hcpc health & care professions council

17 July 2024

Annual report findings – Service users and carers – sustainability of involvement

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 service users and carers – sustainability of involvement

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

Service users and carers – sustainability of involvement

Service user and carer involvement – our requirements

3.7 Service users and carers must be involved in the programme

- Institution-level standard
- Contribute to the overall effectiveness of programmes

To meet / maintain this standard, we expect

- Definition of relevant service users and carers, to the professions delivered
- Policies and processes to ensure service users and carers contribute to programmes
- Service users and carers support specific to their role(s)
- Processes to plan, monitor and evaluate involvement

Link to our standards of proficiency (SOPs)

Recently revised our SOP – current version became effective for all registrants from September 2023

From this date all approved programmes needed to deliver to new cohorts

Key theme within revisions which further centralises the service user within practice

Good service user involvement within education and training is important to support this theme

Informing our reviews with the service user view

'Service user expert advisor' partner role

Engage to review service user involvement, focused on:

- Underpinning policies
- How involvement will be / is monitored
- Potential risks
- Good practice and innovation

Service user expert advisors are crucial to our reviews

- Provide important insight from the service user perspective
- Use to inform our judgements

Able to meet service users at education providers as part of our review activities

Methods of involvement in programmes

Often established central groups drawn upon by programmes to provide specific involvement

Often frameworks set at the education provider level

Across our assessments, service users and carers were normally involved in:

- A wide range of learner-facing areas (admissions, delivery of content, assessments and fitness to practice panels)
- Governance
- Quality improvement
- Research (less frequently)

Key findings – positive findings

All education providers involved service users and carers in some way at the institution and / or programme level

Most education providers were able to demonstrate how involvement positively impacted on learning linked to the SOPs

Involvement was most effective when it was considered as a key part of institution / division strategy

Education providers had often identified gaps in this area, where they were present, and were working to address these gaps

Key findings – challenges

Some education providers were less developed than we expected

There were several common pitfalls in approaches to involving service users and carers

There were some sustainability issues

Recruitment and retention can be an issue

Challenges – underdevelopment

Education providers did not routinely set out a clear vision or provide clarity about what they were trying to achieve

- Misunderstanding what good engagement looks like
- Finding it difficult to articulate who relevant service users and carers are
- Not sufficiently reflecting on developments and challenges in this area

Findings from our annual year in registration survey

- 9% of respondents reporting they did not engage with service users in the academic setting
- 6% disagreeing that service users supported learning in a structured way

We found that all education providers met / maintained this standard at the threshold level

Challenges – common pitfalls

Reliance on a small number of individuals

Too narrow a range of experiences within service user groups

Ill-defined staff responsibilities to support, integrate, and optimise

Uncoordinated approaches to involvement

- Not underpinned by clear objectives / a service user strategy
- Lacking required resources to support

Impact of involvement was not evaluated in a structured way

Challenges – sustainability

Good practices reside with individuals (service users and / or staff)

- Not through policies and structures
- Momentum is lost when people move on

Institutionalisation of service users and carers

- Balancing institution knowledge which enables contribution vs over-institutionalisation
- Service users begin to feel like / be treated as 'staff'
- This can affect the ability of individuals to contribute to topics with the service user and carer perspective

Recruitment / retention

- Problems sometimes presented as an explanation for small groups or narrow ranges of experiences
- Problem to be solved to improve service user and carer involvement

Good practice

Roles responsible for service user and carer involvement

- Lead roles – developing involvement strategy
- Co-ordinator roles – manage involvement and logistics

Measuring success embedded into reporting

Payment above and beyond expenses

- This is seen by some service users as essential, rather than 'good practice'

Support

- Training and preparation for sessions
- Practical support for attendance

Contingency planning if things go wrong

Wellbeing considerations built into sessions

Feedback acted on

- To further embed involvement
- Closing the feedback loop

Future developments / continued work

Reflective point for all education providers through our monitoring assessments

Reviewing our standards of education and training (SETs)

- Service user involvement standard set at a baseline level – is it time to develop this further?

Further reading / materials

- [Education annual report](#) (pages 67, and 103-107)
- [Year in Registration survey 2023 - highlights report | (hcpc-uk.org)](#) (page 7-8)
- [Professional bodies](#)

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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