

Education and Training Committee – 26 March 2008

Education provider feedback report

Executive summary and recommendations

**Introduction**

In autumn 2007, the Education - Approvals and Monitoring Department asked all approved education providers for detailed feedback on their experiences of the HPC approval and monitoring processes in the 2006-2007 academic year. The Department has analysed the findings and produced the attached report.

The purpose of this paper is to provide the Education and Training Committee with the opportunity to note both the feedback from education providers and the ways in which the Education - Approvals and Monitoring Department propose to respond to this feedback.

**Decision**

The Committee is requested to note the document. No decision is required.

**Background information**

None

**Resource implications**

Incorporated in 2008-2009 Department work plan and budget.

**Financial implications**

Incorporated in 2008-2009 Department work plan and budget.

**Appendices**

Education provider feedback report

**Date of paper**

14 March 2008

Education provider feedback report  
Education – Approvals and Monitoring Department  
December 2007

**Contents**

Introduction.....	1
Methodology .....	1
Results .....	2
Publications.....	3
Approvals: Pre visit .....	4
The Visit.....	7
Post visit .....	9
Annual monitoring .....	12
Major change .....	15
Summary from findings.....	18
Recommendations from findings .....	19
Appendix - Education provider feedback form .....	20

**Introduction**

As part of the Departments' ongoing review of the approval, annual monitoring and major/minor change processes, a feedback form was emailed to each approved education provider in autumn 2007. Each education provider has been through at least one of our processes in the last two years and the objective was to receive feedback of their experiences. The feedback form was split into five parts which included topics on the departmental publications, departmental processes and the website. Each set of questions addressed issues surrounding communication and guidance. The response rate was good and the feedback was largely positive, although some areas were clearly identified as needing improvement. These findings in this report have contributed to some of the projects outlined in the Department work plan for 2008-2009 and will also be used when the Department next review the day to day operation of each process.

**Methodology**

On 28 August 2007 the feedback form (see appendix 1) was emailed to 104 institutional level quality assurance contacts (one at each approved education provider). The deadline for responses was 30 September 2007. On 30 September 2007 we had received a response from 19% of the institutional level quality assurance contacts.

Owing to this poor response rate, the feedback form was emailed to 278 programme leaders on 1 October 2007. The deadline for responses was 19 October 2007. By this date, 20% of the programme leaders had responded.

On the 19 October 2007 we had received a total of 64 responses. These responses represented 62% of all approved education providers. Unfortunately, 9% of these responses were incomplete. 12% of education providers submitted more than one feedback form giving two or more members of staff point's of view.

As nearly two thirds of all approved education providers have contributed to this report the data provides a significant sample.

### **Results**

The following section of the report shows the results from each question, a summary of any comments made and our response to the comments. Where there were no comments, the question was a closed question. Further opportunity to submit feedback was given at the end of the feedback form.

## Publications

### Question 1

This year we sent you the following publications, did you find them useful?

- HPC approval process supplementary information
- Annual monitoring (AM) supplementary information
- Standards of education and training guidance
- Advertising protocol

If you answered no for any of the above, what could be improved?

### Summary

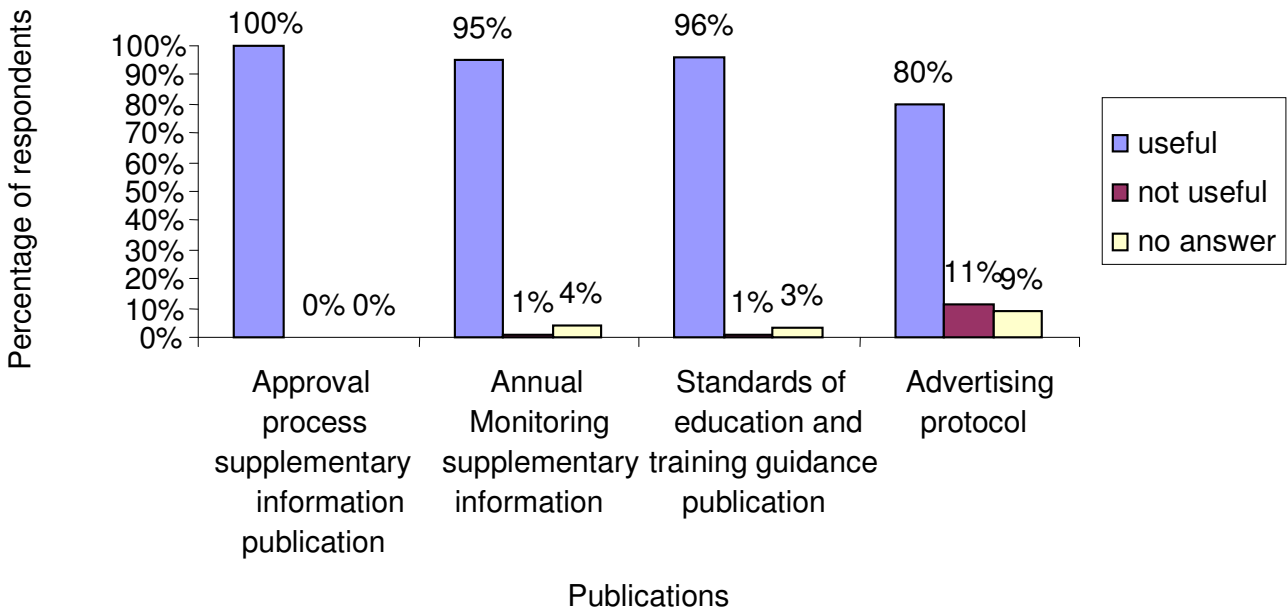
The majority found all the publications useful, 100% of responses found the HPC approval guidance useful. Only a small percentage did not find the other publications useful.

