Education and Training Committee - 25 March 2009

Education Department work plan 2009 - 2010

Executive Summary and Recommendations

Introduction

The attached document is the Education Department's proposed work plan for 2009-2010. It details the department's main areas of work and priorities for the financial year April 2009 – March 2010.

Decision

The Committee is asked to discuss the work plan and agree the contents.

Background information

This document is intended to supplement the Council's strategic intent document and sits alongside other departmental level strategy and work plan documents such as Registrations, Projects, Policy & Standards and Communications.

It is a working document and is therefore always under review.

Resource implications

The resources implications are detailed in the attached work plan and based on assumptions which are already part of the HPC budget 2009 - 2010.

Financial implications

The resources implications are detailed in the attached work plan and based on assumptions which are already part of the HPC budget 2009 - 2010.

Appendices

Education Department draft work plan 2009-2010.

Date of paper

13 March 2009

Education Department 2009 – 2010 work plan

Abigail Creighton, Director of Education

Contents

Introduction 3
The Council's strategic intent 3
The Education Department 4
This document 4
Priorities 2009-2010 4
Resources 6
Financial resources 6
Human resources 7
Responsibilities 8
Risk management 9
Equality and diversity 10
Main operational processes 11
Approval process 11
Annual monitoring process 11
Major change process 11
Supporting activities 13
Publications 13
Website 13
Seminars 14
Partner visitor recruitment, selection and training 14
Information systems (database and electronic records) 14
Committee Work 14
Liaison with stakeholders 15
Complaints about an approved programme 15
Projects 2009-2010 16
1) Standards of education and training and guidance 16
2) Professional body approval 17
3) Review of IHCD paramedic award approval visits 17
4) Health and character guidance and student conduct and ethics guidance 17

5) Review of generic standards of proficiency 18
6) Standards of proficiency for chiropodists/podiatrists..... 18
7) Recording of contact details from education providers (database) 19
8) Withdrawing approval 19
9) Service user involvement..... 20
10) Education systems and processes 20
11) Welsh language schemes..... 21
12) Independent safeguarding authority 21
13) UK application forms..... 22
14) Netregulate approved programme maintenance 22
2010-2011 23

Introduction

The Education work plan details the main areas of work for 2009-2010 and sets out how the Department will develop, review and progress.

The work plan is underpinned by the Council's strategic intent and demonstrates how the Department's work continues to contribute towards the achievement of both the objectives of Council and the Education and Training Committee.

The Council's strategic intent

The Council's current strategic intent (2007 – 2011) identifies three core themes - (i) to improve (ii) to influence and (iii) to promote. Key areas of work across the organisation and within this work plan can be structured around these core themes.

The Council is currently updating their strategic intent. It is anticipated that the final document will identify the organisation's vision and key strategic priorities for 2009 – 2014. The draft document identifies six central objectives; all of which underpin and shape the key areas of work and priorities within this work plan. An example of draft objectives and links to this work plan is below.

1) To maintain and develop good governance during and after the restructuring of the Council
   Example references in this work plan - risk register, departmental budget, departmental forecasting of operational processes, departmental training and new committee member training.
2) To maintain and develop efficient business processes throughout the organisation as it grows
   Example references in this work plan – review standards, review processes, launch new guidance, partner training and ISO accreditation.
3) To increase understanding and awareness of regulation amongst all stakeholders
   Example references in this work plan – publications, website, education seminars, partner training, participation in inter-regulatory and higher education forums and service user involvement.
4) To build the evidence base of regulation
   Example references in this work plan – education seminars, annual report, service user involvement research and review processes.
5) To proactively influence the policy agenda on regulation reforms
   Example references in this work plan – post registration qualifications, modernising scientific careers and new professions.
6) To ensure that our values and processes dovetail with the respective healthcare delivery agendas in each of the four home countries
   Example references in this work plan – education seminars, annual report and participation in inter-regulatory and higher education forums

The Education Department

The Education Department's main responsibilities are:

- assisting the Council in approving programmes which health professionals must complete before they can register with us;
- assisting the Council in monitoring programmes which health professionals must complete before they can register with us;
- co-ordinating approval visits;
- co-ordinating annual monitoring assessment days;
- co-ordinating the consideration of annual monitoring submissions, by correspondence;
- co-ordinating the consideration of major change submissions, by correspondence;
- publishing visitors' reports from approval visits;
- publishing the register of approved programme;
- assisting in the selection and training of Partner visitors; and
- Liaising with education providers and education stakeholders.

This document

This document aims to set out the work priorities for the financial year April 2009 – March 2010, and provide a basis against which the work of the Education Department can be planned and measured.

This work plan attempts to show how the standard operational work and planned projects have been scheduled to ensure successful completion, given the resources and time restraints. The Education Department is both proactive and reactive in its work. As there is still a degree of uncertainty related to the regulation of practitioner psychologists and the transfer of hearing aid dispensers from the Hearing Aid Council the timescales have not been finalised at this stage. We will need to revisit and update this work plan to take these timescales into account once they are finalised. **The Department will therefore need to be flexible in the delivery of its work plan in order to respond accordingly. This document will be kept under review.**

Priorities 2009-2010

The main priority for the Department is the day-to-day operation of the approval and monitoring processes. Unlike the last two years, the majority of this year's work will focus on the preparation and expected transfer of practitioner psychologists and hearing aid dispensers' programmes onto our register of approved programmes and their incorporation into our approval and monitoring processes. The preparation stage of these transfers will include a significant communication and relationship building/management campaign. The real impact of the new programmes into our approval and monitoring processes will not be felt until the 2010-2011 and 2011-2012

academic years, which equate to the 2010-2011, 2011-2012 and 2012-2013 financial years.

This year, the Department will continue to participate in much of the education focussed work outlined in the Policy and Standards work plan. It is envisaged that there will be involvement in the ongoing discussions around post-registration qualifications, modernising scientific careers, the future regulation of psychotherapists and counsellors, the future regulation of acupuncturists, medical herbalists and traditional Chinese medicine practitioners, guidance on our health and character processes, guidance on conduct and ethics for students and the review of the new professions process.

