

Education team Performance report March 2023 - ETC

Report date: 27 February 2023, data correct 21 February

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Key points

Resourcing / case progression

- 78% of cases are within our service levels. This is continued improvement from a historic low of 65% in September
- We are aiming for 90% of cases within service levels (green), with an amber RAG rating of 80-90%
- Previously reported resourcing challenges meant a backlog of cases built up from April 2022. Reduced performance was expected – we spent July and August focusing on ensuring approval cases where programmes were due to start in September were approved. This resulted in cases from other processes being deprioritised
- Now we are seeing a further bottleneck to conclude performance review cases. We have completed assessment for 83% of cases, and are writing process reports to be submitted to the Education and Training Committee (ETC). This part of the process needs a high level of executive effort, to draw together conclusions and ensure quality
- We expect all remaining cases started in the last academic year to be submitted to March ETC for consideration. This will enable our focus to shift back to lower pressure case progression, and regional engagement
- The number of active cases is dropping – from 120 in September to 89 now, which means a lower number of cases for each member of the team
- The quality of decision making has not dropped through this challenging period – first and second line checks have continued to be applied, and quality indicators show decisions are of a high quality
- We are now focusing our efforts on:
 - High impact cases, such as focused review cases where they may be concerns about providers or programmes – we can see impact of this in the reduction in the number of active cases, meaning we are resolving these cases more quickly
 - Programmes going through the approval process which are due to start in March 2023
 - Performance review cases started in the 2021-22 academic year
 - Other process cases which are over or at risk of exceeding service targets, using existing management and reporting tools to identify cases
 - Cases with the longest case / stage age
- In this period we have continued to engage with our stakeholders, and have intended to focus on service, communicating with stakeholders involved with assessment cases to keep individuals as up to date as possible

Case conclusion

- Case conclusion figures are currently amber or red rated. These is a time-based measure for case conclusion, which will likely increase before they decrease, as cases currently being finalised have taken longer than we aim for, due to resourcing challenges noted above and through previous reports

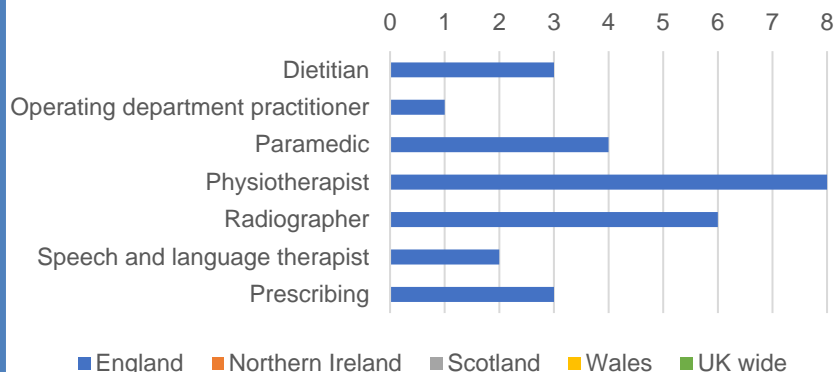
Performance summary	Current performance (RAG rating)
Time taken through the approval process	
Approvals subject to conditions	
Time taken to complete the performance review process	
Percentage of active case within service levels	

Risks & Issues

- Reporting for the performance review processes is currently peaking
- Prioritisation of over service-level cases means reporting will get worse (for performance review and focused review) before it gets better.