### Comments

Comments received were that they did not receive the publication. Most who commented about not receiving the publication stated in detail in question 2 that the appropriate people do not always get the right information sent from the HPC. There were no comments on improvements.

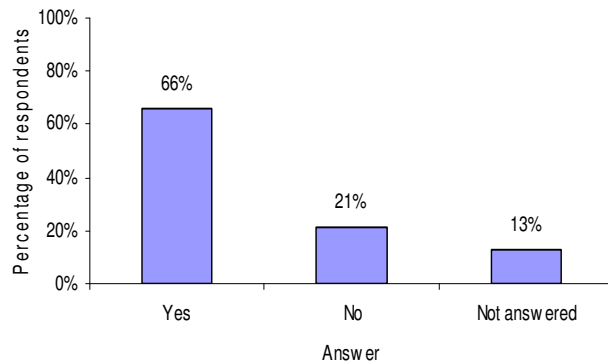
### HPC response

There is no action for the HPC. Even though a small percentage said the advertising protocol was not useful, there was no detailed feedback for the HPC to address.



## Question 2

2. Were the publications sent to the appropriate member of staff?  
If no, who should they have been sent to?



### Summary

With 66% sent to the appropriate member of staff, the majority were sent to the right person. 21% said the appropriate person did not receive the publications. 13% did not answer.

### Comments

14% of respondents gave the contact they wish publications to be sent to. Some comments included how the HPC should amend the way in which they send correspondence.

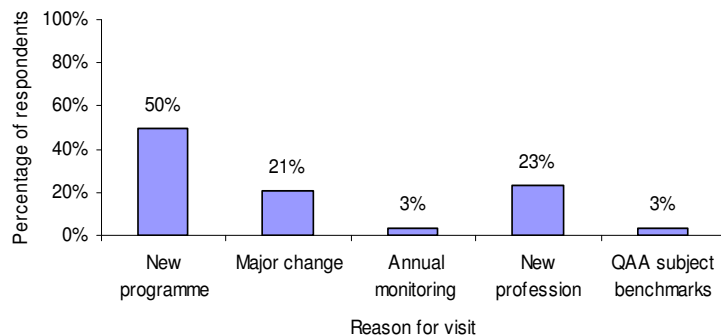
### HPC response

The current database has limitations as to ways in which contacts are recorded. It holds a limited amount of contact details for each programme. The Department has a project in 2008-09 work plan to update the database system, as at the moment it is not possible to have multiple ways to communicate with education providers. Each education provider has a preferred method of communication, and with over 100 education providers, it will always be difficult for the HPC to try and accommodate each individual preference.

## Approvals: Pre visit

### Question 3

3. Was your visit requested due to the result of a:  
New programme      Major change  
Annual monitoring      New profession  
QAA subject benchmarks.



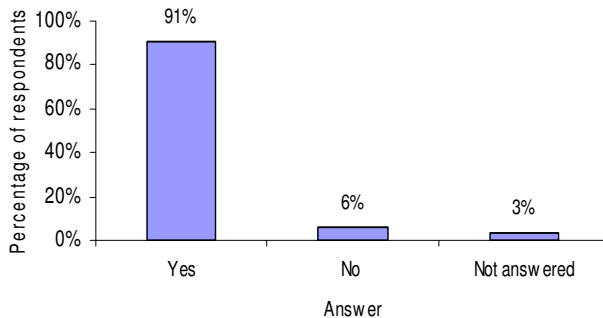
### Summary

43% of feedback forms included details of a visit. 50% were arranged due to a new programme

We asked for this information in order to put the following questions (questions 4-6) into context.

#### Question 4

4. Were you well notified about the planning for a visit? If no, why?



#### Summary

With 91% feeling well notified, the majority had enough planning for the visit. 6% did not feel well notified. 3% did not answer.

#### Comments

The comments stated that there is limited space for visits at certain times of the year.

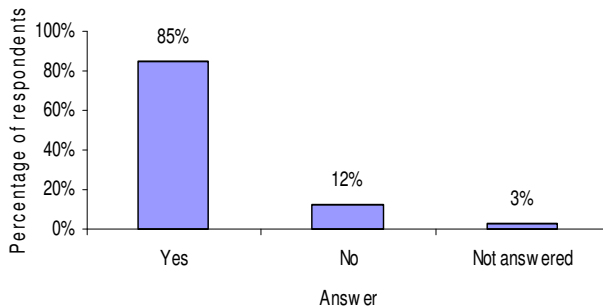
#### HPC response

We require a six month notice period between the request and visit date because of the limited capacity. We email education providers with reminders and the majority of responses were happy with this notification period.

The limited capacity affects those who request dates in a busy period (Feb-June). All education providers that stated they were not well notified were new programmes and therefore they had no prior knowledge of the approval process and its timescales. We will consider how to contact education providers who have not been through an HPC approval visit before, to increase awareness of the timescales involved and help set reasonable expectations.

#### Question 5

5. Were you satisfied with the information as to what documents needed to be submitted once a visit date was suggested? If no, why?



#### Summary

With 85% satisfied with the information, the majority knew what documents were required before a visit. 12% were not satisfied. 3% did not answer.

#### Comments

There was a comment made about the documentation not being appropriate for a post – registration supplementary prescribing programme. There was also difficulty in finding mapping documents on the website.