This year a smaller, but still significant, part of the Department's work will cover planned projects. These planned projects are enhancement led projects and focus mainly on operational processes. Unlike the last two years, there will be fewer projects which focus on the more strategic and policy level. This is due to the prioritisation of resources on the work with new professions.

Resources

Financial resources

This work plan is based on the assumption of a team of 13 Education Department employees and a budget of approximately £750,000. The work plan assumes that the HPC is able to manage a maximum of 15 approval visits per month and monitoring relating to approximately 560 approved programmes at any one time. The underlying assumption is that the HPC approves pre-registration programmes in thirteen professions (increasing to fifteen by April 2010) and post-registration entitlement programmes in three areas. The work plan assumes that the practitioner psychologists' part of the register will open on 1 July 2009 and that the hearing aid dispensers' part of the register will open on 1 April 2010.

The budget of approximately £750,000 is based on an estimated 70 approval visit, 6 annual monitoring assessment days (with each considering an average of 33 audit submissions) and 70 major changes submissions. These predicted figures are based partly on the operational levels in the 2008-2009 financial year and partly on the expectation of approximately 80 approved programmes being added to our register of approved programmes for practitioner psychologists and hearing aid dispensers'.

The operational levels in the 2008-2009 financial year show that a pattern of less approval visits and more monitoring submissions is emerging. This is because the majority of our programmes are now approved and taking advantage of our open ended system of approval. This involves the use of our documentary monitoring processes, instead of routine cyclical visits, to inform us of changes to their programmes. In addition, the affect of the changes to our major change process in the 2007-2008 year are now being felt. The notification stage (which involves employees, but not partner visitors) acts as a filter mechanism, which means that whilst the number of queries about changes has increased over the last year, the number being categorised as major change submissions is consistent with previous years.

We expect that there are approximately 80 approved programmes being added to our register of approved programmes for practitioner psychologists and hearing aid dispensers. This represents an increase in the region of 20% in the total number of programme on the register of approved programmes. It is the total number of programme on the register of approved programmes, rather than the total number of registrants which determines the workload of the Education Department. It is envisaged that all these programmes will be recognised as approved programme and that they will all be subject to an approval visit over the next two-three academic years.

It should be noted that both our risk based approach to approval and monitoring and the unconfirmed dates for new professions transferring to our register continue to make it difficult to forecast precise numbers of visits and monitoring submissions in advance. The mismatch of the financial year and the academic year also continues to make it complicated to plan ahead.

Human resources

There are currently twelve employees in the Education Department:

Abigail Creighton	Director of Education	
Marva Stewart	Team Administrator	
Osama Ammar	Education Manager	(NNWI team)
Tracey Samuel-Smith	Education Manager	(SS team)
Paula Lescott	Education Officer	(NNWI team)
Brendon Edmonds	Education Officer	(NNWI team)
Neil Strevett	Education Officer	(NNWI team)
Mandy Hargood	Education Officer	(SS team)
Anne Shomefun	Education Officer	(SS team)
Rachel Greig	Education Officer	(SS team)
John Archibald	Education Administrator	(NNWI team)
Ruth Wood	Education Administrator	(SS team)

(NNWI = Northern England, Northern Ireland and Wales)
(SS = Southern England and Scotland)

The Education Officers and Education Administrators report to the Education Manager of their team. The Education Managers and Team Administrator report to the Director of Education.

The 2008-2009 budget included the recruitment of an additional administrator position in the last quarter of the 2008-2009 year. This new position is outstanding and will take place within the first quarter of this financial year.

Whilst recruiting and retaining employees continued to be a focal point for the managers within the Department in 2008-2009, the reorganisation of the department and creation of new positions helped career opportunities and progression and there was an improvement in the retention figures.

During the 2008-2009 financial year, the Education Department recruited to four posts (two replacement Education Officers and two new Education Officers). The four posts were appointed as a result of the two recruitment and selection process; one in December 2008 (where one replacement and one new Education Officer were appointed) and one in January 2009 (where another replacement and another new Education Officer were appointed). This was very encouraging as the Education Officer post has historically been difficult to successfully recruit to, mainly due to the combination of relevant experience and willingness to travel regularly needed for this role.

Despite the positive experiences in the 2008-2009 financial year, employee recruitment and retention remains a risk for this financial year. Only one third of Education Officers have been in the Department for over a year. For this

reason, employee recruitment and retention continues to be captured in the HPC's risk register. This will be reviewed after the experience of another year.

Responsibilities

The Director of Education is responsible for the overall management of the department, the development and implementation of the strategy and work plan and the development of new projects.

The Team Administrator provides support to the department across all its activities. This includes responding to all generic education requests for information and publications and the logging and tracking of all department invoices.

The Education Managers have management responsibility for the development and management of their team including work allocation, process planning and development. The operational work is divided up on a regional basis and the supporting activity and project work are divided up very broadly on the team's focus area (approval or monitoring). They currently line manage three Education Officers and one Education Administrator each.

The Education Officers implement and maintain the main operational processes, manage the supporting activities and contribute to the delivery of departmental projects. This includes coordinating and attending approval visits, annual monitoring assessment days and education seminars.

The Education Administrators provide support to their team across all their activities. This includes liaising with education providers and partners about approval visits and monitoring submissions, generating correspondence and maintaining information systems.

This department structure was implemented was 2008-2009. In 2009-2010, the department structure will be reviewed. The experiences of the last year will be considered alongside possible growth in the future.

Risk management

The Education Department manages those organisation risks that are primarily concerned with:

- Employees within the Education Department (issues such as turnover, skills development and managing performance); and
- Education providers (issues such as compliance with our processes, communication and support).

Activities outlined in this work plan also help mitigate organisation risks managed by other departments. Key areas into project management and the recruitment, training and ongoing support of both employees and partners.

Please see the appendix three for more details and links between the HPC's risk register and this work plan.

Equality and diversity

The Education Department will continue to scrutinise and monitor our processes and work with a view to identifying and where possible, mitigating any adverse impact to some groups, compared to others.

