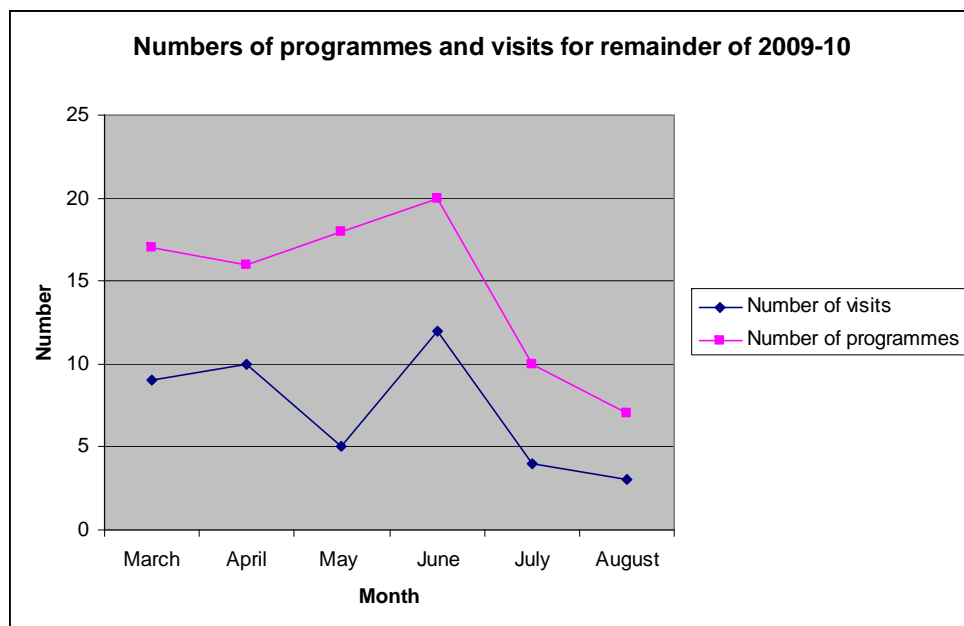


### Approval process

The Department has spent the last few months preparing for the period of peak approvals activity normally experienced in the coming months. There are currently 43 visits reviewing 88 programmes scheduled from March 2010 until August 2010. There are a number of small scale multi-professional visits (2 professions or modalities being considered at once) and one large scale multi-professional visit covering three professions. The graph below shows the distribution of visits and programmes across the remainder of the academic year:



Please note – it is generally not the norm to engage in visits in July and August. In all cases these visits adhere to the requirements set out in our supplementary information document relating to approval visit scheduling. The education providers have been notified of the increased risks related to allocation of visitors and internally resourcing individuals to meet with HPC panels.

A review of the approval process highlighted areas for the Committee to consider to improve efficiency of operations. It is anticipated that a paper will be brought in front of the Committee at the June 2010 meeting.

### Annual monitoring process

The Department has spent the last couple of months preparing for the annual monitoring assessment days in the 2009-2010 academic year. The dates for these assessment days are as follows:

Assessment days	Professions/modalities attending (subject to audits received from the education providers)
16 and 17 March 2010	arts therapists, biomedical scientists, chiropodist/podiatrists, dietitians, occupational therapists, operating department practitioners, paramedics, physiotherapists, radiographers, speech and language therapists, prescription only medicine providers and supplementary prescribing.
4 May 2010	arts therapists, biomedical scientists, chiropodist/podiatrists, dietitians, occupational therapists, operating department practitioners, paramedics, physiotherapists, radiographers, speech and language therapists, prescription only medicine providers and supplementary prescribing.
25 May 2010	practitioner psychologists
Proposed for 15, 16 or 17 June 2010	arts therapists, biomedical scientists, dietitians, occupational therapists, operating department practitioners, paramedics, physiotherapists, prosthetists/orthotists, radiographers, speech and language therapists, local anaesthetic providers, prescription only medicine providers and

	<p>supplementary prescribing.</p> <p>These assessment days will also feature the ambulance trust programmes.</p>
--	--

It is envisaged that the majority of annual monitoring visitors' reports will be considered by the Education and Training Panels in May, June and July 2010.

In the October 2009 edition of the Education Update, the Department enclosed letters to all programmes affected by annual monitoring detailing the requirements and deadlines for annual monitoring submissions for the 2009-2010 academic year.

The deadlines for this year have been batched to improve efficiency in the process and ensure that internal quality processes have been completed. The deadlines fall at the following times:

Friday 26 February 2010	Wednesday 30 June 2010
Wednesday 31 March 2010	Friday 30 July 2010
Monday 31 May 2010	Tuesday 31 August 2010

Monthly reminders continue to be sent to ensure submission of documentation from education providers.

**Major change process**

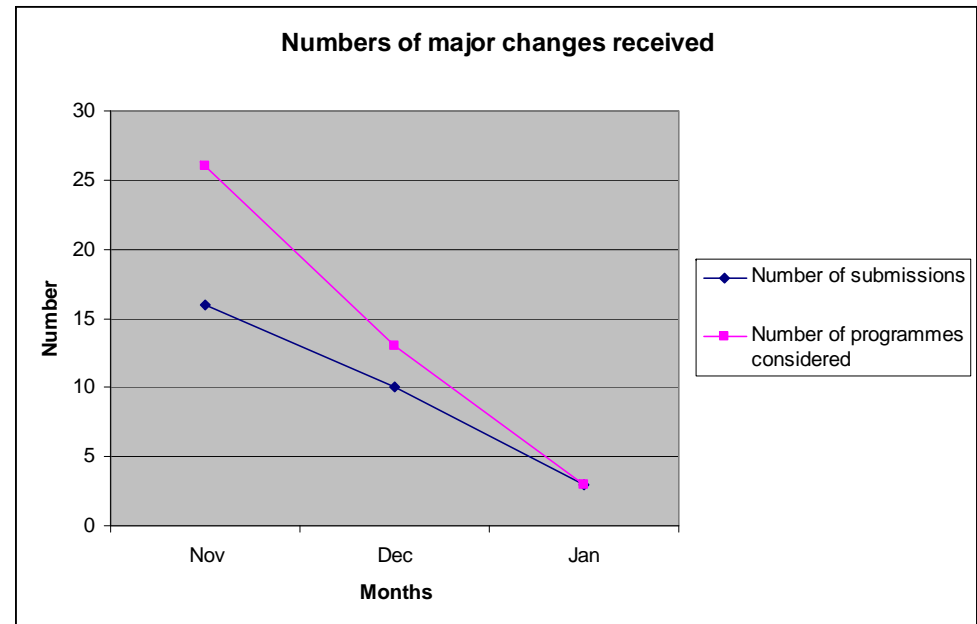
The Department undertook a review of the major change process in 2009. The purpose of this review was to identify potential enhancements to the process to ensure it continues to be a light touch process for education providers to engage with.

As part of the review the Department recorded continuous improvement points which were identified throughout the last academic year based on feedback from education providers, visitors

and from employees within the department. These improvement points were addressed as part of a review day on 3 November 2009, which focused on each part of the operational process.

As a result of the review day the operational process has been updated to assure efficiency and clarity of all stages. Further information on the preparation and outcomes of the review day can be found in *Appendix 1 - Major change process refinements*.

Major changes have continued to be received and processed by the Department though numbers have reduced over the winter period. We would anticipate an increase in numbers over the coming months as education providers start to review their programmes in preparation for the coming academic year.



**Practitioner psychologists**

The Department has continued to strengthen communications with practitioner psychologists in the last quarter of 2009-2010. This has

included further amendments to the FAQs on the education section of the website following the practitioner psychologist seminars in October 2009, and presentations at BPS seminars on 18 and 21 January 2010. The topics of the BPS seminars were Education and Health respectively, and there were approximately 54 attendees. A further seminar on Counselling is planned for 15 March 2010.

All required practitioner psychologists for the 2009-2010 academic year are now in the visit schedule. The Committee will be updated on progress in this area via work indicated in the 2010-2011 Education Department work plan.

As discussed in the 2009-2010 work plan, six seminars for practitioner psychologist education providers were held in autumn 2009. Feedback from attendees has been analysed by the Department and can be found in *Appendix 2 – PP education seminars feedback*.

### **Publications**

At the end of 2009, the *Guidance on health and character* and *Guidance on conduct and ethics for students* publications were successfully completed to allow for copies to be sent to education providers and key stakeholders as part of the Education Update mailing in January 2010. The *Guidance on health and character* gives more information about our processes when we look at the health or character of an applicant or registrant. The *Guidance on conduct and ethics for students* is designed to be read in conjunction with our Standards of conduct, performance and ethics as a useful tool for both education providers and students when considering their implications. The publications have proved extremely popular with education providers, necessitating in a further print run of 5000 copies being submitted in February 2010.

### **Website**

Work is currently underway to test the new interactive list of approved programmes before launch in March 2010. The new list will benefit from improved functionality including the ability to search by profession and region or home country.

### **Database**

The budgetary amount for the in-house database has been agreed and the work will be completed by the external supplier, MSM, by the end of the 2009-2010 financial year. The Department is currently working on user acceptance tests for the database, which will be undertaken by various members of the team during w/c 1 March, prior to the final version of the enhanced database being rolled out before the end of March 2010. The external supplier provided a feedback report on 12 February 2010 which shows that the project is progressing well. The contacts system is now 90% complete and the withdrawal of approval section is now 100% complete. Further training on how to use the database will be provided for those not involved in the user acceptance testing, so that the whole Department is able to use the new system.

### **Partners**

In 2010-2011, the focus of partner activity will be split evenly between recruitment and training. In addition, the Education Department will participate in a major project, led by the Partners Department, aimed at reviewing and future proofing their processes and information systems.

Following the refresher training sessions held in October 2009, a third two-day refresher training session was held on 2 and 3 December 2009.

A two-day training session for new visitors was held on 14 and 15 January 2010. Approximately 21 visitors attended the training, which

included practitioner psychologists, hearing aid dispensers and clinical scientists. Feedback from the training was very positive, and an analysis of this feedback will be collated and used to further develop the training sessions in future.

The Partners Department proposal to increase the initial partner agreement from 2 years to 4 years was ratified by Council on 11 February 2010. This means that the 192 Partners who were subject to reappointment this year will have their contracts extended to 2014.

### **Education provider seminars**

Following positive feedback in 2008, the Department continued to use a seminar based format for the events it has held for education providers in 2009. Six seminars were delivered throughout the UK in October and November 2009, and a feedback and summary report can be found in *Appendix 3 – Education Seminars Feedback Report*.

### **Liaison with stakeholders**

The Department circulated the third edition of 'Education Update' in January 2010 ([www.hpc-uk.org/education/update/](http://www.hpc-uk.org/education/update/)). This included information on health and character and conduct and ethics guidance for students, the annual monitoring deadline reminder and hearing aid dispensers.

The October 2009 edition of the Education Update included a feedback questionnaire for education providers, which was open until the end of November 2009. An analysis of this feedback can be found in *Appendix 4 – Education Provider Feedback Analysis*

Members of the Department have met with the following groups between December 2009 – February 2010;

- British Psychological Society conference
- Scottish Common Core Curriculum Project (Allied Health Professions and Nursing)

- Educational Psychology National forum (Children's Workforce Development Council)
- The Hearing Aid Council
- The Society of Chiropractors & Podiatrists
- Department of Health Modernising Scientific Careers Programme
- Development and Enhancement Group, The Quality Assurance Agency for Higher Education

### **Projects**

The Department has been progressing with the project work identified in the 2009-10 work plan. Of the 14 projects, 10 will have been completed by the end of the financial year. The Generic SOPS review, Independent safeguarding authority, net-regulate updates and the Welsh Language Scheme will be carried over into the 2010-2011 work plan. In general, the projects are progressing well and in line with the proposed timescales agreed at the Education and Training Committee meeting in March 2009.