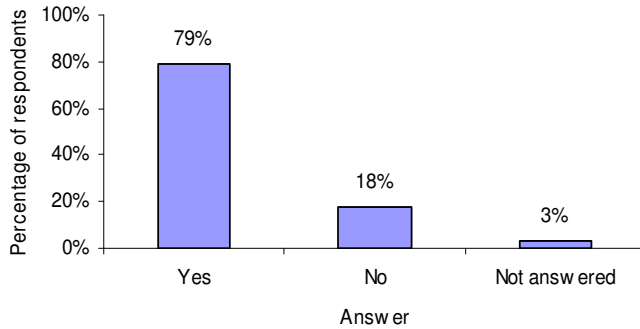
#### HPC response

The Policy and Standards Department is currently holding working groups to consider post-registration programmes in general and this includes the appropriateness of the current approval process. The website has been updated to make it easier to find relevant documents.

There was no significant correlation between the reason for a visit and those who were not satisfied.

#### Question 6

6. Was the overall communication during the organisation of the visit satisfactory? If no, why?



### Summary

With 79% satisfied, the majority were happy with the communication during the organisation of the visit. 18% were not satisfied. 3% did not answer.

### Comments

There was a comment that there was a long delay between the date of visit being agreed and contact by the education officer to discuss the detailed planning. It was also felt that the education provider was the one who initiated contact during this period. Other comments were around the contact details held for each education provider and one comment stated that the final visitors were allocated at short notice due to a last minute change of visitors. There was also confusion as to whether a visit would cover one scheduled programme, or be expanded to include the consideration of another programme as well.

### HPC response

One aspect that we will review is the delay between the education provider requesting a visit and the HPC allocating a member of staff (who will coordinate and attend the visit) to provide better up to date information to the education provider and answer any questions that they have. We will review the allocation of education officers to make sure that it is timelier, so that the education provider is kept up-to-date with potential dates, the allocation of visitors and is able to ask any queries about the pre-visit process or visit requirements.

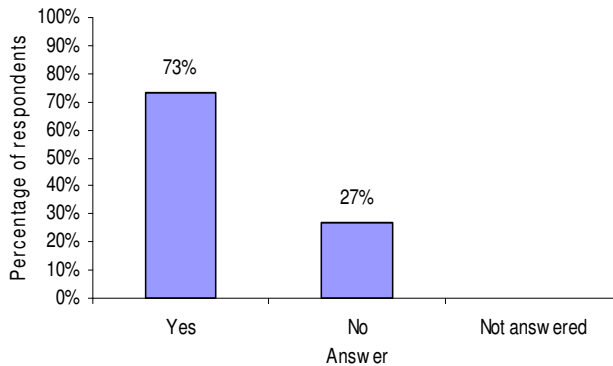
The comments around contact details should be rectified through the database amendment project mentioned in question 2.

The HPC did not cancel any visits in the last academic year due to a lack of visitors. In a few cases, we had to re-allocate visitors due to exceptional circumstances (e.g. sickness, bereavement) at the last minute.

## The Visit

### Question 7

7. Did you feel that the agreed agenda was effective?  
If no, what could have been improved?



The other 25% were comments regarding more consideration for the universities' internal process, including the wish to receive feedback to prepare for the visit once documentation has been received at the HPC.

#### HPC response

There is a need to review our suggested agenda and perhaps shorten or lengthen meetings depending on how many different bodies are attending.

We do need to retain the amount of meetings we hold owing to the nature of the standards of education and training. The standards cover different areas and different staff members need to be available to discuss these areas. In order to carry out all the meetings two days are needed. The new publications, the approvals process and visit protocol, should help to reinforce the need for a two day visit. We do not currently require the visitors to feedback on the documentation prior to attending the visit. We will consider this when reviewing the approval process.

#### Summary

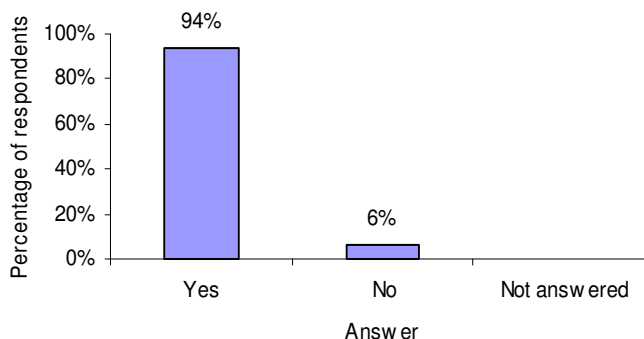
With 73% happy with the final agreed agenda, the majority felt it was effective. 27% did not find it effective.

#### Comments

All of the respondents gave reasons as to why they felt the agenda was not effective. 50% of those who did not find the agenda effective felt that the length of the visit was too long and would prefer to reduce it to one day. 25% felt that there not all the meetings were requested, particularly with other validating bodies present.

### Question 8

8. On the day of the visit, was the role and remit of the HPC made clear?



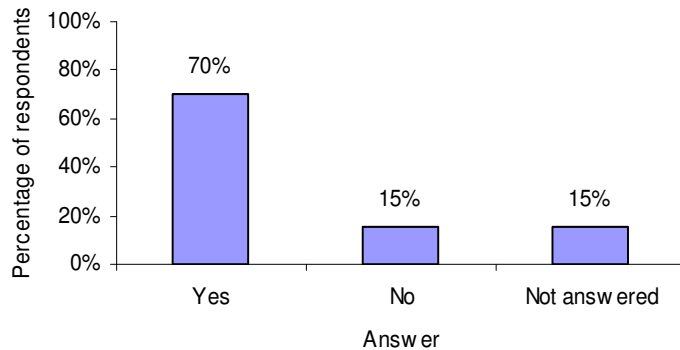
#### Summary

The majority of respondents felt that the role and remit of the HPC was made clear. Only 6% disagreed. Since this was a closed question there is no opportunity to respond to those who did not find it clear. The new publication of the visit protocol should resolve any confusion in future.



