Education and Training Committee
12 November 2020

hcpc health & care professions council

New Education QA model pilot – project update and defining further ETC involvement

Executive Summary

The purpose of this paper is to:

- Provide an update to the Committee on the progress in piloting and implementing the new Education QA model. A project status report is presented as appendix 1.

- Provide an update on the two phased approach to developing and reviewing the standards of education and training (SETs) through the pilot and on full implementation of the model.

- Seek the Committee's views on how they would like to be involved in operational-level decision making and developing the model through the pilot.

Previous consideration	• ETC paper 11 June 2020 – Education quality assurance model and pilot proposals • ETC paper 10 September 2020 – Education QA model pilot update • The update part of the paper was presented to SMT on 27 November 2020 as part of the Head of Education's report.
Decision	The Committee is asked to discuss the areas presented in sections 3 and 4 of the paper, and to agree an approach and next steps.
Next steps	• Executive to act on decisions made by the Committee, including arranging proposed activity • Update paper to March 2021 ETC meeting • Governance review discussion / options paper to March 2021 ETC meeting
Strategic priority	The strategic priorities set in 2018 are no longer current. We are developing a new strategy that we aim to confirm at the end of 2020.
Risk	Strategic risk 1-3: • failure to deliver effective regulatory functions; • failure to anticipate and respond to changes in the external environment; and

- failure to be a trusted regulator and meet stakeholder expectations.

Risk appetite. The following sections are relevant to this paper:
- Public protection - The Council takes a minimal approach to public protection risks. Public protection is our aim and our strategy and processes are intended to provide this.
- Compliance - The Council takes a minimal approach to compliance and regulatory risk. We will meet the law, regulations or standards in place to protect the public and employees and to protect data.
- Innovation - The Council seeks innovation that supports public protection, quality and efficiency. We balance embracing new technology and ideas with impact and financial investment and assess projects accordingly.

Financial and resource implications	Costs of development work included in 2020-21 budget.
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1. Project status report

1.1. A project status report is presented as appendix 1. The Executive considered the Committee's suggestions on the content and format of the previous report when drafting.

1.2. The Committee is asked to consider the report, ask any questions, and provide feedback on the report format and any further areas for inclusion.

2. Application and review of the SETs

2.1. This section sets out the two phased approach to developing and reviewing the standards of education and training (SETs) through the pilot and on full implementation of the model.

2.2. As noted through the June 2020 paper, the existing SETs will be split along the institution and programme level. Assessment against these standards would happen at different times, depending on the engagement with the model.

2.3. We have received positive legal advice which notes that it is reasonable to repackage existing standards for the new model.

2.4. Through this project and beyond, our aim is to achieve two things regarding the SETs:

2.5. Repackaging the existing SETs for September 2021

This is to support the implementation of the new model, and will involve updating information and guidance to support the packaging of existing standards along the institution and programme level split. It is not practical to formally review the SETs along this timeframe, and feedback used through the pilot will be used to inform the fuller review (discussed below).

2.6. A full review of the SETs for September 2024

This timing is based on a two-year review period, which compared to previous reviews is slimmed down as much as possible. Initial planning for the work required to review the SETs is based on the Executive's understanding that the SETs continue to be fit for purpose and therefore wholesale changes would not be needed.

2.7. Through pilot activities, the Executive will gather feedback that informs both the repackaging and the review. The Executive will also evaluate how the standards split has worked in practice, and make updates to the approach, or specific splitting of standards, should the evidence show this is needed.

2.8. The above is presented for information, so the Committee is aware of the Executive's plans in this area. Further updates will be brought to the Committee as they are needed.

3. Committee involvement in operational decision making

3.1. Pilot activities will lead to decisions on approval and ongoing approval of institutions and programmes. These decisions will need to be brought to the Committee to make, as defined in the legislation and current ETC Scheme of Delegation.

3.2. The Executive proposes that visitor recommendations from pilot activities are brought to the Committee as normal through Education and Training Committee (Panel) meetings. Where a decision relates to pilot activity, the Executive will provide background and supporting information as required to support the Committee's decision making.

3.3. The Committee is asked to consider and agree an approach to decision making for approval and ongoing approval through pilot activities.

4. Committee involvement in developing the model

4.1. The Executive will work with the Committee's on a governance review for to be in place for full implementation of the new Education QA model.

4.2. This would focus on how the Committee interacts with the Executive around key issues in education and training, and how they make operational decisions related to the approval and ongoing approval of institutions and programmes.

4.3. We expect this to include a review of the [ETC Scheme of Delegation](#), particularly:
- How the Committee shapes and understands operational priorities. For example, on a regular basis, the Committee helping to define the strategically important areas for providers to focus on through their self-reflection in the approved education provider monitoring (AEPM) process.
- The granularity of decision making in relation to institution / programme level approval, re-approval, and in decisions in exceptional circumstances.
- Thematic reporting in relation to institution / programme level operational activity.

4.4. The Executive will undertake thinking and seek legal advice on what is desirable and permissible, and bring a discussion / options paper on this subject to the March 2021 Committee meeting.

4.5. This section is intended to start a discussion on this topic. The Committee is asked to:

- Reflect on these areas, and suggest any further elements to be included in the governance review
- Consider the method and timing of this review

4.6. The Executive will then take these suggestions and incorporate into the discussion / options paper.

4.7. The executive is also seeking the Committee's views on how they would like to be involved in developing the model through the pilot. The Committee has agreed to the model in principle, and subject to successful pilot activities. The Executive considers further Committee involvement in helping to shape the operationalisation of the model will be beneficial to the pilot's success.