### **Employees**

The Department structure has changed significantly since the last ETC meeting in November 2009, which is primarily due to arrangements for the maternity cover of Abigail Gorrington from 12 February – 31 December 2010.

As you will see from *Appendix 5 – Department organisational chart (1 Feb – 31 Dec 2010)* Osama Ammar and Tracey Samuel-Smith, existing Education Managers in the Department, have both agreed to act up to manage the Department. Both Osama and Tracey will report to Marc Seale, but there will be a clear divide of duties and responsibility. Osama will have more of an external focus in managing and leading the Department, whilst Tracey will have more of an internal focus. To reflect this, Osama will have the job title 'Acting Director of Education' and Tracey will have the job title 'Acting Head of Education'. Osama and Tracey will be acting up from 1

January 2010 - 31 December 2010 to allow for a hand-over period at both ends of Abigail's maternity leave.

To support Tracey and Osama, two further acting up positions with the job title 'Acting Education Manager' have been taken on by Paula Lescott and Brendon Edmonds, existing Education Officers in the Department. Both positions will report to Osama, and whilst they will each follow the standard Education Manager job description, there will be slightly different focuses for each Manager. It is proposed that Paula's position will have a line management focus, whilst Brendon's will have a work-plan delivery focus. Paula and Brendon will be acting up from 1 February 2010 - 31 December 2010. To ensure that both the NNIW and SES team Education Officers are still equal in number, Ruth Wood, an Education Officer on the SES team, has now temporarily joined the NNIW team until 31 December 2009.

Lewis Roberts and Benjamin Potter joined the Department as Education Officers on 1 February 2010, to fill the vacancies left by Neil Strevett and Rachel Greig, who finished with the Department on 24 December 2009 and 12 February 2010 respectively. As mentioned in the previous Director's report, a new Team PA/Administrator position has also been created and Liz Craig joined the Department on 7 December 2009 to take on this role.

## Education and Training Committee – 10 March 2010

### Addendum to the Director's Report – Major change process refinements

#### Executive summary and recommendations

##### **Introduction**

As part of the routine operational process improvement activities which take place in the Education Department, a review of the major change process was conducted on 3 November 2009. This paper reports the preparation and outcomes from the review day to the Committee.

##### **Preparation for the review day**

Prior to the review day, preparation work took place to ensure that the review was effective in its methodology and to collect relevant data to inform discussion and decision making. Particular consideration was given to the following areas emerging from the data collected as part of the application of the major change process:

- The outcomes of the different stages of the major change process.
- The yearly comparison of major change decisions made since the process was introduced in 2008.
- The trends for the decision making process adopted by the Executive as part of the process.
- The duration the major change process took to reach completion.

Additionally a discussion was held around the efficacy of the notification stage of the major change process. The house style was also discussed relating to the rationale produced by an Education Officer at this stage. A discussion about the operational timeframes to be adhered to for the major change process also took place. In particular, the importance of delivering to these timeframes in accordance with our stated intentions through our communication activities was highlighted. The review of the operational process and further training at the notification stage were acknowledged as appropriate to address all these issues.

Following these discussions, the Department broke into three groups and worked through the major change operational process step by step and ensured that each element and associated documentation were appropriate. Where necessary, revisions were made to the process steps or associated documentation.

##### **Outcomes from the review day**

A key part of the major change process is the notification stage. At this stage the Executive decides, given the nature and scale of the change presented, the most appropriate process (annual monitoring, major change, approval process) to use

to allow visitors to assess the change against the SETs. Only a small number of submissions assessed using the major change process led to the requirement for an approval visit. Since March 2008, the time at which the major change process was introduced, in excess 96% of programmes scrutinised continued to meet the standards of education and training and therefore did not require a visit.

The low number of visits required by the major change process led the Education Department to consider the decisions made by Education Officers at the notification stage of the process. The data listed in the table below indicated the Executive were relying more on the major change process to assess change.

<b>Year</b>	<b>% to Major Change</b>
2008	47%
2009	60%

Given over 96% of programmes continued to meet the standards after being scrutinised by visitors, it appeared the Executive was applying its' decisions at the notification stage of the process conservatively. It should be noted the Executive did not take the view that incorrect decisions were being made in these instances. Rather, the trends identified and highlighted potential further training may have been required to ensure the decision making made by Education Officers was sound and the risks posed by changes to programmes were appropriately balanced. Further training was conducted on 11 December 2010 with the department. A guidance document was also produced which details the factors to consider when making notification stage decisions. The issue will continue to be monitored as part of future reviews of the process.

The type of information the Executive requires from education providers in order at the notification stage of the process was also addressed. In particular further guidance was detailed on the major change form to further inform education providers of the details to be included. In particular, education providers were further encouraged to put changes in the context of our standards. In determining what impact the changes have on how our standards, they were also encouraged to use the examples provided 'Major change – Supplementary information for education providers' which was also recently revised.

A series of other changes have been made to the operational process used to manage major change. The changes include:

- Better articulation of individual actions and the roles within the Department performing them.
- Updates to standard correspondence, forms and guidance.
- References to appropriate standards documents (including managing the transition to the revised standards of education and training).
- Updates to adhere to house style and to ensure documentation meets the requirements of Department's equality and diversity agenda in the 2009-2010 work plan.

These changes have all been implemented in the major change process for 2009/2010 and education providers have been informed in the mailing sent as part of the January 2010 edition of Education update.

**Decision**

This paper is for information only. No decision is required.

**Background information**

*Major change – supplementary information for education providers,*  
[www.hpc-uk.org](http://www.hpc-uk.org)

**Resource implications**

There will be no increase or decrease in the resource demands as a result of the refinements made to the major change operational process.

**Financial implications**

There will be no increase in the financial demands as a result of the refinements made to the major change operational process. However training on the decision making process at the notification stage may impact on the amount of changes scrutinised through the major change process. This may reduce the financial implications of this process to the department in the coming financial years.

**Appendices**

None

**Date of paper**

10 March 2010



---

## Education and Training Committee – 10 March 2010

### Appendix to Director of Education report – Practitioner psychologist education seminars feedback report

#### **Introduction**

Historically, the Education Department has held 'Education Presentations' for education providers across the UK. Rather than an interactive day, these presentations often served as an information session to education providers outlining the Health Professions Council (HPC) processes that these providers would be encountering and engaging with on an annual basis.

As Practitioner psychologists became regulated by the HPC on 1 July 2009, and as part of the Education Department workplan, six seminars for new education providers within the newly regulated profession were held. This report summarises the feedback that was gathered at the seminars and indicates what action will take place in response to the feedback for future seminars for new professions. Feedback is also included from members of the Education Department who presented and facilitated the Seminars.

The intention behind the seminars was to provide information to the delegates on the HPC and the Education Department and how education providers could work with the department in preparation for approval and monitoring visits to their institutions. The six seminars held across the UK in autumn 2009 were split into a presentation about the Education Department and the HPC; a workshop on collaboration to show how the HPC will continue working with the British Psychological Society; a workshop on how the standards of education and training (SETs) work and what evidence education providers could provide to the HPC as part of the approval or monitoring processes; and a "breakout" session where those present could ask any questions they might have regarding the approval and monitoring processes or how HPC works as a whole.

Feedback was gathered on the above and analysed to determine how the format of the seminars worked.

#### **Analysis of feedback on the practitioner psychologist seminars**

The feedback from those who attended was overwhelmingly positive with a significant majority of respondents rating the usefulness of the days as excellent or good. In particular it is apparent that those who attended thought the majority of information provided was useful and would assist them in planning forthcoming visits by the HPC.

From the feedback responses received it was clear that all those who attended the day were of the opinion that its organisation was excellent. In particular a

highly positive response was received in relation to the way the bookings were managed via email and through our website. In general, confirmation of the booking was received back by the education provider within 48 hours and this timeframe will be maintained in future.

It was recommended that future education seminars may be a useful forum for practice placement educators and professional body representatives and therefore an invite should be extended to these parties. This will be included as part of the planning for future seminars to newly regulated professions.

Delegates were provided with a detailed agenda and our relevant publications no less than a week before each seminar. This gave delegates the opportunity to read and prepare for the seminars if they so wished.

Delegates at the seminars indicated they were satisfied with the standard of facilities and catering provided. It was clear that using hotels as venues meant that the venues were more central and accessible. The only downside was that often because the venues were central, car parking was not always available.

It was clear that most of the delegates came to the event because they were due to have an HPC visit within the next three academic years and wanted more information on how the process worked. There was also a desire to find out more about registration and the standards that affected the potential registration of new practitioner psychologists.

All feedback has since been collated by the Education Department and will be carefully considered when planning for future education seminars to introduce the HPC to new professions being regulated by the HPC.

## **Workshop Specific Feedback**

### The introductory presentation

In general this presentation was well received, although there were some comments that the presentation was perhaps too general. However in order to get the information across to the audience the presentation was designed to give the necessary information in a user friendly way.

### The collaborative workshop

In the main this workshop was well received and allowed the delegates to focus on the role of the professional body and the regulatory body. The workshop allowed for discussion on the legal function of the regulatory body with questions being asked about how the regulatory body and the professional body would work together at visits. The delegates were informed that the HPC and the BPS would work together at visits to ensure that there would be no repetition in questions asked. Delegates were informed that at the first joint panel meeting with all the panel members including the BPS there would be discussion regarding the areas of concern and an agreed way forward would be put into place to ensure that the concerns of all panel members were met.

### The standards of education workshop

The delegates found this workshop helpful in understanding how the SETs impact on their programmes across all of the approval and monitoring processes. However the feedback did indicate that some delegates would have preferred the workshop to concentrate on the visit process and how the SETs worked within this process. It was also commented that perhaps a SETs mapping document exercise could have been included as part of the workshop.

### The breakout session

This was the most popular and well received of the sessions at the practitioner psychologists seminars. The breakout sessions gave the delegates the opportunity to ask questions about the Education Department, the approval and monitoring processes and the wider HPC function. The executives from the HPC answered as many questions as they could and any questions that were not answered on the day were brought back to the office and answered and then sent out to all of the delegates at the appropriate venue.

### Handouts

At the end of each seminar the delegates were able to collect handouts for each session and information sheets. The information sheets provided a list of websites for the HPC which would allow an attendee to seek out additional information if it was not included in any of the handouts. The feedback received for the handouts was high and positive. The presentation was also sent electronically to delegates at each of the venues. This allowed further dissemination of the material to the programme teams involved in a forthcoming HPC visit.

### **Lessons learnt from the practitioner psychologist seminars**

In delivery of the practitioner psychologist seminars it was clear that the preparatory work leading up to the seminars was crucial. By sending the delegates information a week before each seminar, delegates were able to prepare for the format of the seminars. This allowed for fruitful discussion and made the delegates feel comfortable with the information being presented. This also meant that the delegates were aware of the content of the presentations and this could explain why delegates commented that that the introductory presentation was too general. Delegates may have researched the HPC and therefore the introductory session had less impact.