### Question 9

9. If other validating/accrediting bodies attended the visit, was it clear what was required exclusively from each body? If no, why?



#### Summary

With 70% answering yes, the majority were clear what was required from each body. 15% were unsure of the difference between the HPC and professional bodies. 15% did not answer.

#### Comments

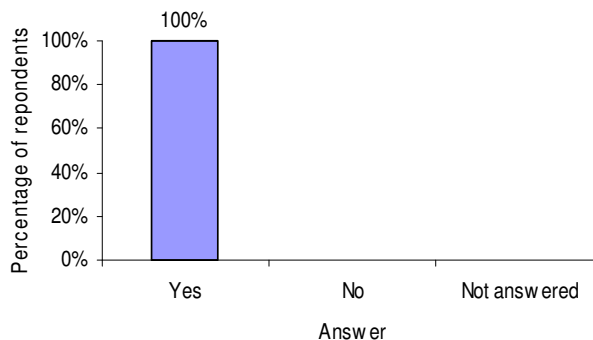
All those who did not find it clear as to what was required of each body gave reasons why. The majority of these were questioned why the professional bodies had to attend if it is only HPC approval that was needed. Another question raised was the difference between the HPC and professional bodies.

#### HPC response

We will look at the information available to education providers about the role and interaction of professional bodies and the HPC. We may create a page on the website to make clear the different roles in approving/validating/accrediting a programme and the choice the education provider has as to whether they involve the HPC and professional bodies.

### Question 10

10. Were you aware of the role of the visitors and the HPC executive? If no, why?

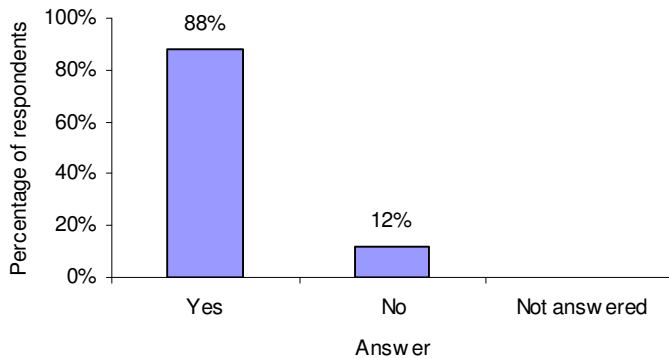


#### Summary

All respondents were aware of the differing roles within the HPC panels at visits.

## Question 11

11. Was the overall communication on the day of the visit satisfactory? If no, why?



### Summary

With 88% answering yes, the majority found the communication on the day of the visit satisfactory. 12% were not satisfied.

### Comments

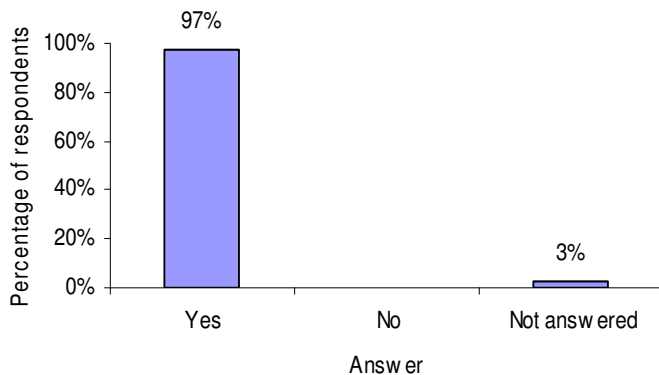
Those who provided comments referred to the HPC private meetings throughout the visit and questioned whether they were necessary.

### HPC response

We hope that the publication of the visit protocol and approvals process will outline the need for these meetings. As an independent regulator the HPC panels need to conduct meetings which only involve the HPC representatives.

## Post visit Question 12

12. If conditions were set, was the deadline for conditions to be met reasonable? If no, why?



### Summary

With 97% finding the deadline reasonable, the majority were happy with time to meet conditions. 3% of respondents did not answer this question.

### Comments

No comments were made.

### HPC response

This is reassuring as we advise a time span of three months for post visit work to be carried out and this appears effective to ensure programmes are approved by the intended start date.

### Question 13

13. Was the visitors' report clear and easy to understand (e.g. condition, time span, approval by the education and training panel etc...)? If no, what could have been improved?



#### Summary

All respondents stated that they found the visitor report clear and easy to understand.

#### Comments

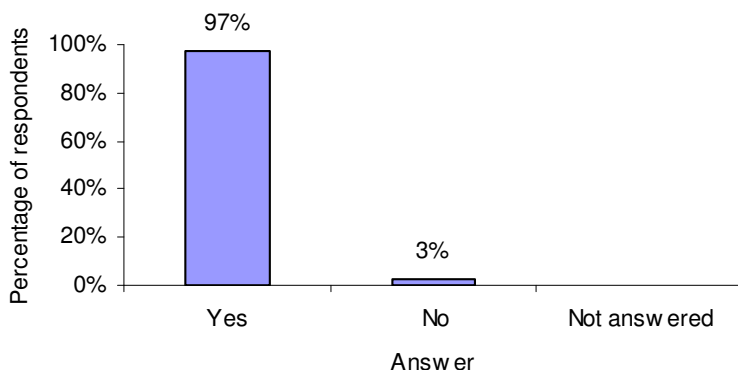
No comments were made.

#### HPC response

This is reassuring as the document is very much written for the education provider. The visitors' report has been amended in order to make it clear for audiences such as the Education and Training Committee and the public, as well as the education provider.

### Question 14

14. Were you aware what happens once a programme is approved with regards to major/minor changes and annual monitoring?



#### Summary

With 97% answering yes, the majority were aware of post approval processes. Only 3% were not aware.