In the 2008-2009 financial year, the Department accomplished the following action points as part of the wider organisation's Equality and Diversity Scheme;

- Reviewed a number of publications (with the Communications and Policy & Standards Departments);
- Trained a number of visitors (new and existing) in equality and diversity (with the Partners Department): and
- Produced an age discrimination position statement (with the Policy & Standards Department).

In the forthcoming year, the Education Department intends to address the following action points as part of the department's supporting activities and projects;

- We will work with the Communications Department and Policy & Standards Department to ensure that the new publications adhere to house style.
- We will work with the Communications Department to ensure that the layout and content of new student section of the website is as accessible as possible.
- We will continue work with the partner manager to train visitors on equality and diversity issues and evaluate the effectiveness of this.
- We will continue to ensure that the organisation of our education seminars identifies and accommodates any additional needs at an early stage.
- We will ensure that any guidance for education providers around service user involvement is appropriate, accessible and inclusive.
- We will consider equality and diversity implications when we review our Education systems and processes. In particular, we will consider accessibility of our current processes, standard communication tools and possible technological developments, for both internal and external users. We hope to use the equality and diversity internal working group to assist in this project.
- We will work with the Registrations Department to ensure that the changes to the UK application forms are accurate, easy to follow and written in easy to understand English.
- We will produce an information sheet around welsh language schemes specifically for education providers. This will describe how the delivery and assessment of programmes in welsh links with our standards and approval process.
- We will produce an information sheet around the independent safeguarding authority (ISA) specifically for education providers. This will describe how the requirements of the ISA and placement education link with our standards and approval process.

Main operational processes

There are three main processes which generate the bulk of the Department's work and are the top priorities. The following paragraphs summarise these activities.

Approval process
The approval of pre-registration programmes will continue to be the crux of the Department's work. In 2009-2010, we are planning to undertake approximately 70 visits. We are expecting the patterns of 2008-2009 to continue for the existing professions (e.g. slightly higher number new paramedic science and biomedical science programmes compared to other professions, considerably lower number of supplementary prescribing programmes compared to two/three years ago, slight rise in the number of multi-professional visits). It is likely that the peak months of activity for the existing professions will continue to be April-June 2009 and February-March 2010 as the majority of visits piggyback education providers' internal events which take place at this time. We anticipate that 75% of the visits will be to programmes from the existing professions and the remaining 25% to practitioner psychologists' programmes. We are expecting to visit the practitioner psychologists' programmes between January-March 2010 only, as no visits will take place to professions from new profession until at least six months after the opening of their part of the register.

Annual monitoring process
The annual monitoring process will complete its fourth cycle and begin its fifth cycle in the 2009-2010 financial year. As a process it is now fully embedded and operating in a pro-active, cost effective and efficient manner. In 2009-2010, we expect to put approximately 450 approved programmes through this process. We will use the annual monitoring process to ensure that programmes have incorporated the minor changes made to the standards of proficiency in autumn 2007. We plan to hold six annual monitoring assessment days to consider the majority of submissions. A smaller number of submissions will be considered by correspondence to ensure a timely turnaround. We anticipate that the busiest months will be April-June 2009 and January-March 2010 as this is when most education providers' internal monitoring processes are complete, so they are ready to submit documentation to us.

Major change process
The major change process will begin its second cycle in the 2009-2010 financial year. The revised process was fully implemented during the 2008-2009 financial year and has lead to more effective decision-making and cost savings. The revised process centres on a 'notification stage' which means that not all submissions continue through to the full major change process. The figures from the first year show that around 50% of submissions are filtered out, into either the annual monitoring or approval process. The revised process is more resource intensive within the Department as the 'notification stage' centres on employee rather than visitor feedback to education providers.

We expect to put approximately 70 submissions through the full major change process. This figure is less than the 2008-2009 financial year due to the efficiencies of the new process. It is anticipated that we will receive approximately 35 notifications in addition to these 70 submissions which will be dealt with by Department employees.

Supporting activities

There are eight activities which support the main approval and monitoring processes. These activities aim to raise awareness of our processes amongst key education stakeholders and help promote an open, transparent and collaborative approach to approval and monitoring.

Whilst these activities provide a solid and desirable foundation onto which to operate our main processes, at certain times of the year they do not take priority and some activities, may, if resources are stretched need to be revisited in their totality. The following paragraphs summarise these activities.

Publications
In 2008-2009, the annual monitoring process supplementary information was updated and republished. An updated approval process supplementary information is due for republication shortly. Two new publications are also due for publication shortly, namely the approvals and monitoring annual report 2007-2008 and the education complaints process guidelines.

In 2009-2010, the standards of education and training and the standards of education and training guidance will be reprinted following the review of these standards in 2008-2009. Minor revisions (in the forms of addendums) will also be made to the major change supplementary information to align it to the new standards of education and training.

In 2009-2010, the new guidance on our health and character processes and guidance on conduct and ethics for students will be printed following the current consultation. The Education Department will support colleagues in the Policy & Standards Department in the production of these publications.

The Department will also publish their fourth annual report (covering the 2008-2009 academic year) in this financial year.

Website
The Department is responsible for the online register of approved programmes as well as the information online about our approval and monitoring processes. In 2008-2009 the format of both the register and education section was improved to help accessibility and provide more information to education providers, prospective students and registrants.

In 2009-2010, the Education Department will support colleagues in the Communications Department in the production of a student section of the website. The Department will also scrutinise the enquiries log (a record of all generic education enquiries received by email, telephone and letter) to determine whether there is a demand for additional online resources in specific areas (e.g. prescribing rights or educational routes for prospective biomedical scientists).

Seminars
The Department has run a series of events for education providers in autumn for the last three years. In 2008-2009, we held six seminars across the UK; which were much more interactive and facilitative than the presentations delivered in previous years. The feedback was very positive.

The Department intend to run similar seminars in 2009-2010. They will retain the dual purpose of information giving/updating and eliciting feedback. The Department envisage the seminars including the following areas – the revised standards of education and training, the new guidance on our health and character processes, the new guidance on conduct and ethics for students, service user involvement and independent safeguarding authority.

Partner visitor recruitment, selection and training
In 2008-2009, the Department recruited and trained a number of new visitors from our current professions. The current number of visitors is now appropriate for the workload in the 2008-2009 and 2009-2010 academic years and no additional recruitment is planned. Nevertheless, the Department will continue to monitor visitors' numbers and if necessary instigate contingency recruitment.