The use of hotel accommodation was a change for the seminars. This meant that the venues were more central and accessible to public transport facilities. Whilst there was limited parking in the town centres the benefits to most of the delegates travelling was very apparent and well received.

The breakout session was a new initiative and this session was the most successful at the seminars. It allowed the delegates to raise questions that were pertinent to them and allowed good interaction with the executive. This was a positive change to the previous seminars given by the department and will be continued in future seminars for new professions.

There were three venues where the take up for places was less than 30% of the total capacity for the venue. For the Belfast seminar this can be explained as

being that there is only one practitioner psychologist programme in Northern Ireland and therefore take up would be low. However the seminar was well received and allowed a good exchange of views. For the other seminars that had a low take up of places, Cardiff and Liverpool, it is not apparent why numbers were so low. It may have been due to being on days when delegates were unable to attend. This is unavoidable and we do try to give as much notice as possible so that delegates can plan to be at seminars, however due to timetabling and work issues the take up of places at some venues may be small.

In going forward the Education Department will reassess and consider the location of seminars. However it would appear that smaller seminars have a good impact and the delegates appreciate that the HPC are considering the needs of all parts of the United Kingdom. In order to minimise holding seminars where the numbers are low, the department is considering liaising with our colleagues in the Communication Department to determine how we can market seminars that are less well attended in the future.

Another area that needs to be considered is how we decide on the amount and transportation of the materials that we take to external events. In this time of considering the environment, we could perhaps consider reducing the number of handouts at seminars by emailing them to the delegates before hand and if they wish to print them they can. However this is an area that needs further consideration and discussion.

### **Actions for consideration for future seminars**

- Maintain the standards of communication with the education providers in terms of contact and confirmation of places for seminars.
- Use the data collected from feedback from the practitioner psychologists seminars to inform the department on the planning and development of seminars for the on-boarding of new professions.
- Review the content of the introductory presentation to ensure provides the required information at the correct level.
- Consider the inclusion of a standards of education and training mapping exercise as part of any workshop on our standards.
- Standardise the way questions are responded to from the breakout sessions and how the questions/answers are disseminated to the delegates following the seminars.
- Consider how handouts are produced and disseminated at the seminars and consider whether it is appropriate to produce paper copies when the information can be sent electronically, in keeping with the corporate responsibility guidelines of the HPC.
- Ensure all documentation and information made available to delegates must meet equality and diversity guidance.
- When seminars are held in Wales it will be necessary to ensure that a Welsh language translator is in-situ.

### **Summary**

In summary, the seminar format has proved a success and reflects the collaborative approach we wish to foster with all education providers. In future we will continue to deliver information giving sessions with our education presentations to allow those new to our processes to learn about them. However,

we will exploit both the appetite of education providers to engage with us and new skills in the Department to facilitate discussion to deliver Education Seminars to new professions as soon as possible after the profession is added to the Register.

**Decision**

This paper is for information only. No decision is required.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Appendices**

PowerPoint Charts

**Date of paper**

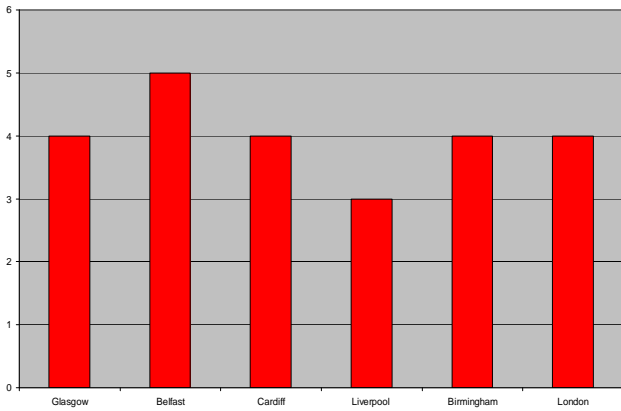
26 February 2010

# Practitioner psychologist seminar feedback 2009

## Graphs

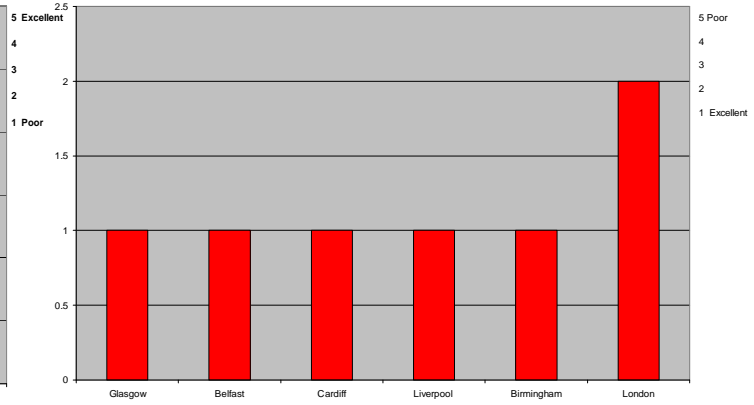
Average per venue

Q 1.1 Was the choice of location to hold this event convenient for you?



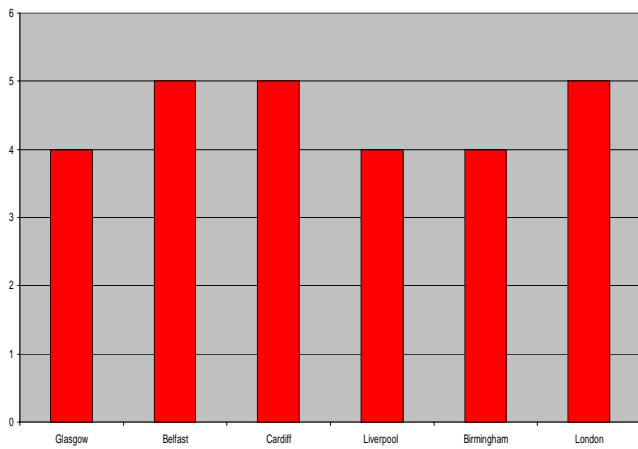
Average per venue

Q 2.1 How easy was the choice of venue to find?



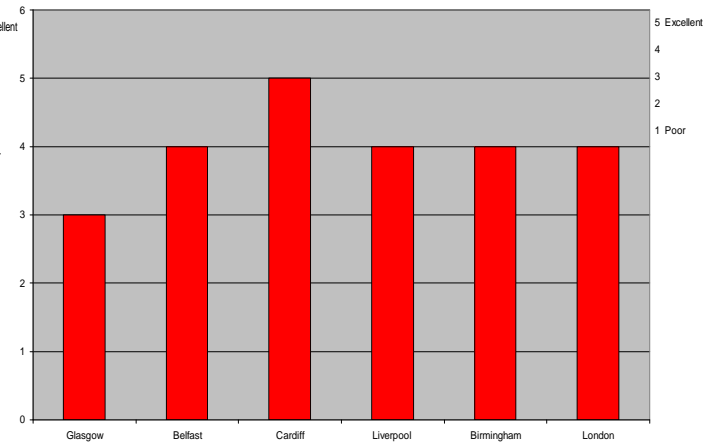
Average per venue

Q 2.2 How would you rate the standard of the room where the seminar was held?



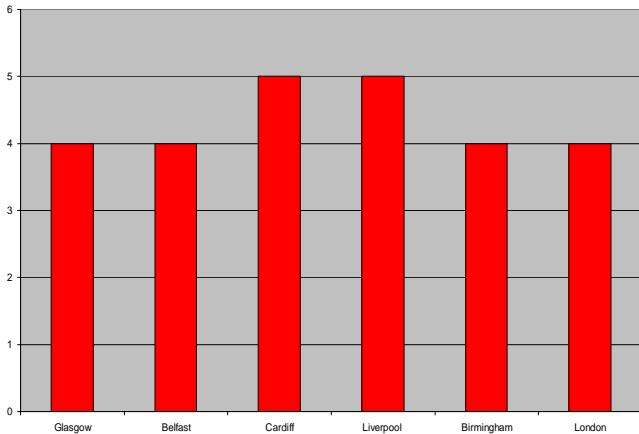
Average per venue

Q 2.3 How would you rate the standard of refreshments supplied during the day?



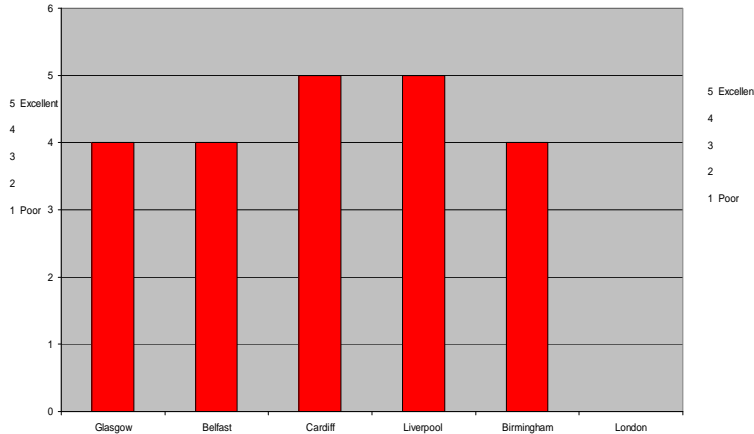
Average per venue

Q 3.1 How would you rate the way the HPC organised the event overall?



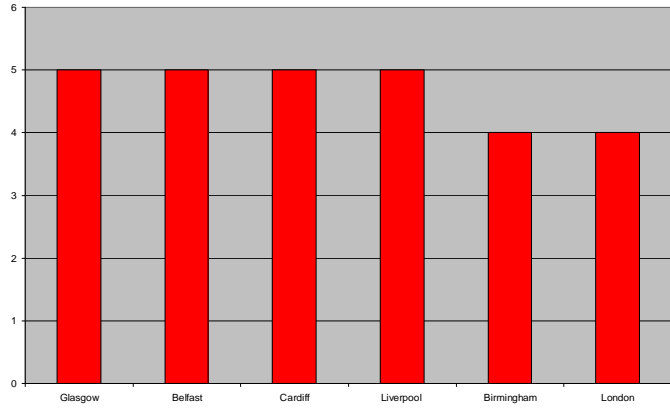
Average per venue

Q 3.2 Were you happy with the standard of email communications prior to the event?



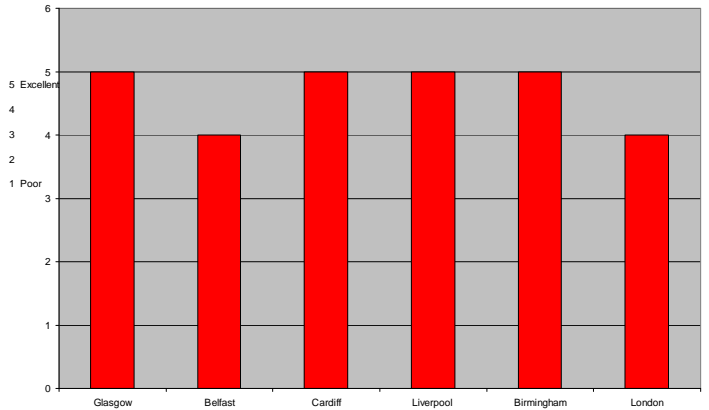
Average per venue

Q 3.3 How easy did you find it to use the online booking form?