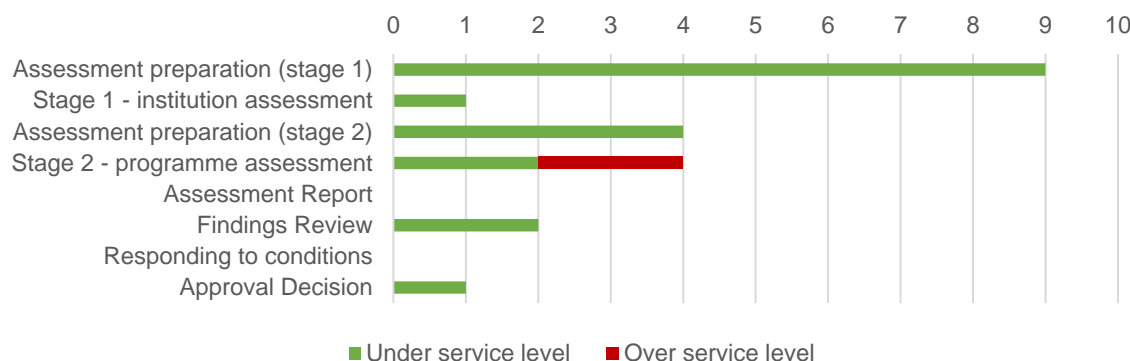
Approval process

Pipeline of new programmes



NOTE: There are currently no programmes in the 'pipeline' for arts therapists, biomedical scientists, chiropodists / podiatrists, clinical scientists, hearing aid dispensers, occupational therapists, orthoptists, practitioner psychologists, or prosthetists / orthotists

Number of active cases - by case stage



Completed cases

Period	Completed	Conditions set (% of cases)	Stage 1 duration (months)	Stage 2 duration (months)
Last month	2	0	N/A	7.1
Last 3 months	4	0	N/A	▲ 5.6
Last 12 months	25	▶ 4	N/A	▲ 4.6
Target		Less than 20%	3 months	4 months

New programmes

- New programmes are being developed across professions – the number of proposed programmes has remained stable since a large number of programmes were approved in September 2022
- There are no programmes currently proposed in Northern Ireland, Scotland or Wales
- We expect to receive further programme proposals before April 2023, as education providers prepare for September 2023 start dates
- Most cases are in the earlier stages of the process (Assessment preparation (stage 1), Stage 1 – institution assessment, Assessment preparation (stage 2))
- Some cases are aimed for approval in March 2023 – these cases are currently on track to be delivered to the February or March ETCP

Conditions applied on approval

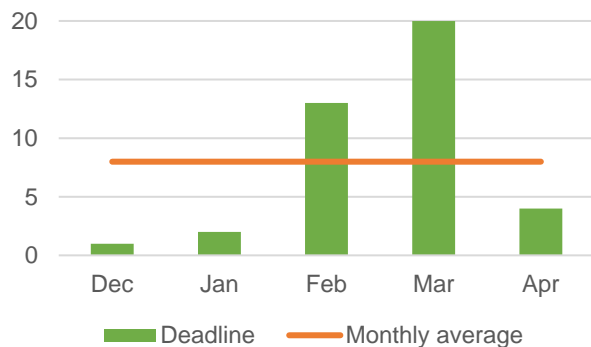
- An explicit aim of moving to our current quality assurance model was to frontload regulatory burden and reduce the number of formal 'conditions' applied when approving programmes
- We still hold providers and programmes to the same high standards, but work with them to fix problems early, rather than resorting for formal requirement setting through conditions
- We have set conditions on one case in the last 12 months – the percentage figure remains well below the target of setting conditions on less than 20% of cases

Approval duration

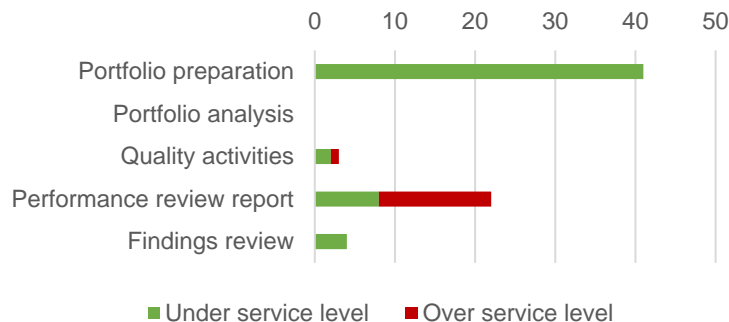
- In the 12 month period, no cases went through a visitor led assessment in stage 1, and we are slightly over the target of four months for stage 2
- As noted on the cover page, this figure is likely to increase as we resolve cases which have been over service level through a peak period – we have seen the duration figures increase for cases resolved in the last three months