In 2009-2010, the focus of partner activity will be on refresher training for current visitors, initial training for hearing aid dispenser visitors and contingency recruitment and training for practitioner psychologist visitors.

The refresher training will be for appropriately 50% of visitors (70-80 individuals); the majority of which were last trained in 2005 and 2006. The initial training will be for appropriately 5 hearing aid dispenser visitors and 10 practitioner psychologist visitors. Appropriately 20 practitioner psychologist visitors were trained in 2008-2009.

Information systems (database and electronic records)
In 2009-2010, the Department will continue to work with the IT Department (via the standard IT help desk ticketing service) to enhance and revise the bespoke approval and monitoring database. The enhancement and revisions are links to two projects outlined in the later section of this work plan – 'netregulate approved programme maintenance' and 'recording of contact details from education providers'.

Committee Work
In 2009-2010, the Department will continue to work with the Education and Training Committee and the Education and Training Panels. We will continue to monitor the revised operating and recording procedures of the Education and Training Panels, with colleagues from the Secretariat Department.

We will also support the Secretariat Department in the changes likely to the membership, composition and format of Council and its Committees and

Panels, following the legislative changes to the constitutional orders. It is envisaged that this will include training for new members of the Education and Training Committee and its Panels at the very least.

Liaison with stakeholders

In 2009-2010, the Department will continue to work with stakeholders (e.g. general public, professional bodies, partners and educational bodies) in the broad area of education. We will circulate the biennial questionnaire to education providers asking for their feedback on our operational processes and supporting activities.

Unlike previous years, where the majority of work in this area has been reactive, the Department hope to adopt more of a proactive position. We intend to circulate a newsletter to education providers and partners three times a year and engage in more inter-regulatory forums and meetings with bodies such as Quality Assurance Agency and the Council of Deans

Complaints about an approved programme

In 2009-2010, the Department will continue to follow the complaints procedure. We expect to receive a maximum of five complaints in 2009-2010.

Projects 2009-2010

There are fourteen planned projects for the 2009-2010 financial year. All of these projects are enhancement focused; some aim to develop our work at an operational level whilst others aim to improve our communication and relationship building with key stakeholders. Some of the projects have been carried over from the 2009-2010 year, so are already midway through and need to be completed in 2009-2010, rather than initiated from the start. A small number of these projects will involve collaboration with the Policy and Standards, Registrations and Communications Departments.

Whilst it is important that these projects are completed, there is less of an urgency to complete them in a specific time period. Consequently, all of these projects have been allocated a long lead time and scheduled for implementation in the periods of 2009-2010, where there is a lighter workload with our operational processes and supporting activities. This intends to make best use of the resources available in the Department, both in terms of personnel and time. **If resources become stretched at any point, then we will need to revisit the viability of running all of these projects to the proposed timescales.**

The following paragraphs summarise these planned projects and indicate their individual urgency and importance.

1) Standards of education and training and guidance

This first phase of this project was completed in 2008-2009. The second phase will be initiated and completed during this year.

In 2008-2009, Council agreed to a number of revisions to the standards of education and training and their guidance. The Education Department participated in the professional liaison group meetings, publicised the consultation (through seminars and training sessions) and supported the Policy & Standards Department in redrafting of the publications. The new standards and guidance will become effective from September 2009.

Ahead of September 2009, the Department intend to assess the impact of the new standards on their processes and implement changes at the operational level, including;

- updating and circulating publications;
- updating relevant forms/reports;
- briefing education officers;
- briefing education providers and key education stakeholders;
- briefing visitors; and
- updating the website.

High priority

2) Professional body approval

This first phase of this project was completed in 2007-2008. The second phase was started in 2008-2009 and is due for completion during this year.

The Council need to visit the two programmes which the biomedical science and clinical science professional bodies run, to ensure that all students who complete them meet our standards of proficiency and that the programmes themselves meet the standards of education and training. These programmes have never been visited by the HPC due to the atypical nature of their delivery, organisation and resourcing levels. The Education Department has recommended a model for approval for Committee and intends to complete the pre-visit communication stage as well as the visit itself this year.

High priority

3) Review of IHCD paramedic award approval visits

This project follows on from an initial project in 2007-2008 and a large piece of operational work in 2008-2009.

During 2008-2009, the HPC visited all the IHCD paramedic award programmes which ambulance trusts intend to continue delivering after April 2009. The majority of these programmes are still engaged within the 'post visit' phase of the approval process.

In 2008-2009, the Education and Training Committee and its Panel raised the idea of analysing the approval visits to all the IHCD paramedic award programmes to establish whether there were any patterns or trends. They had observed that the programmes were consistently being recommended for ongoing approval subject to a substantial number of conditions and that the documentary process to consider conditions involved significant work.

In 2009-2010, the Department will analyse the findings from the approval visits to determine if there are any consistent trends and/or underlying concerns. The piece of work will also consider the long term stability of these programmes, given the degree of uncertainty which still remains over the future intentions of the validating body (EdExcel) as well as ongoing communication with paramedic and education stakeholders.

High priority

4) Health and character guidance and student conduct and ethics guidance

The Policy & Standards Department is currently overseeing the consultation on these two new pieces of guidance. It is anticipated that results of the consultation will be considered by Council in July 2010, with the publication of appropriately revised publications shortly after.

The Education Department intend to support the Policy & Standards Department in finalising these publications and then implement and publicise the publications into our supporting activities. This will include;

- briefing education officers;
- briefing education providers and key education stakeholders;
- briefing visitors;
- circulating publications; and
- updating the website.

Medium priority

5) Review of generic standards of proficiency

The Policy and Standards Department is intending to review the generic standards of proficiency as part of this year's work plan. It is assumed that results of this consultation will be considered by Council in December 2009, with the publication and implementation of any revised standards thereafter.

The Education Department intend to assess the impact of any changes to these standards on their processes and determine how education providers should inform the HPC that their approved programmes continue to meet these standards. The Department also need to implement changes at the operational level, including;

- updating relevant forms/reports;
- briefing education officers;
- briefing education providers and key education stakeholders;
- briefing visitors;
- updating and circulating publications; and
- updating the website.