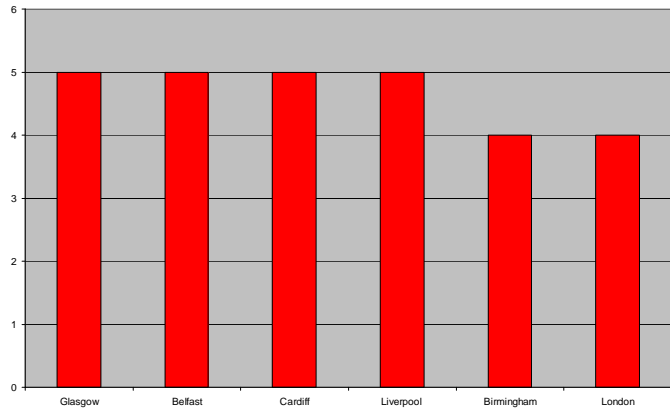
Average per venue

Q 3.3 How easy did you find it to use the online booking form?



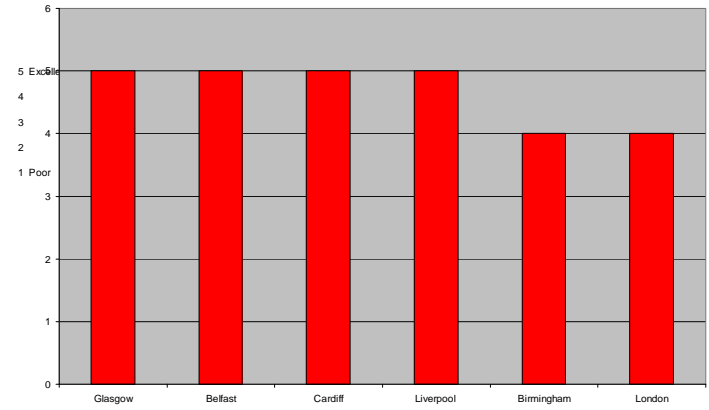
Average per venue

Q 3.4 How satisfied were you with the time it took to confirm your booking?



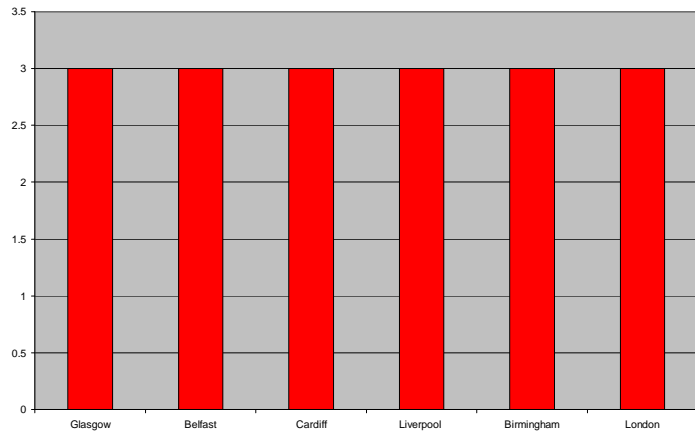
Average per venue

Q 3.5 Did you find the agenda and information we sent you prior to the event informative?



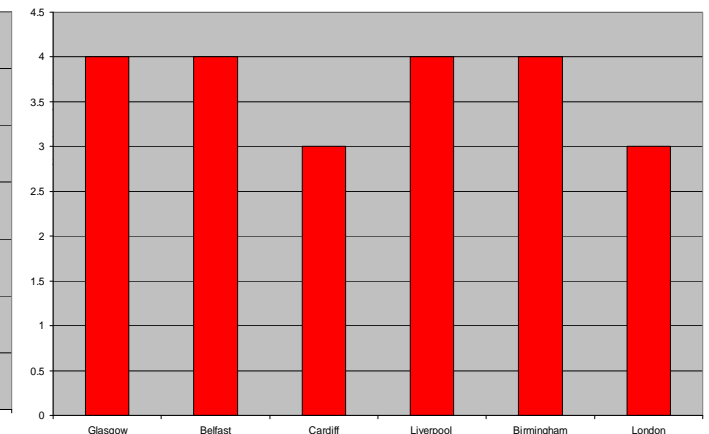
Average per venue

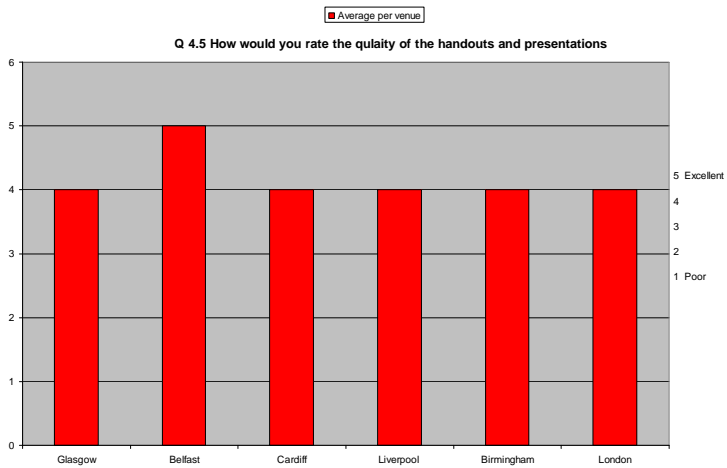
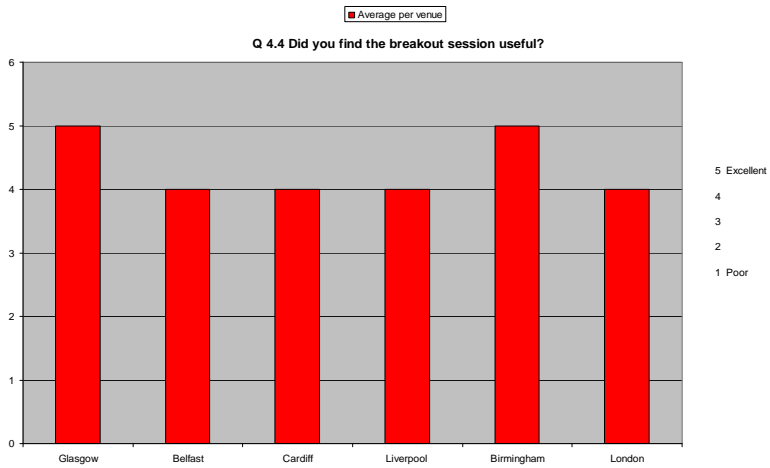
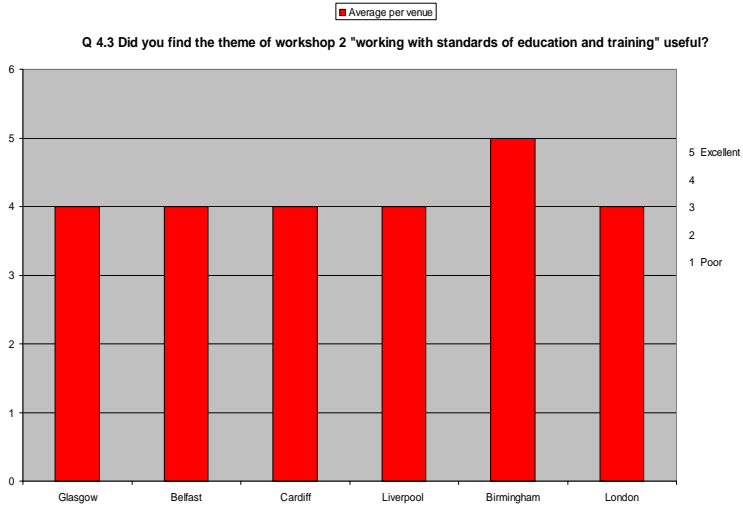
Q 4.1 Was the introduction to HPC pitched at an appropriate level for your experience of the HPC?



Average per venue

Q 4.2 Did you find the theme of workshop 1 "working collaboratively" useful?







## Education and Training Committee – 10 March 2010

### Appendix to Director's Report – Education Seminars Feedback Report

#### **Introduction**

Each year, the Education Department has held events for education providers throughout the UK. In 2008, the department decided upon a shift away from a presentation format to a seminar based format. That change had been positively received by participants as evidenced by their feedback to the 2008 seminars. During the summer of 2009 the department undertook an analysis of that feedback and designed a new series of seminars to be delivered in autumn 2009.

#### **Changes to seminars for 2009**

##### Content and delivery:

A number of changes were made to both the style and content of the seminars. In terms of content, a thematic approach based upon the concept of 'Change' was adopted. The seminars were divided into 3 workshops that focused on the changes to the standards of education and training (SETs), the major change process and 'Extending professional regulation'.

In terms of delivery, the department adopted a different focus to previous years. Rather than concentrating upon explaining who the HPC are and its purpose, the emphasis was placed on providing delegates with specific and precise information that would help them engage with the department and its processes. The seminars also afforded the opportunity to ask delegates their views on extending professional regulation. The final structure for the six seminars that were delivered throughout the UK was:

Introductory session: New and revised standards

Workshop 1: Major change process

Workshop 2: Looking to the future: extending professional regulation

##### Venues:

The seminars were held in London, Jordanstown [Belfast], Leeds, Bristol, Swansea and Edinburgh.

##### Methods of obtaining feedback:

The feedback forms used in the seminars were also amended for the 2009 seminars. The feedback forms were divided into five sections:

- Location

- Venue
- Pre-event planning
- Content
- Final Comments

In addition, three 'free text' comment boxes were included to encourage delegates to outline why they had chosen to attend the seminar, what they thought of the content of the day and any final comments. Contrary to previous years, there was no specific feedback session at the end of the workshops, rather delegates were asked to simply complete the feedback form at the end of the session.

### **Analysis of feedback**

The feedback from those who attended our 2009 events was overwhelmingly positive with a high majority of respondents rating the overall theme of the workshop as very useful. Additionally, attendees stated they found the workshops 'focussed and clear', 'interesting and informative' and 'beneficial'. The individual sessions were also well received with the majority of respondents stating the sessions were 'very useful', highly relevant' and 'effective' at delivering the aims of the workshop.

It is the aim of the Education department that seminars are accessible to a high number of stakeholders so we make an effort to hold our events at varied locations throughout the country. Our choice of locations this year seemed to be convenient for most delegates with the majority of attendees in London, Edinburgh, Belfast, Bristol and Leeds stating the location choice was either convenient or very convenient. However, delegates who attended the Swansea event were less positive with most stating the location was inconvenient. The previous year we held our Wales event in Cardiff so it was thought in order to give some balance this year's event should be held in Swansea. Additionally, at the Cardiff event some delegates had suggested Swansea as a possible location. Unfortunately this location choice did not prove positive and this event was attended by the least number of delegates (six). Suggested locations for future events include Exeter and Teesside.

When asked if venue choices were easy to find it seemed that city centre locations were favoured with Leeds, Bristol and Swansea receiving the most positive scores. The venue locations in Edinburgh and Belfast were scored towards difficult which may be a result of both these venues being outside the city centre. That being said most delegates who attended the events were satisfied with the quality and comfort of the event rooms and were satisfied with the standard of refreshments.

Delegates responded well to questions relating to the organisation of events and all scored highly the overall organisation of events as a whole. Additionally delegates were happy of the standard of email communication received before the event. This involved an introductory email outlining the aims of the workshops and inviting delegates to register as well as a confirmation email once they had done so. All delegates were satisfied with this system and scored the time it took for booking to be confirmed highly. One week before the event delegates also received a detailed agenda and some information relating to the venue. Again delegates were satisfied with this system and said they found the

agenda informative. Disappointingly, however, when asked how they found the online booking system many delegates scored this on the difficult side of the scale. This system is employed for many HPC events however, due to this feedback it may be worth considering ways to simplify the system or to perhaps highlight the specific Education events.

