Education provider guidance – establishing data supply
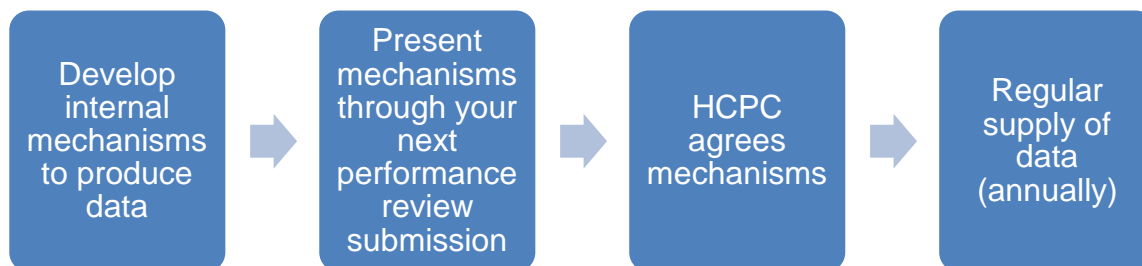
Purpose of this guidance
- To remain confident with education provider performance, we rely on regular supply of data and intelligence to help us understand provider performance outside of the periods where we directly engage with them
- Where one or more data points are not available for specific education providers, we ask them to consider providing alternative data, and consider it a risk indicator if they are not able to (or choose not to) do so
- Establishing supplies enables these education providers to move beyond a 2-year monitoring period – although the supply of data alone does not guarantee an increase to this period
- This guidance is for education providers not included in our established supplies, to help them understand how to establish a supply of data to us should they wish to do so

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Data points to establish

We have established external supplies of data in the following areas, which cover most HCPC-approved education providers:

- Learner non-continuation – the percentage of learners who do not progress through the programme
- Outcomes for those who complete programmes – the percentage of those who have completed the programme who are in further study or employment
- Learner satisfaction – statistical information based on feedback from current learners

Full information about our established supplies can be found here.

Principles for providing good data

For us to be confident in the supplies we receive, the data must meet the following criteria.

Metrics-based
- The data is quantitative (rather than qualitative)
- You have considered and defined the methodology used for capturing and interpreting the data
- You present an overall figure as a headline, which is derived from your data. You can also supply us with further data used to produce the headline data
- Any data linked to individuals is anonymised

Externally verified
- We expect some kind of external verification of the data – by 'external' we mean not within the education provider
- We need clear sight of this verification when you submit data
- This could be through using an external organisation, the validating body (where applicable), or external examiners

Regular supply
- We need to receive data at least annually
- This must be supplied at an agreed time, but we do not set when data must be supplied
- Different data may be sent at different times (or all together), but we should receive data as soon as possible once it is produced. This is to enable us to act in a timely manner should there be potential issues arising from the data

Data points explained

Learner non continuation

- We have a supply of non-continuation rates from Higher Education Statistics Agency (HESA) data
- The simplistic definition of this HESA data point is a count of the number of learners who registered for a programme but are no longer in higher education, excluding those who have achieved a qualification
- The technical details of this data point is available [here](#)
- Education providers should consider how they record continuation and withdrawal from programmes, and at which points they record this information
- This might be at key assessment points (such as end of year exams), or there may be other progression points depending on the model of learning

Outcomes for those who complete programmes

- We have a supply of percentage of graduates in employment / further study from Higher Education Statistics Agency (HESA) data
- There is a survey exercise undertaken 15 months after learners complete their programme, and responses from this survey are aggregated by HESA to produce statistics
- The definition of this survey is available [here](#)
- Education providers should consider how they measure outcomes for those who complete programmes and at which points they record this information

Learner satisfaction

- We use publicly available National Student Survey (NSS) data
- The NSS gathers learners' opinions on the quality of their programmes – the survey runs from January to April each year and is aimed mainly at final year undergraduate learners
- Data is published in the summer, normally in July
- Detailed information about NSS data is available [here](#)
- Education providers should consider how they gather learners' opinions on the quality of their programmes and at which point(s) they ask for this information
- This would likely be towards the end of a programme, and should be a broader exercise to more granular feedback received (for example, module feedback surveys)

Develop and agree a regular data supply to the HCPC

Before you can supply us with data, you will need to establish how you gather data linked to each of the three areas from the [above section](#). To do this, we recommend you consider and undertake the following steps:

1. Consider this guidance, and how you might deliver data points to the HCPC using new and existing structures
2. Plan delivery of developments needed
3. Talk to us – your [key contact](#) can provide advice on your approach
4. Develop your approach, ensuring you are keeping the [principles](#) in mind
5. Present your approach through your next [performance review](#) submission – this will need to include details addressing how you will deliver the principles through your data capture and supply

6. We will review your approach, ask any questions, and agree the approach if we are satisfied it meets our requirements

Submission of data

Once you have established the mechanism for an annual supply of data through performance review, you will need to undertake the following steps to supply this data to us:

1. Produce data internally, following your agreed mechanisms
2. Have the data verified by an external party, following your agreed mechanisms
3. Submit to the HCPC via the [education provider self-service portal](#) – this needs to be at the times agreed by us
4. Notify your [key contact](#) that you have supplied data