Medium priority

6) Standards of proficiency for chiropodists/podiatrists

This first phase of this project was completed in 2008-2009. The second phase will be initiated and completed during this year.

In 2008-2009, Council agreed that the optional standards of proficiency for chiropodists/ podiatrists in the area of local anaesthesia and prescription only medicine should become mandatory from September 2009. The Education Department communicated the intentions to the appropriate education providers and stakeholders and assessed the impact on our operational processes.

Ahead of September 2009, the Department will implement the following changes at the operational level;

- update relevant forms/reports,
- update and circulate publications; and
- update website.

Medium priority

7) Recording of contact details from education providers (database)
This project was intended for completion in 2008-2009, however due to resources the viability and priority of this project was revisited. Only initial research and scoping work has been completed to date.

The Department intend to work with the IT Department to redesign the bespoke approval and monitoring database, so that the contact details of education providers can be recorded and used in a different format. In autumn 2007, the Department carried out a feedback survey with all education providers (approximately 300 contacts). Across all areas, the feedback was very positive. The biggest and most consistent piece of negative feedback was about our communication with education providers. 20% of respondents said that the communication was sent to the wrong or inappropriate person. This was not due to data entry inaccuracies, but due to education providers having different positions and structures in place and requesting different lines of communication with us. The database currently has limited flexibility to allow different positions or structures to receive communication from us; as a result we send communications (including publications) to people who do not require it, or who we have been asked not to send information to, creating dissatisfaction and sometimes confusion in education providers. We hope that a redesigned database will allow us to hold different contact details and reduce the quantity and improve the quality of our communication with education providers. The current contact details and methods are also often used by the Policy and Standards Department (consultations, PLGs, working groups etc) and the Registrations Department (pass list), so the updated database will benefit the wider organisation.

Medium priority

8) Withdrawing approval
This first phase of this project was completed in 2007-2008. The second phase was started in 2008-2009 and is due for completion during this year.

The Education Department has contacted all education providers to discuss withdrawing approval from programmes which are either no longer running or have been superseded by new programmes. We intend to refer the outcomes to the Education and Training Committee for their consideration in June and September 2009. Withdrawing approval from these programmes will remove the risk of education providers recommencing closed programmes and allow us to create a part of the register of approved programmes which lists programmes which are no longer approved, together with a record of the periods in respect of which they were approved.

The Department also intend to produce a new protocol (for internal use within the Department) to ensure that withdrawal of approval will be routinely dealt with in the future when current programmes are closed and/or superseded.

Low priority

9) Service user involvement

This project was started in 2008-2009 and is due for completion during this year.

In 2008-2009 we sought the views of education providers and other stakeholders about how our standards and processes might better support the involvement of service users in programme delivery and design. We sought these views via the standards of education and training consultation, the seminars for education providers and stakeholders and the training events for visitors.

Changes to our standards, guidance and processes were agreed in March 2009. These top level changes now need to be operationalised and communicated to education providers and stakeholders. A lot of this work will be dovetailed in with the roll out of the revised standards of education and training and guidance. The implementation of these changes will include the following:

- updating and circulating publications;
- updating relevant forms/reports;
- briefing education officers;
- briefing education providers and key education stakeholders;
- briefing visitors; and
- updating the website.

Further research was agreed in March 2009. This research will explicitly look into the composition of our visit panels and the value and effectiveness of including service users. This research is expected to involve an evaluation of other stakeholders and education providers' experiences in this area as well an resource and operational impact assessment.

Medium priority

10) Education systems and processes

This project is in preparation for a potential major project in 2010-2011. It is a preliminary scoping project to establish the need and rationale for the major project in the next financial year.

The Education Department is currently responsible for maintaining information about approved programmes in three different areas: the bespoke approvals and monitoring database, the online register and netregulate (the bespoke registrations database). The Department's workload is currently managed through the bespoke approvals and monitoring database, a series of external reports (crystal reports), a series of calendars and individual files (letters and reports) located on a shared electronic drive. There is also interaction with information systems (databases and spreadsheets) owned by other departments (e.g. Partners, Finance, IT).

The current systems and processes have grown organically and although the Department have reviewed and refined the processes on an annual basis, there is a need to reduce inefficiencies and risks in preparation for future

growth. This project will review and verify the operational processes with a view to enhancing the reliability, security, linkages and automation of the information systems.

Medium priority

11) Welsh language schemes

The Welsh Language Act 1993 put Welsh and English on an equal basis in public life in Wales. As a result of the Act the public sector bodies have a duty on them to treat Welsh and English on an equal basis and develop welsh language schemes.

This project proposes to produce an information sheet for education providers, on the interactions between the Welsh Language Act, Welsh Language Schemes and our standards of education and training, especially those in the admissions section around criminal conviction checks and the curriculum section around standards of proficiency.

Medium priority

12) Independent safeguarding authority

The Independent Safeguarding Authority (ISA) has been created to help prevent unsuitable people from working with children and vulnerable adults. The ISA is due to go live on 12 October 2009**.** After this date anyone entering or changing jobs in 'regulated activity' will be required to register with the ISA Scheme. Members of the workforce already in regulated activity will have their registrations phased in over a period of five years. There is a major project to address the legislative and technological changes required of the HPC. This small departmental project is a communications based project aimed specifically at education providers.

The phasing in approach of the ISA means that education providers will need to address the registration requirements of their students as they are will be engaging with regulated activity (i.e. placements) from autumn 2009. There is little information currently available to education providers in this area and this project proposes to produce an information sheet on the role of the ISA and the interaction with our standards of education and training, especially those in the admissions section around criminal conviction checks. We also anticipate that we may have questions from education providers around the cost and timing of ISA registration; whether ISA and criminal conviction checks fulfill the same function; the impact of ISA registration on placement commencement and completion and how positive responses are dealt with.

Low priority

13) UK application forms

The Education Department intend to work with the Registrations Department to ensure that the application forms (for use in UK registrations) are updated.