#### Comments

Comments made stated uncertainty about what changes to submit to the HPC.

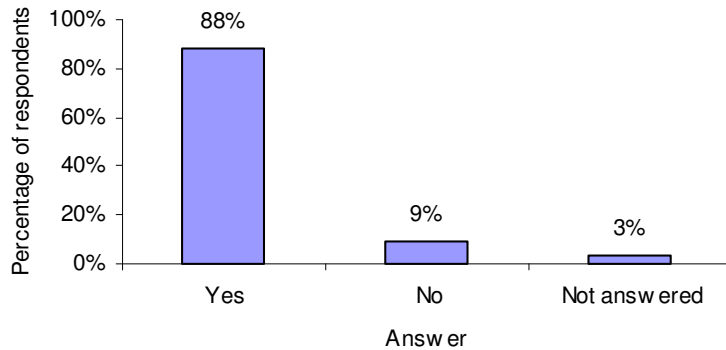
#### HPC response

Although the majority of respondents are clear about the monitoring processes, reviews are being undertaken to make the process of monitoring easier to carry out. The new major change process provides guidance on what changes to submit and when.

In order to clarify the monitoring processes we will consider including in the final approval letter details of the monitoring processes, this is reflected in question 18 also. It is also possible to review the approval process and the information given at the post approval stage.

### Question 15

15. Was the overall communication after the visit satisfactory? If no, why?



#### Summary

With 88% answering yes, the majority found the communication after the visit satisfactory. 9% were not satisfied. 3% did not answer.

#### Comments

There were comments regarding the long wait for notification of approval. There were comments regarding incorrect contacts details.

#### HPC response

The timescales are detailed in the approval process publications. The education provider will be informed once all conditions have been responded to and the Education and Training Committee have met to consider the visitors' recommendation.

The review of the current database which holds the contact details should rectify any issues with contacts. In the meantime, we find it difficult and often ineffective to deal with more than one person at the education provider at any one time and we feel it is more efficient to have just one main contact. We will review what information is sent to whom within the education provider and advise them to forward on any information to the relevant contact within their institution if it is necessary.

### Question 16

16. Are there any other comments you would like to add regarding the approval visit?

24% of respondents left comments.

#### Summary

In general most respondents made comments suggesting that the visits were a success and the staff at the HPC were very helpful. There were some negative comments around the tone and style of the visitors' questioning. The visitors are trained in detail about the approval processes but also what is expected of them as partners of the HPC. Any complaints about the visitors can be made to our Partner Manager. In 2008-09, refresher training for approximately half of all visitors will address the comments made in response to this question.

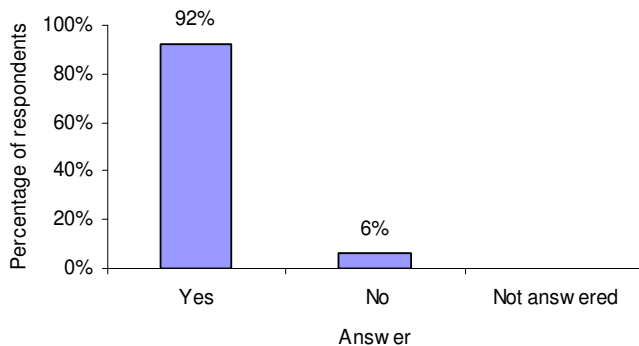
Again, links between the professional bodies and the HPC were made, which have been responded to in question 9.

## Annual monitoring

67% of the respondents completed the annual monitoring section of the feedback form

### Question 17

17. Was the reminder email and letter useful? If no, why?



#### Summary

With 92% answering yes, the majority found the email and letter useful. Only 6% did not find them useful.

#### Comments

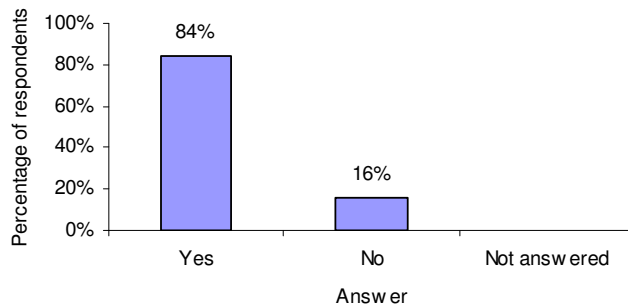
Comments included the contact details and the incorrect information in the letter. The letter stated the wrong submission dates.

#### HPC response

We are reviewing the administrative aspects of the annual monitoring process so it runs more efficiently. We have now also contacted every education provider to ask for their internal validation date in order to request annual monitoring documents 28 days after. This will hopefully ensure submission dates are correct. Comments regarding contact details will be rectified as per previous questions.

### Question 18

18. Was the guidance for the process clear? If no, what could have been improved?



#### Summary

With 84% finding it clear, the majority felt the guidance for annual monitoring clearly outlines the process. 16% did not find it clear.

#### Comments

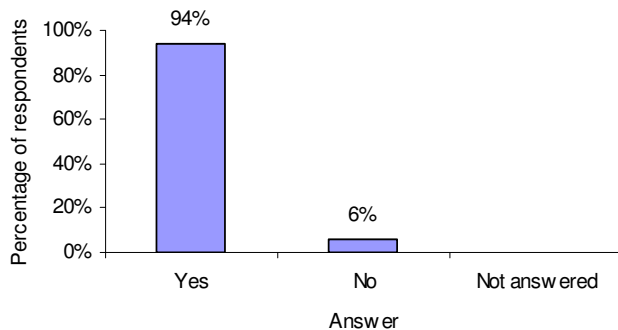
Most comments included confusion over what changes needed to be included in the documentation for annual monitoring. There were observations regarding new programmes and the lack of information supplied once a new programme has completed the approval process.