As mentioned, most delegates found the workshops useful and informative. When asked to rate the complexity of session 1, the introductory refresher session, attendees in Swansea indicated that this session was quite complex. However, most other delegates scored this session as being at the correct level (neither too complex nor basic) suggesting this session was pitched at an appropriate level. Workshop 1, Major Change, was very well received and average totals for all but one location reached above four (possible maximum score five). However, attendees in Edinburgh only gave this session a score of three indicating they did not find the session particularly useful. This trend was mirrored when we asked delegates how useful they found Workshop 2, extending professional regulation. Although delegates did not find it as useful as workshop 1 most gave it scores well above three (possible maximum score five). Again however, delegates in Edinburgh scored this workshop lower and the average score was below three indicating they did not find the session useful. Delegates in Edinburgh also scored the effectiveness of interactive workshops less well than attendees at other locations.

Why Edinburgh delegates scored the workshops lower than attendees at other locations may be a reflection of their place of work. Typically the majority of delegates at the other locations were from education providers who run HPC approved programmes. Many delegates at Edinburgh worked for the NHS or the Scottish Blood Transfusion Service and therefore perhaps did not feel all our sessions were relevant to them. This could perhaps be avoided in the future by giving more details of the workshops before the events take place however as discussed the department does endeavour to keep delegates well informed about events before they occur.

All the feedback collated by the Education Department and will be carefully considered when planning future events in forthcoming years.

### **Decision**

This paper is for information only. No decision is required.

### **Background information**

### **Resource implications**

### **Financial implications**

### **Appendices**

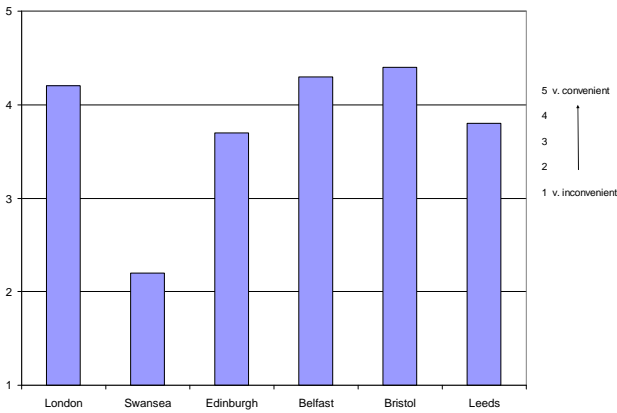
Education workshops 2009 feedback - graphs

### **Date of paper**

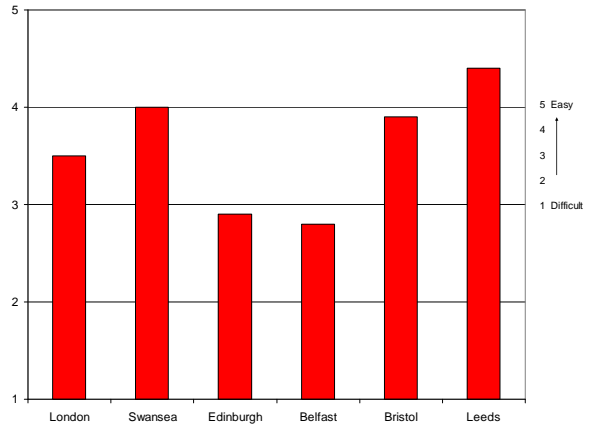
25 February 2010

# Education workshops 2009 feedback - graphs

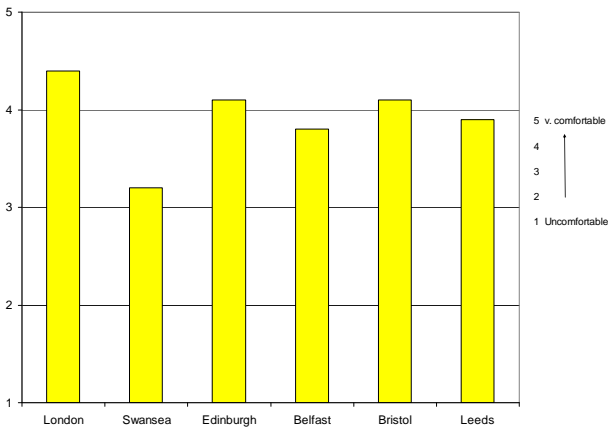
Average per location  
Q1.1. Was the choice of location to hold this event convenient for you?



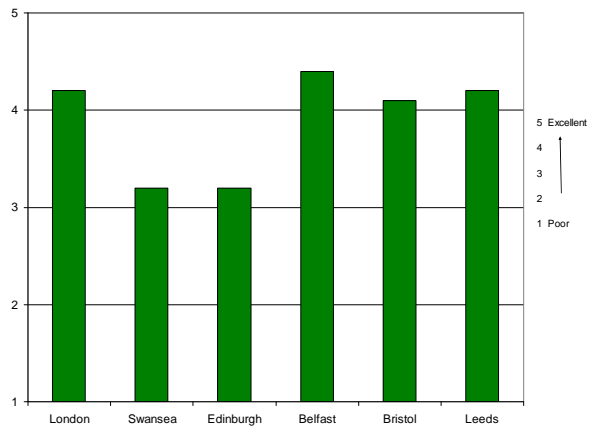
Average per location  
Q2.1 How easy was the choice of venue to find?



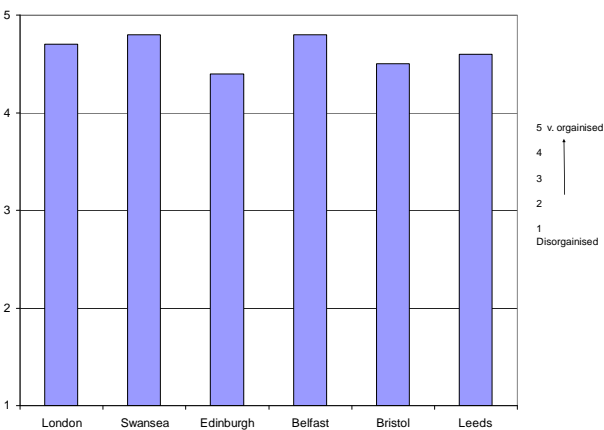
Average per location  
Q2.2 How would you rate the standard of the room where the event was held?



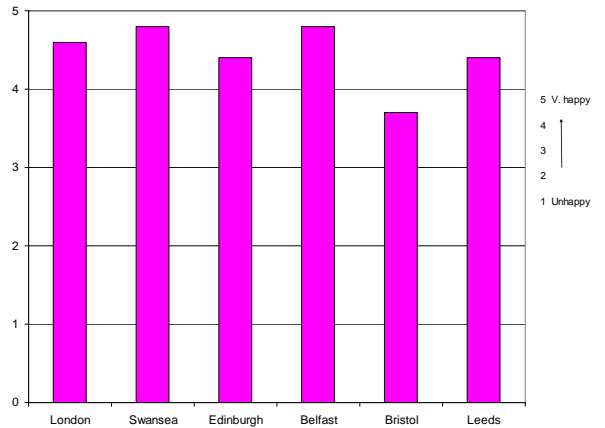
Average per location  
Q2.3 How would you rate the standard of refreshments supplied during the day?



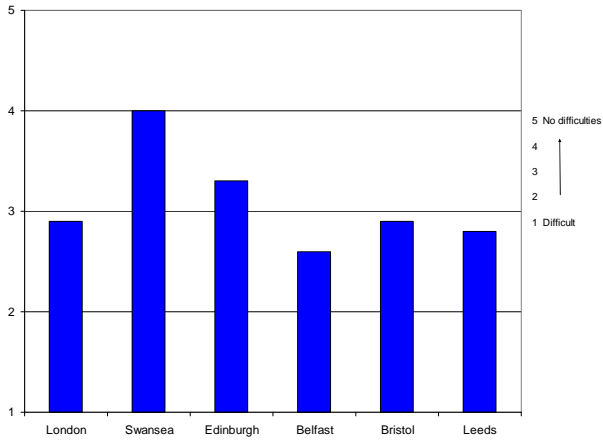
Average per location  
Q3.1 How would you rate the way the HPC organised the event as a whole?



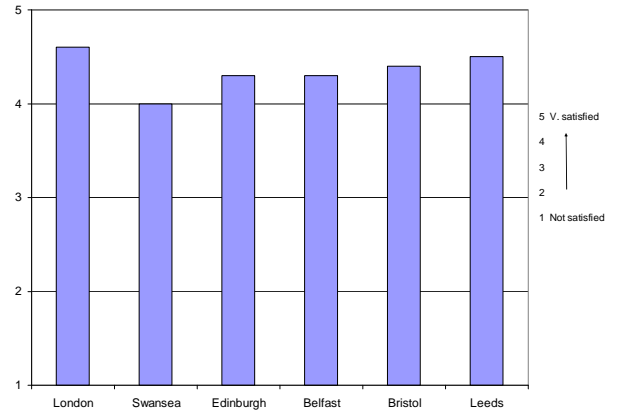
Average per location  
Q3.2 Were you happy with the standard of email communications before the event?



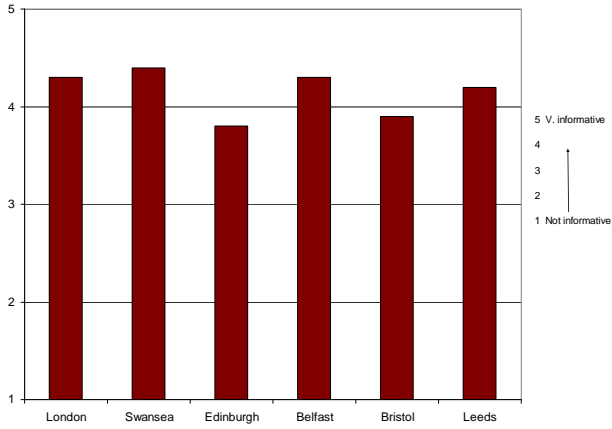
Average per location  
Q3.3 How easy did you find it to use the online booking system?



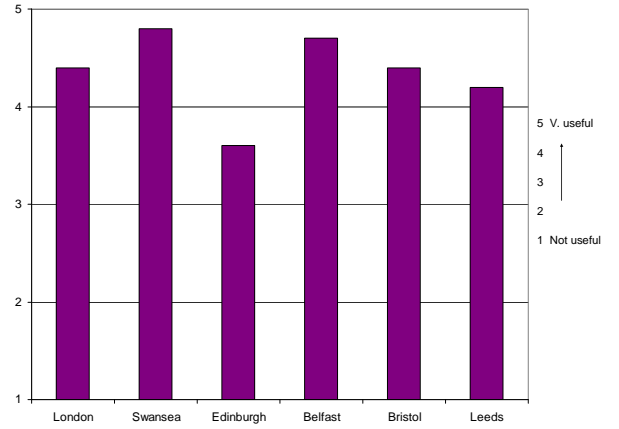
Average per location  
Q3.4 How satisfied were you with the time it took to confirm your booking?