The current application forms have specific sections and requirements for prospective paramedic and biomedical scientist registrants about their educational achievements. These requirements are based around two educational routes, namely the IHCD paramedic award and the IBMS Certificate of Competence. The application forms need to be updated to account for the increasing number of paramedic and biomedical scientist registrants who are completing approved programmes in other education providers. In addition, the paramedic section of the form needs to reflect the change in the approach to how the IHCD paramedic award is now approved (i.e. approval is now by education provider, rather than by validating body).

Low priority

14) Netregulate approved programme maintenance

This first phrase of this project was started in 2008-2009. The second phase of this project is scheduled for commencement and completion during this year.

In 2008-2009, the Department took over responsibility for the approved programmes and education provider information in Netregulate (the bespoke registrations database), from the Registrations Department. We completed data verification and assimilation exercise and incorporated all future data entry and amendments into our main operational processes.

This new, but related, project arose out of the data verification and assimilation exercise where the limitations of the current database design were realised. Technological changes are needed to increase the information capacity within Netregulate, expand data security options and improve user accessibility. Currently, there are limited fields within the database which means that not all information is immediately clear to users. Additionally, there are no design features which prevent the registration of new registrants from programmes which are closed or have had their approval withdrawn. The reliance on text fields and users means there is always an element of risk that incorrect registration decisions may be processed. Whilst this has been a minimal risk in the past, with the conclusion of the withdrawal of approval project and the change in approach to how the IHCD paramedic award are now approved, the risk will increase in the future.

Low priority

2010-2011

It is likely that 2010-2011 will be a year where the Department's work will be shaped greatly by the impact of regulating new professions and the preparation for future extensions to professional regulation.

It is likely that the operational activities and supporting activities in 2010-2011 will primarily focus on the regulation of practitioner psychologists and hearing aid dispensers. Due to the built in prior notice periods of the approval and monitoring processes and the academic year calendar, it is likely that the peak of approval visits and monitoring submissions for practitioner psychologists' and hearing aid dispensers programmes will not be felt until six - twelve months after the opening of their registers. For this reason, we currently anticipate that the 2010-2011 and 2011-2012 financial years will experience peak operational activities in response to the regulation of practitioner psychologists and hearing aid dispensers.

We also intend to continue to develop a proactive approach in terms of communicating with new education providers and stakeholders, prioritising presentations and the distribution of publications so the requirements of our approval and monitoring processes are clear and accessible from the outset.

In 2010-2011, the Department will have to balance their immediate commitment to operating the main operational processes alongside a longer term commitment to extending professional regulation. We envisage continuing to work with colleagues in the Policy & Standards Department over areas such as post-registration qualifications, modernising scientific careers, the future regulation of psychotherapists and counsellors, the future regulation of acupuncturists, medical herbalists and traditional Chinese medicine practitioners, the future regulation of dance movement therapists, the future regulation of healthcare scientists, the future regulation of support workers, the extension of prescribing rights, standard of education and training one and standard of education and training (section two in the health area specifically).

We also envisage initiating a major project, at a more operational level, to ensure that our processes and systems remain fit for purpose and efficient as we grow as a regulator.

At this stage, it is likely that our smaller enhancement project work in 2010-2011 will be minimal. However, possible areas include the role of commendations in our monitoring processes and a pre-visit reading guide for visitors.

Appendices

Appendix one provides detailed information of the intensity of our work plan activities over the year.

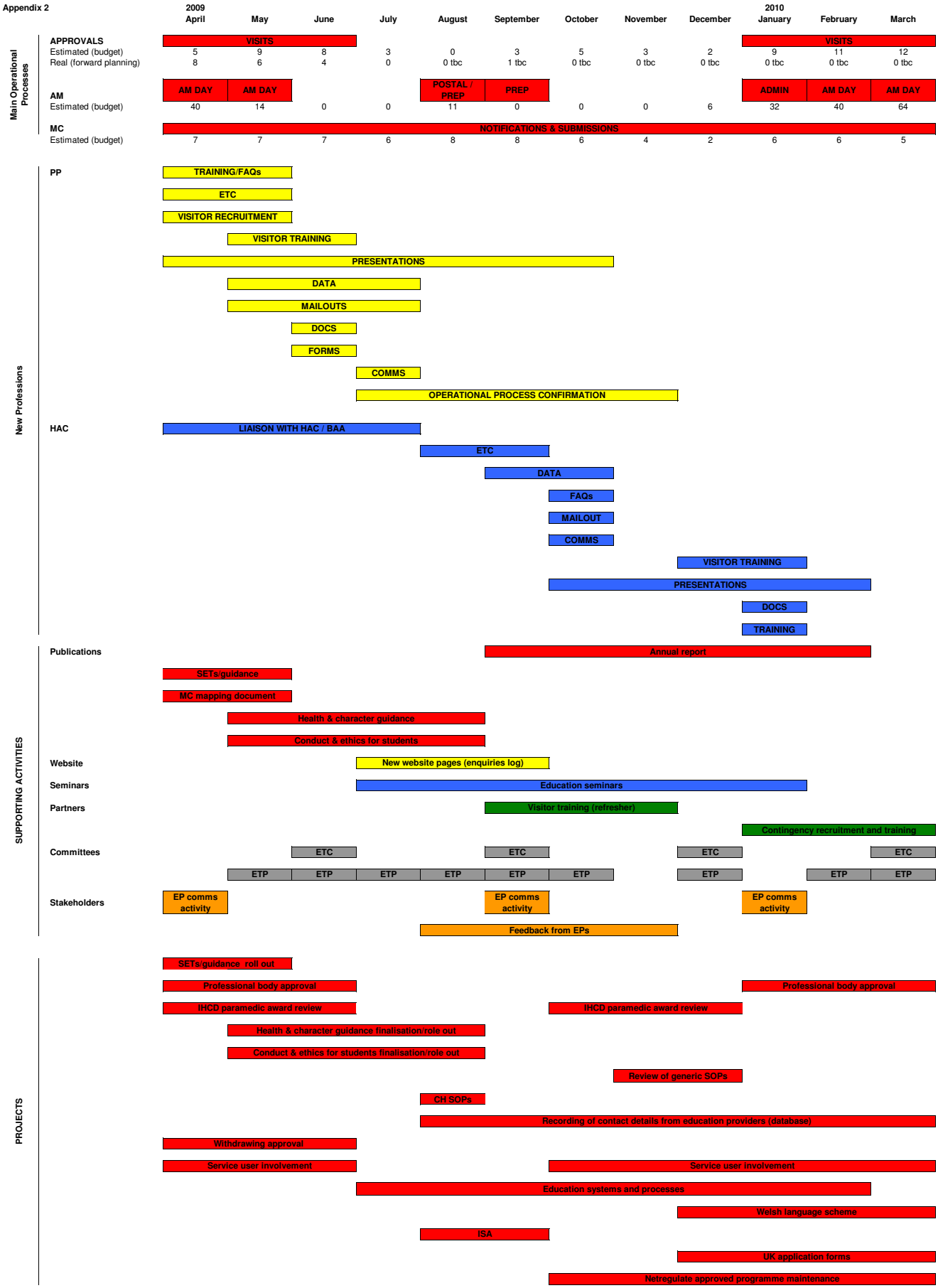
Appendix two shows the work plan's peak activities in a calendar format.