## HPC response

Confusion surrounding the type of changes to submit tends to stem from the misunderstanding of what constitutes a major or minor change. The new major change process should help reduce this confusion and therefore help education providers with what to submit with the annual monitoring submission. As per question 14, In order to help new programmes, a review of the information in place for programme teams once they have completed the approval process will be made. This will include further information regarding the monitoring processes, the role pass lists and any other introductory information

### Question 19

19. Did you receive enough information about which documents needed to be submitted once you received the email and letter?  
If no, what other information was required?



#### Summary

With 94% confident as to what documentation was needed, the majority were well informed about what to submit with their annual monitoring submission. Only 6% were did not feel they received enough information.

#### Comments

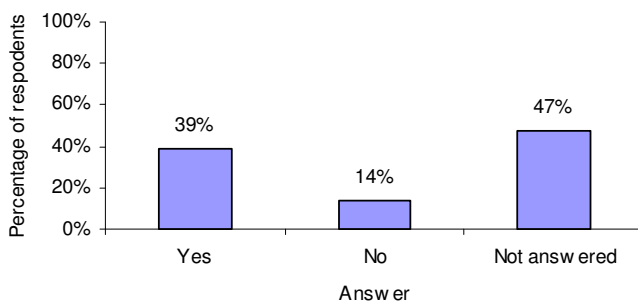
No comments were made.

#### HPC response

At the department's away day mid 2007, administrative changes were made to the annual monitoring process. These were rolled out in Sept 07 (for the 07-08 year) and we hope any confusion over what to submit has been resolved with these changes.

### Question 20

20. If extra documents were required after the annual monitoring submission, did you receive adequate information on what was needed and why? If no, why?



#### Summary

With 39% answering yes, more were clear as to what documents to send than the 14% that did not feel they received adequate information. 47% did not answer as we assume they did not need to send extra documentation.

### Comments

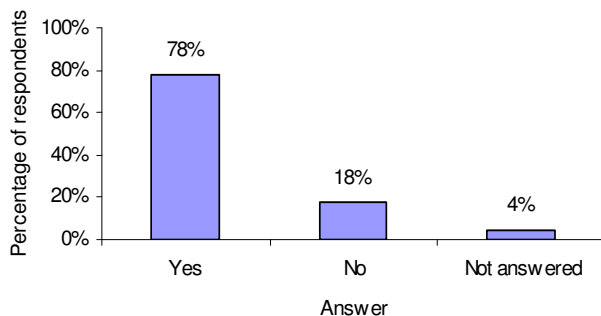
All comments made stated that there was lack of communication between the education provider and the HPC, and that they were not clearly told what documents were needed.

### HPC response

As a result of reviewing this process, we intend to involve education officers in the process to work with the visitors and the education administrators. This will be at both the annual monitoring assessment days in order to write the reports with the visitors, and also after the assessment days, to liaise between the HPC and the education provider about what additional documents are required. This should help to improve the communication flow.

### Question 21

21. Was the overall communication through annual monitoring satisfactory? If no, why?



### Summary

With 78% answering yes, the majority were satisfied with the communication from the HPC throughout the annual monitoring process. 18% were not satisfied. 4% did not answer.

### Comments

There were two main themes to the comments. One was about the lack of clarity in communication between the HPC and education provider. The second was the length of time taken to respond with the outcome of the submission. Individual comments included the lack of notice and the access to completing documents on the website.

### HPC response

We hope the increased involvement of education officers in the process (as explained in previous question) will alleviate problems of clarity. As part of the review of this process we are planning to send out reminder letters requesting the relevant documentation earlier than previous years in order to give as much notice as possible. The information has now been added to the website to complete online.

## Major change

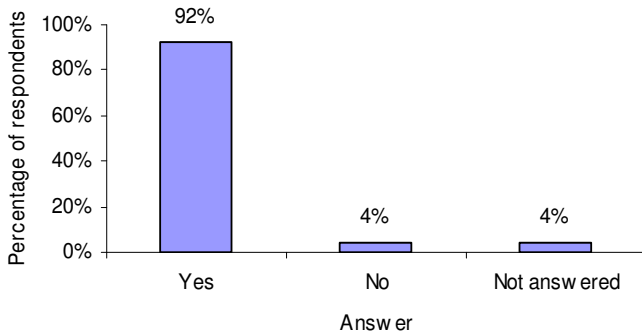
### Question 22

22. Did you submit a major/minor change in the last year?  
If not, please proceed to question 26.

4% proceeded to fill in the next question having submitted major/minor change submission in the last year. 66% moved onto question 26

### Question 23

23. If yes, and you used the guidance for the process, did you find the guidance useful and clear? If no, why?



#### Summary

With 92% using the guidance, the majority did find the guidance useful and clear. 4% did not find it useful. 4% did not answer.

#### Comments

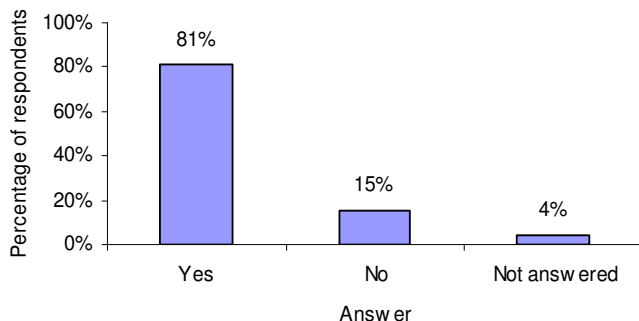
No comments were made.

#### HPC response

The majority found this guidance useful. We have introduced a new major change publication, which is based on the original publication, but with considerable more detail and guidance.

