
21 May 2024

Annual report findings – programme capacity

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 programme capacity

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

Programme capacity

Background – workforce development

England

- NHS England owned Long-Term Workforce Plan
- Train, retain and reform
- Increasing learner numbers for AHP training programmes to 2031
- Significant expansion of apprenticeship routes

Northern Ireland

- Established Health and Social Care Workforce Strategy 2026
- Currently in the delivery phase
- Commitments to expand numbers in the AHP workforce

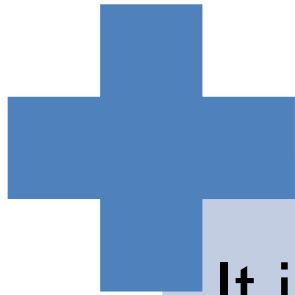
Scotland

- Allied Health Professions – education and workforce policy review recommendations
- Agreed by the Scottish Government
- Data informed consideration of growth in professions
- Potential introduction of ‘earn and learn’ routes

Wales

- Health Education Improvement Wales (HEIW) owned Strategic Workforce Plan for Primary Care
- Due for launch in Spring 2024
- Includes consideration of expansions in the AHP workforce

Workforce – our regulatory role



It is our role to

- Ensure new and existing registrants meet our standards
- Ensure education providers and programmes meet our education standards

It is not our role to

- Ensure there is the required workforce for the UK population
- Provide solutions to workforce challenges

Workforce solutions



Key messages

Education providers are enabling workforce expansion by developing new and existing programmes

Key role played in suppling the UK workforce with highly skilled individuals who focus on the needs of service users

Recruitment challenges mean increasing programme capacity alone is not the only solution to developing a sustainable workforce

What we have seen

The pipeline of future professionals has grown

Challenges have been overcome, often in innovative, ways which align with our flexible standards

- Practice-based learning capacity
- Securing appropriate resources to deliver programmes
- Pipeline of academic staff

Education providers have grown programme capacity in a reasonable way, considering broader sector and external constraints

Increasing capacity – statistics

Profession / modality	Learner number capacity	Total new programmes (2021-22 and 2022-23 academic years)	Programme growth %	Growth in learner number capacity
Art therapy	571	1	6%	7%
Chiropodist / podiatrist	1139	1	4%	3%
Dietitian	1744	6	12%	8%
Hearing aid dispenser	982	1	4%	2%
Occupational therapist	6049	17	15%	7%
Operating department practitioner	2444	5	8%	5%
Orthoptist	256	1	25%	8%
Paramedic	6809	8	11%	4%
Physiotherapist	8097	20	15%	9%
Diagnostic radiographer	4108	16	29%	9%
Therapeutic radiographer	892	4	18%	6%
Speech and language therapist	2638	8	16%	8%

- Learner number capacity is the maximum yearly capacity we have approved programmes to deliver
- Growth in programme numbers often did not translate to the percentage level of growth for the capacity of learner numbers
- Only professions with increases included

Practice-based learning

Innovations in practice-based learning

- Diversification of settings
- Simulation
- Smart timetabling

Links to our standards

- SET 3.6 – sufficient **capacity**
- SET 4.4 - theory and practice must be well **integrated**
- SET 5.2 – includes a requirement that the **range** of practice-based learning supports our standards of proficiency
- SET 5.3 – ensures the **quality** of practice-based learning

Practice-based learning – showing our requirements are met

Capacity

- System in place for ensuring capacity
- For all learners / years of the programme
- Not specific sites and numbers
- Evidence agreements in place

Range

- Supports delivery of the learning outcomes

Quality

- Mechanisms to ensure
- Initial review
- Ongoing monitoring

Simulation

- Can be part of practice experience
- Define the areas / technology used

Practice-based learning – continuing challenges

Finite pool

Feedback that capacity is being reached within nations / regions for some professions

Consideration about the viability of programmes

If capacity is not available, we cannot approve new programmes

Securing resources

Through the approval process, education providers need to demonstrate how they will resource an effective programme

To support learners, including ensuring they meet our requirements for registration

Different models of learning

Links to our standards

- 3.1 – Ensure **sustainability** and **fitness for purpose**
- 3.9 – An appropriate number of **staff** must be in place
- 3.12 – Accessible and appropriate **resources** must be in place
- 3.13 – Arrangements to **support learners** must be in place

Staffing – challenges

Recognise challenges with the ‘pipeline’ of academic staff

- Profile of healthcare educators – with many nearing retirement age
- An attractive career?

Efficiencies to be gained in staffing models

- Tipping point where existing staff numbers are not able to support more learners

Education provider financial sustainability

- Restructuring and redundancies
- Consider adherence our standards when undertaking these exercises

Staffing – links to our standards

3.3 - Continued assurance that there is an appropriate person in place with overall professional responsibility for the programme

3.9 – Adequate number of appropriately qualified and experienced staff in place to deliver an effective programme

3.10 – Subject areas must be delivered by educators with relevant specialist knowledge and expertise

3.11 – Staff must be supported to develop, appropriate to their role in the programme

Future focus – workforce expansion

Plans across the four nations

Our outcome-focused standards are an enabler to innovation

Our regulatory role needs to be properly considered (approving new programmes and expanding existing provision)

Quality needs to remain high

- We will ensure education providers and programmes meet our standards
- Will not approve programmes / withdraw programme approval where our standards are not met

Data and insight

- We hold unique data about learners and registrants
- Can be used by the sector to understand the current picture, when developing provision

Q&A / discussion

Further reading / materials

- [Education annual report](#)
- [Responding to NHSE Long Term Workforce Plan: A guide for education providers](#)
- [Apprenticeships – insight for education providers](#)

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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