Appendix three provides information on the risks managed by the Education Department.

Appendix 1

	April	May	June	July	August	September	October	November	December	January	February	March
Main Operational Processes												
Approval	5 visits Post & Pre visit work	9 visits Post & Pre visit work	8 visits Post & Pre visit work Forward planning	3 visits Post & Pre visit work Forward planning Review process	0 visits Post & Pre visit work Forward planning Review process	3 visits Post & Pre visit work Forward planning	5 visits Post & Pre visit work Forward planning	3 visits Post & Pre visit work Forward planning	2 visits Post & Pre visit work Forward planning	9 visits Post & Pre visit work	11 visits Post & Pre visit work	12 visits Post & Pre visit work
Annual monitoring	30 submissions Assessment Day Post & pre assessment day work	5 submissions Assessment Day Post & pre assessment day work	10 submissions - Post assessment day work	5 submissions Assessments by correspondence Review process	0 submissions Forward planning Review process	0 submissions Forward planning	5 submissions Pre assessment day work	20 submissions Pre assessment day work	40 submissions Pre assessment day work	50 submissions Assessment Day Post & pre assessment day work	65 submissions Assessment Day Post & pre assessment day work	50 submissions Assessment Day Post & pre assessment day work
Major change	7submissions Post & pre assessment work	7submissions Post & pre assessment work	7submissions Post & pre assessment work	6submissions Post & pre assessment work	8 submissions Post & pre assessment work	8 submissions Post & pre assessment work	6 submissions Post & pre assessment work	4 submissions Post & pre assessment work	2 submissions Post & pre assessment work	6 submissions Post & pre assessment work	6 submissions Post & pre assessment work	5submissions Post & pre assessment work
Supporting activities												
Publications												
SETs	Reprint	Distribution to stakeholders	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity
SETs guidance	Reprint	Distribution to stakeholders	No planned activity	Review & redraft	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity
Major change appendix	Reprint	Distribution to stakeholders	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity
Annual report	No planned activity	No planned activity	No planned activity	No planned activity	Preparation for report (statistics)	Preparation for report (statistics)	Draft report	Draft report	Final report	Print	Distribution to stakeholders	No planned activity
Website	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity
Seminars	No planned activity	No planned activity	No planned activity	Planning	Planning	Planning	Seminars	Seminars	Seminars	Review	No planned activity	No planned activity
Visitor recruitment/training	Advertise/recruit/select contingency PP positions	Advertise/recruit/select contingency PP positions	No planned activity	No planned activity	Refresher training for visitors	Refresher training for visitors	Refresher training for visitors	No planned activity	Train new HAD visitors	Train new HAD visitors	No planned activity	No planned activity
Database	Ongoing activity	Ongoing activity	Ongoing activity	Ongoing activity	Project work (1)	Project work (1)	Project work (2)	Project work (2)	Project work (2)	Project work (2)	Project work (2)	Project work (2)
Committee work	No planned activity	Prepare papers for 2 meetings Attend 2 meetings Council Education & Training Panel	Prepare papers for 2 meetings Attend 2 meetings Education & Training Committee Education & Training Panel	Prepare papers for 2 meetings Attend 2 meetings Council Education & Training Panel	Prepare papers for 1 meeting Attend 1 meeting Education & Training Panel	Prepare papers for 3 meetings Attend 3 meetings Council Education & Training Committee Education & Training Panel	Prepare papers for 1 meeting Attend 1 meeting Education & Training Panel	No planned activity	Prepare papers for 3 meetings Attend 3 meetings Council Education & Training Panel Education & Training Committee	No planned activity	Prepare papers for 1 meeting Attend 1 meeting Education & Training Panel	Prepare papers for 3 meetings Attend 3 meetings Council Education & Training Panel Education & Training Committee
Liaison with stakeholders	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity & annual questionnaire Approximately 40 contacts per month	Ongoing activity & annual questionnaire Approximately 40 contacts per month	Ongoing activity & annual questionnaire Approximately 40 contacts per month	Ongoing activity & annual questionnaire Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month	Ongoing activity Approximately 40 contacts per month
Planned projects												
Standards of education and training and guidance	High level activity	High level activity	Medium level activity	No planned activity	Completion	Completion	Links with seminars	Links with seminars	Links with seminars	Completion	Completion	Completion
Professional body approval	High level activity	High level activity	High level activity	Low planned activity	Low planned activity	Low planned activity	Low planned activity	Low planned activity	Low planned activity	High level activity	High level activity	High level activity
Review of IHCD paramedic award approval visits	High level activity	High level activity	High level activity	Low planned activity	Low planned activity	Low planned activity	High level activity	High level activity	High level activity	Incorporated into operational process	Incorporated into operational process	Incorporated into operational process
Health and character guidance and student conduct and eti	No planned activity	Medium level activity	Medium level activity	Medium level activity	Medium level activity	Completion	Links with seminars	Links with seminars	Links with seminars	Completion	Completion	Completion
Review of generic standards of proficiency	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	Medium level activity	Medium level activity	Completion	Completion	Completion
Standards of proficiency for chiropodists/podiatrists	No planned activity	No planned activity	No planned activity	No planned activity	High level activity	High level activity	Completion	Completion	Completion	Completion	Completion	Completion
Recording of contact details from education providers (dat	No planned activity	No planned activity	No planned activity	No planned activity	High level activity	High level activity	High level activity	Medium level activity	Medium level activity	Medium level activity	Medium level activity	Completion
Withdrawing approval	High level activity	High level activity	High level activity	Completion	Completion	Completion	Completion	Completion	Completion	Completion	Completion	Completion
Service user involvement	High level activity	High level activity	High level activity	Completion	Completion	Completion	Links with seminars	Links with seminars	Links with seminars	Completion	Completion	Completion
Education systems and processes	No planned activity	No planned activity	No planned activity	No planned activity	High level activity	High level activity	High level activity	Medium level activity	Medium level activity	Low level activity	Low level activity	Completion
Welsh language schemes	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	Medium level activity	Medium level activity	Medium level activity	Completion
Independent safeguarding authority	No planned activity	No planned activity	No planned activity	No planned activity	High level activity	High level activity	Completion	Completion	Completion	Completion	Completion	Completion
UK application forms	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	No planned activity	High level activity	Medium level activity	Completion	Completion
Netregulate approved programme maintenance	No planned activity	No planned activity	No planned activity	No planned activity	Low activity	Medium level activity	Medium level activity	Medium level activity	Medium level activity	Medium level activity	Medium level activity	Completion