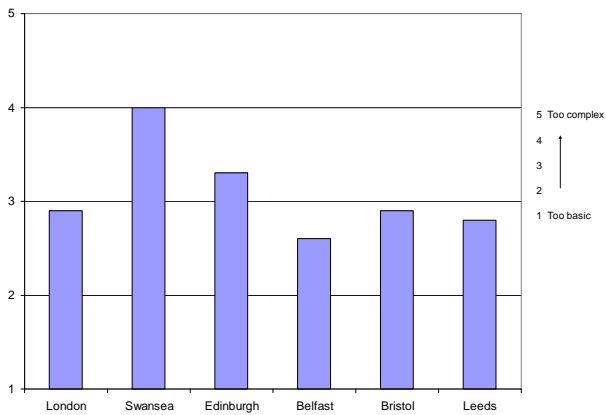
Average per location  
Q3.5 Did you find the agenda we sent you before the event informative?



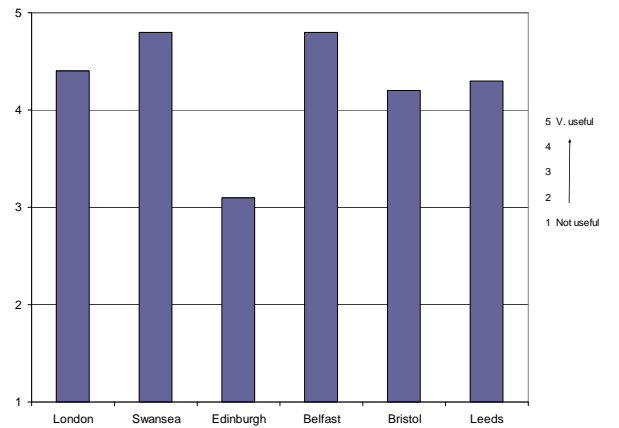
Average per location  
Q4.1 Did you find the overall theme of 'change' for the day useful?



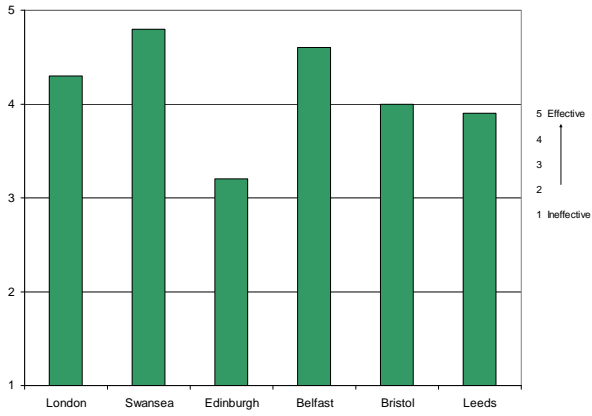
Average per location  
Q4.3 Was the introductory refresher session pitched at an appropriate level for your experience of the HPC?



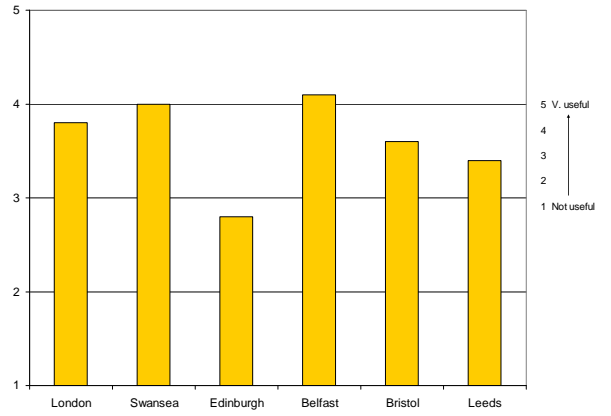
Average per location  
Q4.4 Did you find the theme of workshop 1 'major change' useful?



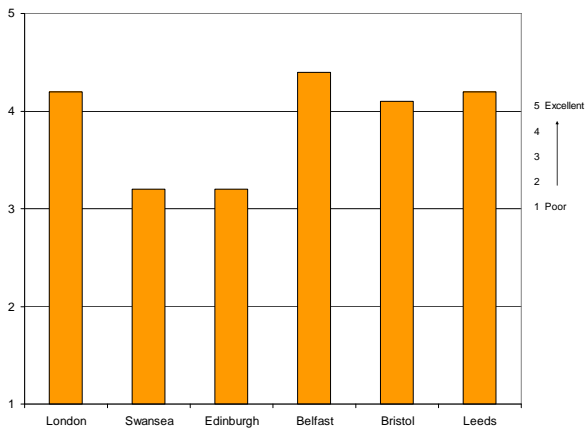
Average per location  
Q4.5 Did you find the interactive workshops an effective means to highlight the aims of the workshop?



Average per location  
Q4.6 Did you find the theme of workshop 2 'extending professional regulation - your views' useful?



Average per location  
Q4.7 How would you rate the quality of the handouts and presentations?



---

## Education Provider Feedback Report 2009 - 2010

### Contents

Introduction.....	1
Methodology.....	1
Summary.....	2
Approval.....	2
Major change.....	7
Annual monitoring.....	9
Education Department.....	12
Actions.....	15
Conclusion.....	16

### Introduction

As part of the Education Department's ongoing review of the approval, annual monitoring and major change processes a feedback form was developed with the intention of collecting information from our education providers.

This exercise was last carried out in September 2007. The results and our responses were collated into a report which was presented to our Education and Training Committee on 26 March 2008. The information gained added to our ongoing reviews of our processes and we hope that we can repeat this with the comments and information gathered this time.

### Methodology

The form was split into four sections for our three approval and monitoring processes and one for opinions on our department workings. Each section addressed the stages of the process, our communications and the guidance we give. The response was good and overall feedback was positive with useful comments we can use when we look to developing our processes.

The feedback form was emailed to our education provider contacts with our HPC Education Update in October 2009. They were given a deadline of Friday 20 November 2009. This was then extended to 18 December 2009 due to an initial poor response. The feedback form was also made available to download on our website.

We had responses from nearly one third of our education providers and multiple responses from over a quarter of education providers who responded.

## Summary

### Approval

Of the total respondents 56% had been through the approval process either in the academic year 2007-2008 or 2008-2009. The analysis of the majority of questions in this section (Q3-13) will only be looking at the 56% that have been through our process.

#### **Q2 - If you have used the Approval process - supplementary information for education providers did you find it useful?**

This question was applicable to all respondents as we encourage education providers to refer to this document whether or not they will have or have had an approval visit. We have recently republished our guidance document (July 2009) to reflect changes made to the process and to make it clearer.

Of all respondents 70% said they had found the guidance document useful, 30% did not respond to the question and nobody said it was not useful. There were no specific comments in regards to this question although there were two comments which commended the process on being well documented and clear.

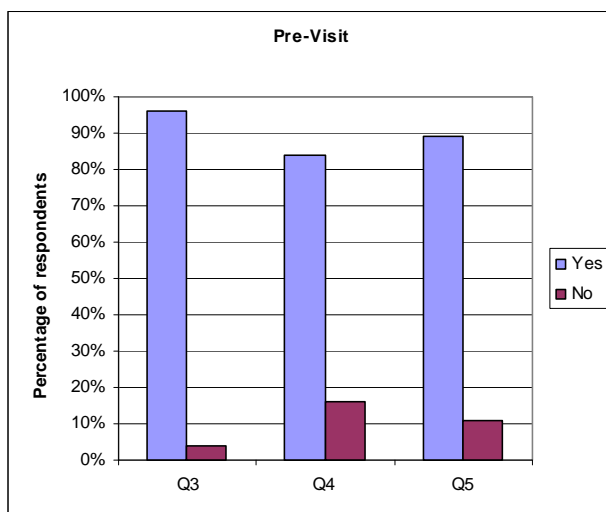
**Response:** In light of the feedback there is no action to be taken forwards except in keeping it up to date with our process.

### Pre-Visit

**Q3 - Did you feel well informed during the organisation of the visit?**

**Q4 - Did you feel the suggested agenda was easy to accommodate and negotiate?**

**Q5 - Was it clear what documentation we needed from you once a visit date had been suggested?**





The pre-visit questions aimed to explore opinions of how well we arrange the visits and how clear our internal operational requirements are to education providers.

Of all respondents who had experienced our approval process 96% felt well informed during the organisation of the visit and 4% did not feel well informed during the organisation. 84% of respondents felt the agenda was easy to accommodate and negotiate, 16% did not feel it was easy to accommodate and negotiate. 89% felt the documentation we require was clear whilst 11% felt it was not clear.

There were several comments made which referred to Q4- 5. In particular the agenda was felt to be “difficult to accommodate” and “rather inflexible”. One comment refers to the start time of day one and meetings which were arranged but then not needed. There was one comment made in reference to documentation required; further evidence had been asked for at a visit which had not been previously asked for.

**Response:** Our agenda has been designed to be as flexible as possible, there are certain meetings we need to hold but we can usually accommodate the education provider’s needs. We have a standard agenda which we have found works with most visits. Visits may not need all meetings (as was commented on) but we need to ensure the time for them is protected to ensure if they are needed they have been accounted for. The start time of the first day allows enough time for everyone who needs to be there to get there on time for the start. This can be negotiated by liaising between the education provider and education executive but usually is sufficient for all parties.

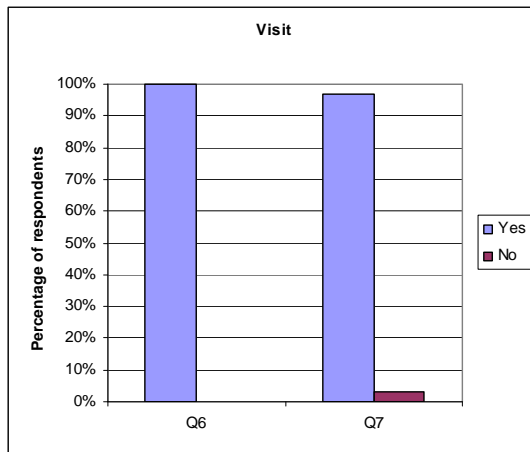
We do not hold visits on Mondays due to the nature of visits our visitors and education executives may have to travel the day before to the location of the visit and we do not expect them to have to travel on weekends.

Our process allows us to ask for documentation twice before a visit. The documentation we ask for at 8 weeks prior to the visit is looked at by the visitors who can then ask to see additional documentation which can be provided either before or at the visit. Although the responses were largely positive for Q5 we will consider how we inform education providers of the documentation and agenda requirements more clearly in the future.

## Visit

**Q6 – At the visit was the role and remit of the HPC made clear?**

**Q7 – At the visit was the role of the visitors and the HPC executive made clear?**



These questions (Q6-7) were intended to expand on the visit itself and the different roles of those present.

100% of respondents were clear about the role and remit of the HPC. 97% were clear of the differing roles of the visitors and HPC executive, 3% felt it was not clear.

There were comments made about the clarity of the HPC role and the HPC panel roles. It was stated that it was felt the visitors were stepping out of their remit on a particular visit. It was also suggested the roles of the professional bodies and the HPC as a statutory regulator were unclear to those with "no subject specific knowledge".

**Response:** During the visit the education executive will make it clear what the HPC role and remit is, we have a statement which we refer to when explaining this and this will be continually monitored to ensure it is up to date with our processes. The comment referred to above was made about one incident, on the whole this is not found to be the case. The education provider is also given the Guidelines for HPC approval visits which they are encouraged to provide to all parties present on their behalf. If it is felt a complaint needs to be submitted about conduct at a visit, we advise education providers to put the complaint in writing and send it to the Director of Education and an investigation will then be instigated.