Performance review process

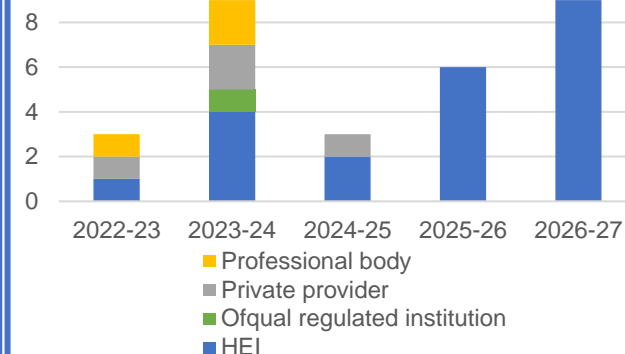
Portfolio submissions due by month (2022-23 academic year cases)



Number of active cases - by case stage



Next review period outcomes



Completed cases

Period	Completed	Duration (months)	Trend from last report
Last month	11	8.9	N/A
Last 3 months	21	▲8.4	▲0.6
Last 12 months	22	▲8.3	▲0.5
Target		5 months	

Current activity

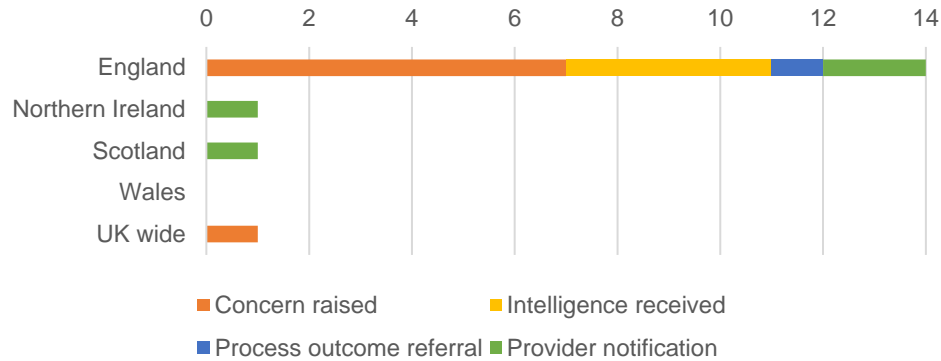
- 2021-22 cases continue to move through the process – we have completed assessment for 83% of these cases (up from 56% in the November ETC report). As discussed on the summary page, our focus is on working through the backlog of cases, prioritising those in the report stage, over service levels, and with an old case age
- There is a spike in portfolio submission deadlines in February and March. We intended that submissions would be spread more evenly across the year, but the spike we are seeing is caused by allowing flexibility for education providers to submit good documentation. This comes at a resource and case progression cost, which we are currently exploring this within the team. We will plan resource management around this spike, and other priorities
- Some providers are at the point of submitting portfolios – we are continuing with our plan to support providers through this process, which includes direct engagement with a named person in our team, webinars, and detailed provider guidance

Review outcomes

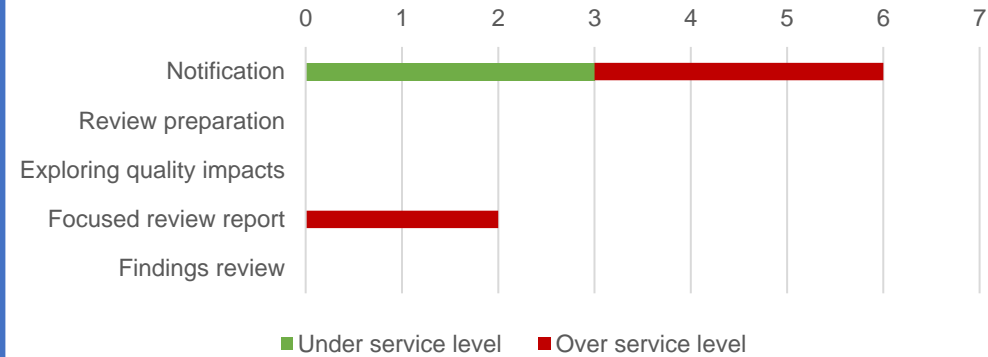
- We have concluded 22 performance review case in the last 12 months. These cases took on average longer than we aim for through this process, which is a finding we expect to see repeated for many cases concluding in February and March, for the reasons noted on the summary page
- Variance seen in outcomes is driven mainly by provider type, with shorter review periods normally being given to non-HEIs
- To remain confident with provider performance, we rely on regular supply of data and intelligence to help us understand provider performance outside of the periods where we directly engage with them
- The variance seen is mainly driven these providers not being included in HEI data returns, and not establishing a data supply through the performance review process
- Three providers assessed in the pilot are re-engaging with performance review in this academic year