### Question 24

24. Were you aware of what documents to send with your submission? If no, what could have been improved?



#### Summary

With 81% aware, the majority were clear of what documents to send with the submission. Only 15% were not clear. 4% did not answer.

#### Comments

Comments included clarity about what documentation is required with a major/minor submission.

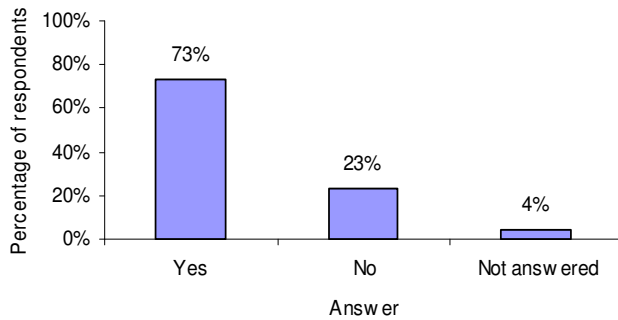


## HPC response

The new major change process addresses the lack of information regarding what documentation is required. The new process also includes an advice stage and a detailed publication which includes examples of changes and what documentation to submit.

### Question 25

25. Was the overall communication through the major/minor change process satisfactory? If no, why?



#### Summary

With 74% answering yes, the majority use the HPC website. 22% do not use information on the website. 4% did not answer.

#### Comments

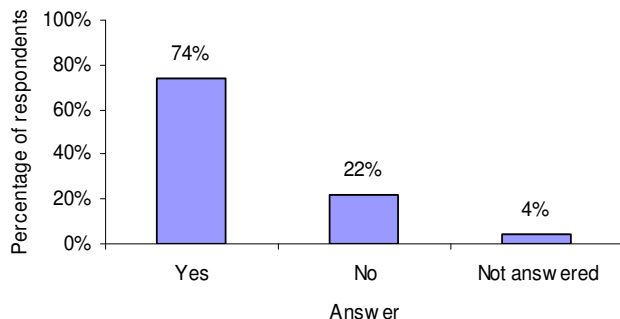
Most comments included the usefulness of publications on our website and also the information they could find for applicants in order to pass this information onto students. Further positive comments were made about the use of the newsletter, online register, event details, contact details, approval reports and information for disabled registrants on the website.

#### HPC response

Our communications department is working on updating the website to make it more user friendly and efficient. Hopefully this encourages those who have not used it in the past to receive information in this way.

### Question 26

26. Have you used information on the HPC website? If yes, what did you find useful?



#### Summary

With 73% satisfied with the communication, the majority were happy with contact from the HPC throughout the major/minor change process. There were 23% who were not satisfied. 4% did not answer.

#### Comments

All comments made reference to the length of time the submission took to reach an outcome.

### **HPC response**

The review of the process has introduced the involvement of an education officer who will review the major change submission in order to decide whether more documents are needed or whether the changes need to go through the process at all.

The education officer will continue to correspond with the education provider and provide advice as to the time span expected. The annual report for the 2006/2007 academic year (which is currently being produced) will give us a clearer idea of the average turn around period for submissions.

Any other comments?
---------------------

### **Summary**

25% of the respondents added extra comments.

### **Comments**

Comments included topics such as the helpfulness and professionalism of the staff at the HPC to the difficulty they had filling in the feedback form. There were complimentary comments about how the education department was run. Other respondents used this section to reinforce points made in other parts of the form including contact details; the length of time each process took; the need for a different version of the standards of education and training for post registration programmes and the difference between the role and responsibilities of the regulatory body (HPC) and the professional body. Additional comments were made around the fact that education providers were unaware of what advice to give to students regarding the process for registration. It was also reported that the pass list for graduates was said to be ineffective.

### **HPC response**

We will endeavor to work with those who wish us to amend our current contact system to make sure the system currently in place can work for them. Any contact details that have changed should be emailed to the [education@hpc-uk.org](mailto:education@hpc-uk.org) inbox as soon as possible.

The duration of each process has been responded to throughout the report and is detailed in our publications.

Our Policy and Standards Department is currently working on post-registration programmes and more information will be available on our website in future.

Our Communications Department is currently reviewing the information available to education providers to give their students.

The pass list process has now been altered from previous years. Last years new process created some teething problems. The process has now been changed to produce a more effective system.

## Summary from findings

Overall, the feedback from the education providers was very positive as all questions had a higher percentage of positive feedback.

Where the comments showed dissatisfaction from the education providers, the department carried out a closer assessment. This included an analysis of past communication and the specific education provider's experience. This was to assess whether the process in place should be modified or whether the problems that occurred were avoidable or specific to the education provider. With this consideration and the results from the feedback forms, this project has highlighted some areas of concern that have re-occurred across several education providers.

19% of the questions generated responses that commented on the process in place when correspondence is sent to them. Since we only correspond with those contacts held in the department we have a limited system in place.

The question designed to generate queries around the difference between the HPC and professional bodies produced interesting responses. Only 70% of the respondents were aware of the difference. Although 15% did not answer the question, a substantial 15% were still not aware of the difference.

Communication between the department and the education provider during the visit and post visit was also relatively positive. The communication before the visit was not always as positive, although only 9% did not feel happy. Therefore this part of the process needs to be reviewed to improve the level of communication. The comments made around all stages of the process were connected to the contact details and the timescales.

The question regarding HPC suggested agendas revealed a significant level of dissatisfaction with 27% of education providers finding the timings for meetings ineffective.

Another matter that emerged was the timescales in place within each process. 22% of questions answered included comments regarding the length of time it took to complete the three approvals and monitoring processes.