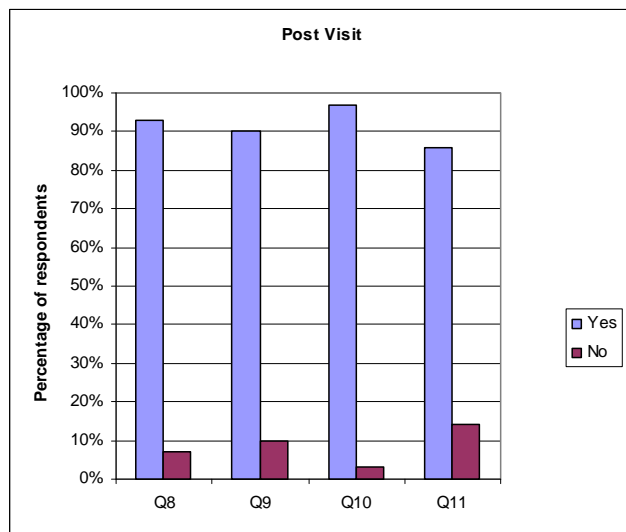
## Post-visit

**Q8 - During the approval process were the post visit procedures made clear to you?**

**Q9 - Was the function and format of the visitors' report clear and easy to understand?**

**Q10 - Were you made aware of our monitoring systems once the programme had been approved (major change and annual monitoring)?**

**Q11 - Did you find the time taken to complete the process satisfactory (from submission date of visit request form to receipt of official confirmation of outcome date)?**



The post-visit questions were intended to gather more information on our processes once the visit had been completed.

93% were clear about the post visit procedures while 7% were not. 90% understood the function and format of the visitors report while 10% did not. 97% were made aware of our HPC monitoring systems while 3% were not aware. 86% found the time it took to complete the process satisfactory while 14% did not.

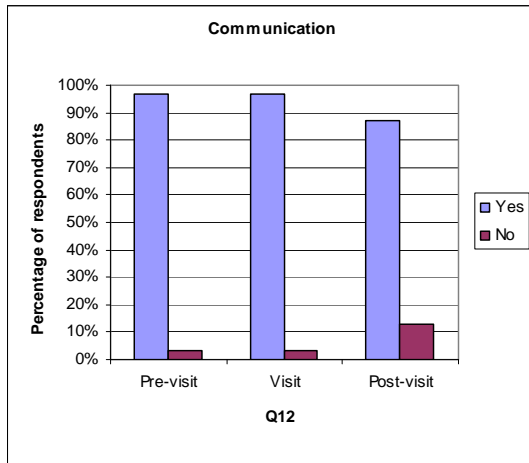
There were several comments made on the post visit process (on Q10 and Q11). One comment regarded the “clarity of the post approval monitoring requirements”; they suggested information about our monitoring processes could have been made clearer at the visit. The other comments were around the timeliness of receiving the visitors’ report and also the final approval.

**Response:** It is the responsibility of the education executive to explain the post visit procedures at the end of the visit, the approval supplementary information for education providers also provides detailed information. The format and function of the visitors’ report is also always explained at the visit and is included in the supplementary information. While the majority of responses indicated the monitoring processes are clearly explained, we will make sure that we seek clarification from the education provider that they are clear about the next steps during the final joint panel meeting.

The timeframes of our processes are defined by the Health Professions Order 2001; we have 28 days in which to send the visitors’ report although we make every effort to get this to education providers within 14 days of the visit. Our Education and Training Committee meeting dates are what defines when final approval may be granted. These dates are planned out well in advance, we recommend education providers to review these dates when planning for a visit.

## Communication

### Q12 - Did you find the communication throughout the approval process satisfactory? (Pre-visit / Visit / Post-visit)



Communication is an issue we are very much aware of and these questions were to give us an indication where, if any, improvements to communication can be made.

97% of respondents found the communication during the pre visit stage of the approval process satisfactory, 3% did not find it satisfactory. 97% of respondents found the communication during the visit stage of the approval process satisfactory, 3% did not find it satisfactory. 87% of respondents found the communication during the post visit stage of the approval process satisfactory, 13% did not find it satisfactory.

There were comments on the communications between the HPC and the education providers. One comment stated that “at all levels of communication HPC have offered clear and concise instruction” and another noted that “communication is easy with the HPC”. There was one comment that stated “Post visit communication was poor, extra evidence being requested that was not related to the standards”.

**Response:** The Education department always try to maintain a high level of communications so the positive response to these questions is reassuring for us. It is clear post-visit communication is the area that needs most work on and we will think about this more in our process review scheduled into our workplan for the next financial year (2010-11). For the respondents who did not feel satisfied we continuously assess how we communicate and we try to make things as clear as possible for education providers. If it is felt a complaint needs to be submitted then we advise education providers to make a complaint in writing and send to the Director of Education at our address here, an investigation will then be instigated.

### **Q13 - Do you have any comments regarding the approval process?**

37% of respondent's left detailed comments, 63% either did not respond or left comments to the effect that they had no useful information to give.

Consistency across visitors and professions was mentioned by several education providers – “consistency of commentary across the different professions would be useful” and “the visits are managed very differently in different organisations ...and to me does not appear to be consistent across visits to different organisations or indeed across professions”.

One comment (as mentioned above) suggested we could introduce the monitoring processes (annual monitoring and major change) at the visit to prepare education providers before they are approved or ongoing approval is reconfirmed.

There were several comments regarding how positive education providers had found the visits – “the validation team which visited...were very professional, the validation experience from my perspective was a positive one” and “on the occasion of a combined HPC/ Professional body visit, both teams worked well together, with clear guidelines, and the whole process was conducted in a professional, friendly and appropriate manner”.

**Response:** We undertake visitor training on a regular basis for all visitors (both new and existing) to ensure they all understand what they are there to do and to refresh their skills for attending visits and undertaking other work. The approval process allows for a consistent approach across the professions, however, the individual circumstances of a visit, such as the order of the agenda and discussions about the way in which a programme meets the SETs, may lead to the variations such as experienced in these cases.

We will definitely take on board the suggestion for explaining our monitoring processes at the visit in more detail; this will be looked at further at our next approval process review scheduled into our workplan for the next financial year (2010-11).

We are very pleased with the comments that have stated the visit is a positive one and we hope to continue to ensure this standard is met by us.

### **Major change**

Of the total respondents 49% had been through our major change process either in the academic year 2007-2008 or 2008-2009. The analysis of the majority of questions in this section (Q22-25) will only be looking at the 49% that have been through our process.

**Q21 – If you have used the Major change – supplementary information for education providers did you find it useful?**

This question was applicable to all respondents as we encourage education providers to refer to this document whenever they are thinking about changes to their approved programmes. We have recently republished our guidance document (July 2009) to reflect changes made to the process and to make it clearer.

52% of the respondents found the guidance document useful. 5% did not find it useful and 43% did not respond to the question.

**Response:** We are happy with the response that on the whole the new guidance document is proving useful. There will always be ‘unknown’ changes that are not provided as examples within the publication but we always advise education providers to come to us directly if they have any queries.

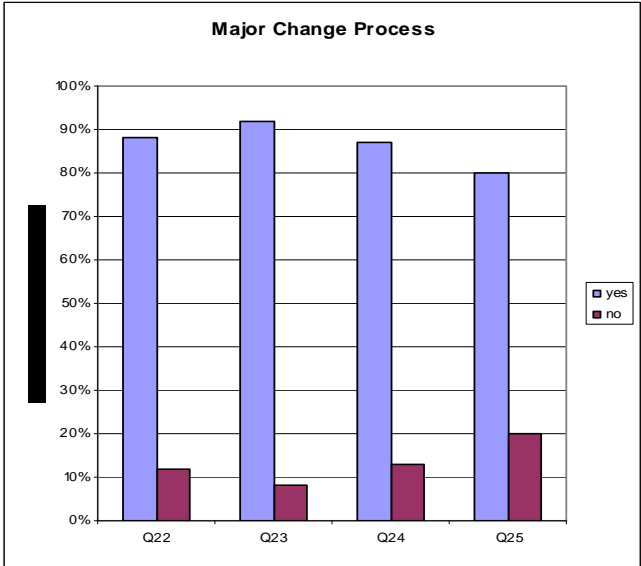
**Major Change Process**

**Q22 - During the major change process was the purpose of our initial advice stage clear?**

**Q23 - Once a decision was reached after the initial advice stage were you appropriately informed of which process your change would be assessed through?**

**Q24 - Was communication throughout the process satisfactory?**

**Q25 - Did you find the time taken for the submission to complete the process satisfactory (from submission date to receipt of official confirmation of outcome date)?**



These questions were intended to gather more information about our major change process as a whole.

88% found the purpose of our initial advice stage clear. 12% did not find the purpose of our initial advice stage clear. 92% of respondents felt they were

appropriately informed of the route their submitted change would take, 8% did not feel appropriately informed. 87% felt communication throughout the process was satisfactory, 13% did not feel it was satisfactory. 80% felt the time it took to complete the process satisfactory while 20% did not feel it was satisfactory.

There were comments around the major change process. The comments suggest that education providers are unsure what we consider to be a major change - "I was uncertain about the extent of change that ought to be signalled". Other comments stated that as a department we were clear and helpful around major change submissions - "I found staff informative, supportive and helpful in terms of the level of detail required".

There were some comments around the usefulness of the guidance document. One comment noted that they expected the document would be useful as they had felt "rather in the dark as to what the HPC regards as major change". Another comment noted that "the examples used with the document support and guide the overall process". There were several comments stating that it was generally not clear what would be a major change and in particular "the literature around what constitutes a major is not as clear as it could be".

**Response:** Since amending our major change process early in 2008 we have changed the name from 'Major/Minor change' process to 'Major change' process. We did this to move away from the idea of changes being labelled as major or minor and therefore being automatically put down a set route. When a change occurs to a programme we expect education providers to consider the impact on how the SETs and SOPs continue to be met. However we do not require to be notified of every change to a programme. If a change does not have an impact on how a programme meets our standards it can be reported to us in annual monitoring. Education Providers should only notify us of changes to a programme that change the overall way in which a programme meets our standards and/or the way a programme is recorded on our website.

We also intended that the new major change guidance document be clearer for education providers in what would constitute a major change. We will keep this under review to ensure that it is as clear as possible. We also encourage education providers to email or telephone us if there are any uncertainties.

A significant number of responses indicated unsatisfactory feelings towards the time it took to complete the process. Timings are continually monitored by the managers in our department and we will take this under review during our next process review scheduled into our workplan for the next financial year (2010-11).

## **Annual monitoring**

Of the total respondents 33% had gone through both the audit and declaration cycles of our annual monitoring process. 13% had been through the audit cycle only and 35% had been through the declaration cycle only. The analysis of the majority of questions in this section (Q16-19) will only be looking at the respondents that have been through our process (81%).

