cases, learners having difficulty accessing technology systems in the practice environment

Many education providers did not move back to pre-pandemic approaches in their entirety after restrictions eased

For permanent adoption, education providers sought the right balance between the benefits of technology and retaining strengths of traditional face-to-face learning

Considering more permanent changes to practice, such as continued use of e-consultations

Simulation

We do not set specific requirements for how much simulation is allowed

We have seen significant investment in simulation technology

- Part of the pandemic response
- Response to problems with the capacity of practice-based learning
- Pedagogical development – understanding the benefits of preparing learners for practice through simulation

Enables safe development of clinical skills, problem solving and communication (as examples)

AI in education

Some education providers referenced AI in education through our assessments

Recognise challenges and opportunities presented by developments in AI and related technologies
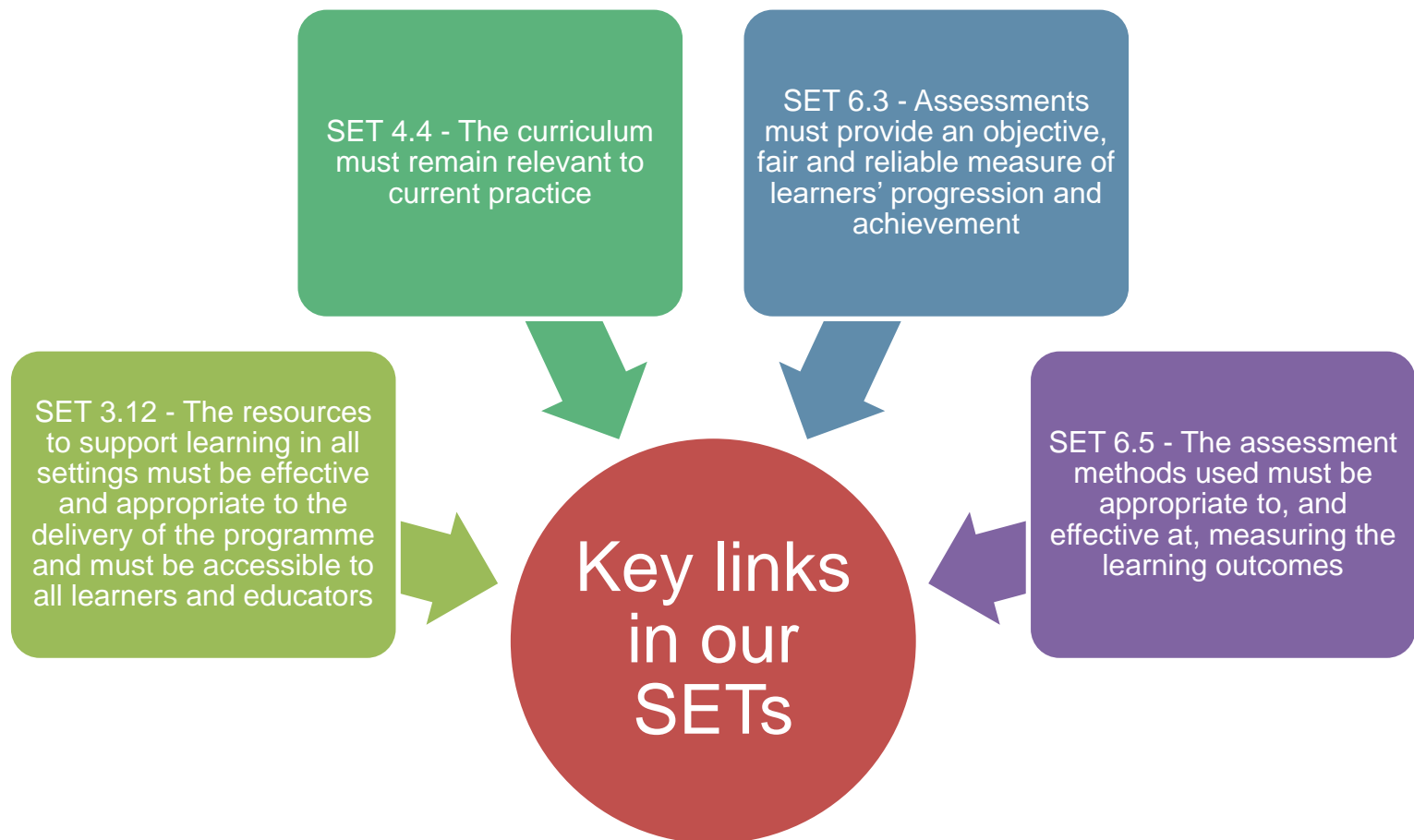
These link to:

- The provision of education and training
- Emerging areas of practice

Apply the right level of regulatory oversight – in a changing environment

A note on the term 'artificial intelligence'

AI – linking with our standards of education and training

SET 4.4 - The curriculum must remain relevant to current practice

SET 6.3 - Assessments must provide an objective, fair and reliable measure of learners' progression and achievement

SET 3.12 - The resources to support learning in all settings must be effective and appropriate to the delivery of the programme and must be accessible to all learners and educators

SET 6.5 - The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes

Key links in our SETs

AI – Linking with our standards of proficiency

Through our SOPs there are requirements for registrants linked to this area

Non exhaustively, registrants must:

- SOP 1.3 - keep their skills and knowledge up to date
- SOP 13.1 - change their practice as needed to take account of new developments, technologies and changing contexts

Different for different professions

The SOPs must be delivered and assessed through HCPC-approved programmes (SETs 4.1 and 6.1)

AI – What education providers need to do

Proactively consider this area, linking to continued adherence with our standards

- How you continue to **maintain academic integrity** with increased accessibility of AI technology to learners
- **Supporting staff and learners to become AI literate**, including the risks and benefits of AI in learning and practice
- How you **cover emerging technology** within practice as **part of programme curricula**
- Increasing evidence of biases built in to generative AI – **consider how biases can be mitigated** through your developments

Suggest this happens at the institution level

Reflect through your next 'performance review' assessment

Will not be running any kind of 'extraordinary review'

Further reading / materials

- [Education annual report](#)
- Council of Deans of Health (CoDoH) report [Pandemic Powered Improvements](#) (2022)

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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