There were understandably comments around the approval of post-registration programmes. This aspect of the feedback was not surprising since the HPC are already in the process of reviewing this area.

## Recommendations from findings

The following bullet points summarise the main recommendations which the department intend to address. They will either be addressed as a specific work plan project in 2008-09 or as part of the annual review of each process.

- The suggested agendas for the visits need reviewing as to whether meetings can be shortened depending on the number of other validating bodies attending.
- A system for visitors' feedback when receiving the documentation for a visit needs to be established. Once visitors have read the documentation and raised any issues the education provider can prepare for these issues before the visit.
- Once the dates for a visit are agreed the process should be reviewed to address when contact with education providers is next made. This pre visit communication needs to keep them updated with the visitor allocation and allow them to raise any queries.
- The information available to education providers should be reviewed, regarding the different role and responsibilities of the regulatory body (HPC) and the professional body.
- The database needs to be redesigned in order to hold different contact details and provide information about what contacts should be sent which correspondence. In the interim the staff in the Education Department should advise education providers to forward information on to the relevant people should they feel they are not the appropriate person.
- The correspondence sent to education providers once their programme is approved should include details of ongoing monitoring processes and the role of pass lists.
- A review of all three processes needs to include a scrutinised examination of the timescales within each of the processes, so that education providers have realistic expectations. The turn around times from the annual report will also be able to contribute to this exercise.
- The feedback from education providers' about visitors' question and tone of questioning should be discussed with the Partner Manager and incorporated into refresher training.
- Education providers who do not have experience of the HPC approval process should be flagged up for careful guidance by education officer, especially regarding the time scales of the process. Documentation about our processes should be sent to education providers who do not currently have any approved programmes, so they are prepared should they ever wish for us to approve a programme.
- This report should be sent to all education providers that completed the feedback exercise to keep them informed with the decisions made and to pass on thanks.

## Appendix - Education provider feedback form

Education provider			
Name			
Position (tick)	<input type="checkbox"/> Programme leader <input type="checkbox"/> Head/Dean <input type="checkbox"/> Quality Officer/Administrator		
<b>Publications</b>		<b>Yes</b>	<b>No</b>
1. This year we sent you the following publications, did you find them useful? <ul style="list-style-type: none"> <li>• HPC approval process supplementary information</li> <li>• Annual Monitoring (AM) supplementary information</li> <li>• Standards of education and training guidance</li> <li>• Advertising protocol</li> </ul> If you answered no for any of the above, what could be improved?		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Were the publications sent to the appropriate member of staff? If no, who should it have been sent to?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Approval</b>			
If an HPC visit has been undertaken at your institution in the past year, please answer the following. If not, please proceed to <b>question 17</b> .			
3. Was your visit requested due to the result of a: <input type="checkbox"/> New programme <input type="checkbox"/> Major change <input type="checkbox"/> Annual monitoring <input type="checkbox"/> New profession <input type="checkbox"/> QAA subject benchmarks			
4. Were you well notified about the planning for a visit? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
5. Were you satisfied with the information as to what documents needed to be submitted once a visit date was suggested? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
6. Was the overall communication during the organization of the visit satisfactory? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
<b>The visit</b>			
7. Did you feel that the agreed agenda was effective? If no, what could have been improved?		<input type="checkbox"/>	<input type="checkbox"/>
8. On the day of the visit, was the role and remit of the HPC made clear?		<input type="checkbox"/>	<input type="checkbox"/>
9. If other validating/accrediting bodies attended the visit, was it clear what was required exclusively from each body? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
10. Were you aware of the role of the visitors and the HPC executive? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
11. Was the overall communication on the day of the visit satisfactory? If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post visit</b>			
12. If conditions were set, was the deadline for conditions to be met reasonable. If no, why?		<input type="checkbox"/>	<input type="checkbox"/>
13. Was the visitors' report clear and easy to understand (e.g. condition, time span, approval by the education and training panel etc...?)		<input type="checkbox"/>	<input type="checkbox"/>

If no, what could have been improved?		
14. Were you aware of what happens once a programme is approved with regards to annual monitoring and minor/major changes?	<input type="checkbox"/>	<input type="checkbox"/>
15. Was the overall communication after the visit satisfactory? If no why?	<input type="checkbox"/>	<input type="checkbox"/>
16. Are there any other comments you would like to add regarding the approval visit?		
<b>Annual monitoring</b>	<b>Yes</b>	<b>No</b>
17. If you have participated in our annual monitoring process this year, was the reminder email and letter useful? If no, why?	<input type="checkbox"/>	<input type="checkbox"/>
18. Was the guidance for the process clear? If no, what could have been improved?	<input type="checkbox"/>	<input type="checkbox"/>
19. Did you receive enough information about which documents needed to be submitted once you received the email and letter? If no, what other information was required?	<input type="checkbox"/>	<input type="checkbox"/>
20. If extra documents were required after the annual monitoring submission, did you received adequate information on what was needed and why? If no, why?	<input type="checkbox"/>	<input type="checkbox"/>
21. Was the overall communication through annual monitoring satisfactory? If no, why?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Major/minor change</b>		
22. Did you submit a major/minor change in the last year? If not, please proceed to <b>question 26</b>		
23. If yes, and you used the guidance for the process, did you find the guidance useful and clear? If no, why?	<input type="checkbox"/>	<input type="checkbox"/>
24. Were you aware of what documents to send with your submission? If, no what could have been improved?	<input type="checkbox"/>	<input type="checkbox"/>
25. Was the overall communication through the major/minor change process satisfactory? If no, why?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Website</b>		
26. Have you used information on the HPC website? If yes, what did you find useful?	<input type="checkbox"/>	<input type="checkbox"/>
Any other comments?		

**Thank you for completing this feedback form**