4.8. Current / suggested involvement is as follows:
- The executive to continue to provide an updater paper at each full Committee meeting.
- The Committee Chair shadowing specific pilot activities (January / February 2021)
- The Committee Chair taking an active role in workshops with key stakeholder groups (currently planned to attend workshops with the Council of Deans of Health, and professional body education leads).
- The full Committee to consider initial results from pilot activities via a workshop in March 2021. To facilitate, the Executive suggests presenting a case study, and to discuss the areas for evaluation linked to the project's strategic objectives and measures.

4.9. The Committee is asked to discuss their involvement in developing the model prior to implementation. Particularly:
- How would the Committee like to be involved in understanding / developing the model within the pilot cycles?
- Do the above areas of involvement cover this involvement?
- Is there anything else that the Committee would like in terms of involvement?

Appendix 1 - New Education QA model pilot: Project status report

Meeting	ETC – 12 November 2020
Strategic objectives	1. Embed flexibility within the QA model to enable bespoke, proportionate and effective regulatory engagement with education providers. 2. Embed organisation, profession and programme specific level engagement mechanisms which enhance our ability to assess the impact of risks and issues on HCPC standards. 3. Use data and intelligence within the QA model to enable more effective risk-based decision making.
Deliverables	All live deliverables are on track for overall project delivery:

Deliverable	Timing	Status
Prepare for pilot phase by: *defining pilot methodology *operationalising the QA concept *creating supporting business process information and guidance	Jul-20 - Dec-20	In progress, on track
Deliver a programme of pilots with selected providers through new QA approach (approvals and AEP monitoring), using PDSA pilot methodology	Jan-21 - Aug-21	Not started
Refine and finalise QA model (including the use of data and intelligence, and the application of a risk framework), business processes and supporting guidance, ready for full implementation	Jan-21 - Aug-21	Not started
Ensure business systems requirements, in line with user journeys and expectations, support the pilot activity and the new QA model for full implementation	Aug-20 - Dec-21	In progress, on track
Deliver internal and external supporting resources to support and enable the delivery of the pilot and new approach	Sep-20 - Dec-21	In progress, on track
Prepare stakeholders for implementation by keeping them informed of progress, timelines, and future requirements	Sep-20 - Dec-21	In progress, on track
Present implementation proposal to the ETC	Sep-21	Not started
Scope, develop and implement a data sharing agreement with HESA which is suitable to support QA model on implementation.	Sep-20 - Aug-21	In progress, on track

Activities undertaken	• Established project documentation • Developed resourcing plan and secured internal resource

	- Designed pilot cycles and activities within the cycles - Defined high level business processes and activities for early pilot engagement - Established stakeholder engagement strategy - Reviewed standards (institution / programme level split) - Defined and mapped user journeys - Set data and intelligence strategy and expectations
Activities in progress	- Support delivery of Education System Transformation (MP203) - on track and will continue across the life of the project. Major delivery point in January 2021, to provide a system which supports pilot activities - Identify pilot providers / activities - all providers selected for 'active' slots. In discussion with providers for remaining slots, and have several additional providers lined up. Providers identified cover all range requirements, except a new provider to HCPC. Continuing to seek a new provider for later stages of the pilot. Mitigation identified if not possible. - Develop guidance for pilot delivery - iterative as processes progress, currently on track - Data sharing agreement with HESA - on track
Stakeholder engagement - undertaken since last update, and planned	- Council of Deans of Health – Workshop planned in November - Education provider stakeholders: - Welcome email for pilot providers sent from the Chair of ETC - Workshop held with pilot providers to seek feedback on operationalisation of model and how they would like to feed back and evaluate - Regular HCPC feedback survey sent, which included questions on the model - Professional body education leads: - Discussed model and seek engagement via the Allied Health Professions Federation - Workshop arranged for December 2020 - Education partner visitors: - Workshop to seek feedback on operationalisation of model, the standards, and how they would like to feed back and evaluate - Regular HCPC feedback survey sent, which included questions on the model

Strategic risks and mitigations	Risk description	Probable consequences	Mitigations (all in progress or completed)
	This project and the Education System Major project (MP203) not effectively integrated, meaning work packages and dependencies not understood and delivered upon	Lack of co-ordination leads to: 1.Delays to progress / delivery across project workstreams, resulting in delays to / non delivery of the projects 2. Impact on quality of products / deliverables to keep to delivery timeframes, which might impact on overall project delivery / quality	1. Set up effective governance for both projects, which focuses on information sharing between the two projects 2. Clearly define areas of responsibility and deliverables for each project 3. Definition of system requirements, including sequencing of deliverables 4. Effective planning for both projects, including critical path analysis and intraproject dependencies 5. Continual re-evaluation of deliverables and project plan, to focus on delivery of key workstreams
	Organisational conventions about external stakeholders' ability to access HCPC environments provide a barrier to user focused system interactions and document collaboration	1. Stakeholder expectations linked to integrating with the HCPC not met 2. Delineation between existing model and new model undermined	1. Definition of requirements 2. Work with key roles and individuals within the organisation on developing conventions
	Organisational data strategy is not positioned to incorporate the project's intentions for processing and management of external data	1. Embedding of data at implementation seen as the finished product 2. Data function not able to support scaling up of further data requirements and integration	1. Embed understanding with key internal stakeholders (Policy data and intelligence lead, Executive Director of Digital Transformation, Chief Exec)