Appendix 2


2009
April
May
June
July
August
September
October
November
December
2010
January
February
March
Main Operational Processes
APPROVALS
VISITS
VISITS
Estimated (budget)
5 9 8 3 0 3 5 3 2 9 11 12
Real (forward planning)
8 6 4 0 0 tbc 1 tbc 0 tbc 0 tbc 0 tbc 0 tbc 0 tbc
AM
AM DAY
AM DAY
POSTAL / PREP
PREP
ADMIN
AM DAY
AM DAY
Estimated (budget)
40 14 0 0 11 0 0 0 6 32 40 64
MC
NOTIFICATIONS & SUBMISSIONS
Estimated (budget)
7 7 7 6 8 8 6 4 2 6 6 5
New Professions
PP
TRAINING/FAQs
ETC
VISITOR RECRUITMENT
VISITOR TRAINING
PRESENTATIONS
DATA
MAILOUTS
DOCS
FORMS
COMMS
OPERATIONAL PROCESS CONFIRMATION
HAC
LIAISON WITH HAC / BAA
ETC
DATA
FAQs
MAILOUT
COMMS
VISITOR TRAINING
PRESENTATIONS
DOCS
TRAINING
SUPPORTING ACTIVITIES
Publications
Annual report
SETs/guidance
MC mapping document
Health & character guidance
Conduct & ethics for students
Website
New website pages (enquiries log)
Seminars
Education seminars
Partners
Visitor training (refresher)
Contingency recruitment and training
Committees
ETC
ETC
ETC
ETC
ETP
ETP
ETP
ETP
ETP
ETP
ETP
ETP
ETP
Stakeholders
EP comms activity
EP comms activity
EP comms activity
Feedback from EPs
PROJECTS
SETs/guidance roll out
Professional body approval
Professional body approval
IHCD paramedic award review
IHCD paramedic award review
Health & character guidance finalisation/role out
Conduct & ethics for students finalisation/role out
Review of generic SOPs
CH SOPs
Recording of contact details from education providers (database)
Withdrawing approval
Service user involvement
Service user involvement
Education systems and processes
Welsh language scheme
ISA
UK application forms
Netregulate approved programme maintenance

Appendix 3

Risk	Section of risk register	Risk owner	Significance (Feb 2009)	Probability (Feb 2009)
7.1 Non-detection of low education providers standards	Approvals & Monitoring	Director of Education	Low	Low
Mitigations: Main operational processes ; supporting activities (complaints about an approved programme); projects (standards of education and training and guidance, professional body approval; review of IHCD paramedic award approval visits; review of generic standards of proficiency; withdrawing approval; service user involvement; Education systems and processes; Welsh language schemes)				
7.2 Education providers refusing visits or not submitting data	Approvals & Monitoring	Director of Education	Low	Low
Mitigations: Legal powers (HPO 2001; and supporting activities (publications, website and seminars.				
7.3 Inability to manage education provider visits	Approvals & Monitoring	Director of Education	Low	Low
Mitigations: Adequate resourcing and training; hire staff to backfill or clear backlogs of work; review new department structure and main operational processes and Education systems and processes project.				
7.4 Loss of support from education providers	Approvals & Monitoring	Chief Executive	Low	Low
Mitigations: Main operational processes; supporting activities (publications, website, seminars, feedback questionnaire, partner visitor recruitment, selection and training and liaison with stakeholders); projects (standards of proficiency for chiropodist/podiatrists project; recording of contact details from education providers (database) project;standards of education and training and guidance;Health and character guidance and student conduct and ethics guidance; review of generic standards of proficiency; service user involvement; Welsh language schemes; Independent safeguarding authority)				
6.1 Inability to recruit and/or retain suitable Partners	Partners	Partners Manager	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training)				
6.2 Incorrect interpretation of law and/or SI's resulting in CHRE review	Partners	Director of Fitness to Practice & Director of Operations	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training)				
8.4 Failure to regulate a new profession or a post-registration qualification as stipulated by legislation	Partners	Director of Operations, Project Manager, Registration Manager & Director of Policy & Standards	Low	Low
Mitigations: (Education Department only) Main operational processes and priorities 2009-2010				
8.9 Pracitioner Psychologists on boarding	Project Management	Director of Operations		
Mitigations: (Education Department only) Main operational processes and priorities 2009-2010 and and Education systems and processes project.				
11.2 High turnover of employees	HR	HR Director	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; hire staff to backfill or clear backlogs of work; review new department structure and and Education systems and processes project.				
11.3 Inability to recruit suitable employees	HR	HR Director	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; hire staff to backfill or clear backlogs of work; review new department structure and and Education systems and processes project.				