Focused review process

Focused review triggers - 12 months



Number of active cases - by case stage



Cases – received and completed

Period	Triggers received	Review required %	Completed (full process)	Duration (months)	Trend from last report
Last month	4	25	2	6.7	N/A
Last 3 months	6	▲17	2	6.7	N/A
Last 12 months	13	▼41	5	▼7.5	-0.5
Target		50%		5 months	

- Number of cases remains small, with around half cases set up due to concerns being raised
- Two thirds of cases are over service levels, which is up from the last figure. This is due to some cases being resolved, and others which are over service not being progressed
- Cases over service levels are now being prioritised within the team
- The percentage of cases referred to review is currently below the target
- We have completed five cases (which went through the whole process) in the last 12 months. As further cases progress to conclusion we will get a better indicator of our performance against targets
- The overall duration of the process is coming down, but is still too high – as we move to resolve overdue cases, this figure will likely increase further before it comes down

Highlights



Continuing an internal project to develop our regional approach to stakeholder engagement

Education Update e-newsletter mailing sent 1 February



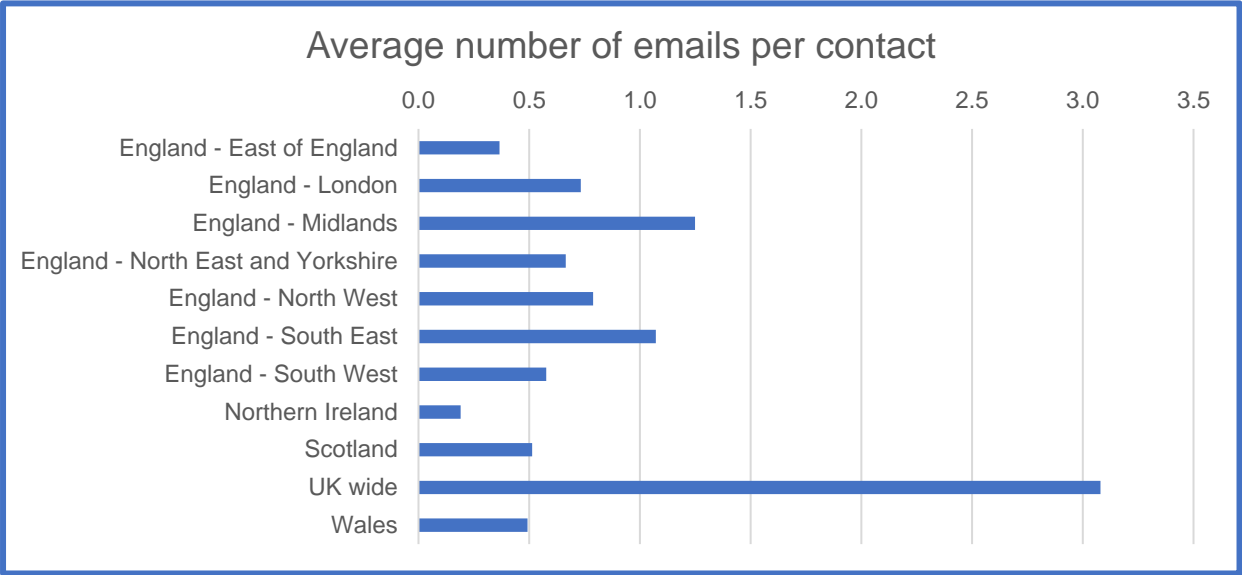
Continued work to establish formal information sharing with professional bodies

Commenced rationalisation of the education professional body forum



In the last six months, 18 meetings with 15 professional bodies

Continued work to establish formalising information sharing with other bodies



- We held 226 meetings with education providers, professional bodies, and other sector stakeholders in the last 12 months. These meetings have primarily focused on case assessment, and information sharing arrangements
- The range of number of emails with contacts varies less than normal, with the exception of UK wide contacts which are over-represented – this is the case for the second month running, and is likely due to the work we are doing with professional bodies to develop information sharing arrangements
- We are continuing with a piece of work to develop how we engage stakeholders well on a regional basis, with the aim to:
 - Enable information to be captured in a structured way
 - Facilitate easy use of information to inform quality assurance assessments
 - Enable management oversight, understanding, and reporting of thematic areas