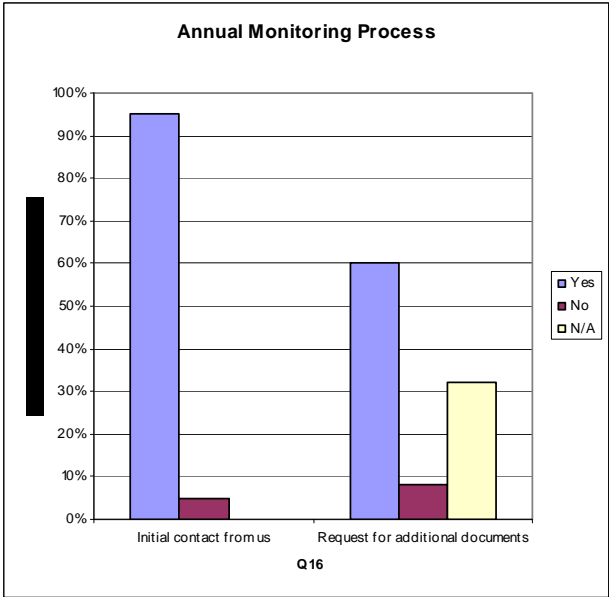
**Q15 - If you have used the Annual monitoring - supplementary information for education providers did you find it useful?**

This question was applicable to all respondents as we encourage all education providers to refer to our supplementary information publication when thinking about how HPC interacts with programmes. We republished our guidance document in November 2008 to reflect changes made to the process and to make it clearer.

98% of the respondents found the supplementary information document useful. 2% said they did not find the supplementary information document useful.

**Response:** We are happy with the response that on the whole the guidance document is proving useful. We understand each education provider is unique and so our document is generic not prescriptive in what we ask for. We would always advise education providers to come to us directly if they have any queries.

**Q16 - Did you feel we were clear about what needed to be submitted and when through the process?**



This question was intended to find out if our requirements are clear through the annual monitoring process.

At the initial contact point 95% were clear on what it was we needed and 5% were unclear. If there was a request for additional information 60% were clear, 8% were unclear and 32% did not need to provide additional information.

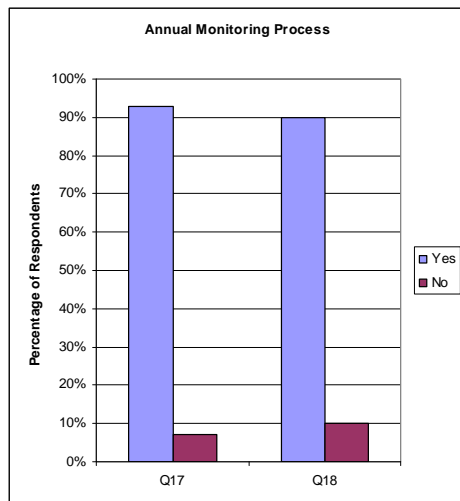
There were no particular comments surrounding the communications of our requirements at the two stages of the processes.



(For our response please see Q17-18 below)

**Q17 - Did you find the time taken for the submission to complete the process satisfactory (from submission date to receipt of official confirmation of outcome date)?**

**Q18 - Was communication throughout the process satisfactory?**



These questions were intended to gather more information on our annual monitoring processes.

83% of respondents felt the time taken was satisfactory. 7% did not feel it was satisfactory. 90% felt communications throughout the process were satisfactory, 10% did not feel they were satisfactory.

There were some comments received about our annual monitoring process. The comments made suggested the information surrounding our processes may be unclear - "a little difficult to know exactly what you need to know" and "it is not clear whether the audit looks to retrospectively review or to prospectively look forward".

The timeliness of the process was also commented on - "The process of audit took longer than expected" the same education provider also noted that it was "helpful to have advanced notification of the visitors' recommendation". One comment stated that they found they were asked to provide additional information in a "very short space of time".

Several comments noted the clarity of the guidance document including that it is "easy to follow" and that it is a "clear and thorough process explained through the documentation provided".

**Response:** We make every effort to ensure we are clear when communicating our annual monitoring process requirements. Our process asks for education providers internal monitoring documents. The SETs mapping we require is used by our visitors to assess the programme as a whole. It is also intended to encourage education providers to think about the accumulative effect of changes

which can affect the programme over time. We republished the document to make our annual monitoring processes clearer for education providers. We will keep this under review to ensure that it is as clear as possible. We encourage education providers to email or telephone us if there are any uncertainties.

We have slightly changed our internal process for the current academic year (2009-10) of annual monitoring. We hope this will ease the burden for education providers and by consolidating our deadlines into 3 dates our processes will be more efficient.

## **Education Department**

These questions (Q27-30) were relevant to all education providers. We hoped they all have some experience of working with us not just through our processes but in general enquires, with our website and our communications.

**Q27 - Have you recently visited the HPC Education Department's web pages and did you find the information you were looking for?**

**Q29 - Would you like to see information about anything else on the website?**

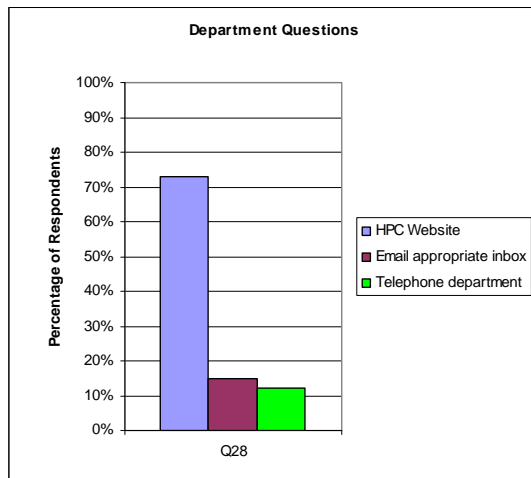
These two questions have been grouped together in this analysis because Q29 leads nicely on from the first question (Q27) when looking at the results.

Of all respondents 83% had recently visited our Education Department web pages and found the information they required. 17% had not found the information they required.

There were specific comments regarding further information that education providers suggested we might include on the website - "a contact list of who is who and what the area of responsibility is", our "reviewers handbook ... in addition to the handbook of guidance for education providers". One comment identified the website as being "helpful and clear".

**Response:** We continually update our website pages to include information we feel is relevant to education providers. We will take on the suggestions made when next considering updating our website. In relation to the suggestion of supplying a "reviewers handbook" our visitors receive the same information as the education providers – our supplementary information guidance documents only. The positive comments received are reassuring as we intend the website to be fully comprehensive as to our processes.

## Q28 - If you needed information from the education department where would you go first?



We were interested in finding out where the first point of contact is for our education providers.

73% said they would look on our website, 15% said they would email the appropriate inbox and 12% said they would telephone the department.

**Response:** We feel the response to this is indicative of how we receive enquires. Of the enquires we receive the majority is through the inboxes and to a lesser extent from the telephone. We will continue to ensure that we are always contactable via the telephone and we have a 48 hour turnaround time for emails into the inboxes. The 73% who would go to our website confirms to us that the website needs to be continually monitored and updated to ensure it is current. It also confirms to us that the information we do provide is helpful.

## Q30 - If you have received the Education Update, have you found it informative and useful?

We have recently introduced our tri-annual newsletter; this question was to find out how the newsletter was being received.

Of the respondents 96% found the newsletter informative and useful. 4% have not found it useful.

Most of the comments around our Education Update was positive - “the introduction of the Education Update is both timely and appropriate, and ensures that education providers/programme leaders are aware of relevant changes” and “The updates are particularly useful; identifying changes or additions to SETs and SOPs and guidance on how they might be met really helps course leaders who have so many external and internal agencies to satisfy.” The comments which were not positive were because the education providers felt it was not relevant to them - “The last update was not relevant.... Understandably individual issues may not be”.

**Response:** We are pleased with the response to this question. The initiative to consolidate our communications into a newsletter sent out three times a year was in response to education providers telling us they received a lot of mailings from us. This was making it confusing for them to separate the important information and made it difficult to read. The newsletter was designed to be easy to read and understand as it had all the information education providers needed in one place. We send the update out to all of our education stakeholder contacts, not all of these contacts will be further or higher education institutions but we feel it is important everyone receives the information.

**Are there any comments about the Education Department, processes or topics raised here or anything else that you wish to make?**

There were many comments made for this section ranging from suggestions to improve things to praising the department and individuals. Several comments were made under the various sections which are more appropriate to be looked at here under the generic heading.

Throughout all of our processes there were comments regarding the times it took for reports and information to get back to education providers. In the main we have managed to stay within our self defined timeframes for each process but this has not always been possible. Monitoring of and the reasons for the extended time frames are an ongoing activity for the Managers within the department. The data and the comments received through this feedback exercise will feed into the process reviews for the approval and monitoring processes scheduled into our workplan for the next financial year (2010-11).

It was suggested that our filenames may be causing problems for education providers; this is an ongoing issue we are looking into solving.

It was suggested that HPC vacancies for partners be communicated more. The Education Update is the Education Departments tri-annual means of contacting stakeholders and we will include advertisements for partners in this publication. Advertisements are available on our website and advertised through HPC In Focus newsletter which is bi-monthly. Please contact our Communications Department at [newsletter@hpc-uk.org](mailto:newsletter@hpc-uk.org) to receive a copy of this newsletter.

It was mentioned that sometimes contacts do not receive the relevant information that they need from us. This is an ongoing issue as our database can currently only hold one main contact per programme. This was also an issue that was raised during the last feedback collation. We are currently undergoing a major project to update the way we hold our records and we foresee that in the next few months we will be able to hold more than one person to contact for each programme.

Our education seminars/workshops were praised by education providers. We appreciate such praise and would like to thank all attendees for taking part. Feedback taken from each seminar will be used to improve our seminars next year and we hope to see as many people there again.

Several comments praised our department (frontline staff) for being “helpful and supportive” and “courteous”. There were also comments such how approachable we are and how this “really helps with openness and transparency of processes on both sides”. We are pleased with the comment stating that this is found “particularly welcome in fields such as ours where we have to seek to accommodate the wishes and requirements of a large number of professional, statutory and regulatory bodies” and especially with the comment that the HPC makes “it feel more like a partnership”. Comments like this reassure us that what we do and how we work makes a difference to education providers and reaffirms our commitment to carry on making the partnerships better.

One of the comments stated that it “is evident that over time the criteria for approvals have been refined”. We are reassured that the way we continually assess our processes and change how they work over time to make them better for all parties involved is evident to education providers. As stated already in this report this feedback form will also go into our next reviews of all processes and hopefully will continue the improvement cycle.

The comments praising individuals within the department (from comments throughout the feedback form) have been passed on to line managers to ensure the praise is appropriately fed back.

## Actions

Below is a list of actions that have come out of the feedback form responses. The Department will use this list when reviewing our processes and ensure they are included in actions resulting from our annual workplan.

- Ensure our Approval process – Supplementary information for education providers is up to date with our process.
- Consider how we can inform education providers of the approval process documentation requirements more clearly.
- Continually monitor the information we give to education providers at a visit (the information regarding our roles, the next steps in the process and processes once approval is granted).
- Maintain a high level of communication with all education stakeholders.
- Look at post-visit communication in our next approval process review.
- Continue to ensure the visits are as consistent as possible and maintain our visitor training sessions.
- Ensure our Major change process– Supplementary information for education providers is continually reviewed.
- Look at the timings of the major change process during our next review of the major change process.
- Ensure our Annual monitoring process– Supplementary information for education providers is continually reviewed.
- Continually review and update our website pages to include relevant information, the suggestions made for additions to our website will be looked at when next considering updating our website

- Continually ensure that we are always contactable via the telephone and we have a 48 hour turnaround time for emails into the inboxes.
- Data and the comments received through this feedback exercise will feed into our process reviews and our system.
- Report the outcome of the database changes (capacity to store more than one main contact name) to education providers.
- Resolve problems associated with our system of naming files.

## Conclusion

The responses to the feedback form was overwhelmingly positive with none the questions having a higher than 20% result of not satisfied with the majority of those being considerably smaller percentages not satisfied. The cases where there was some indication of dissatisfaction seemed to be isolated cases where problems had occurred

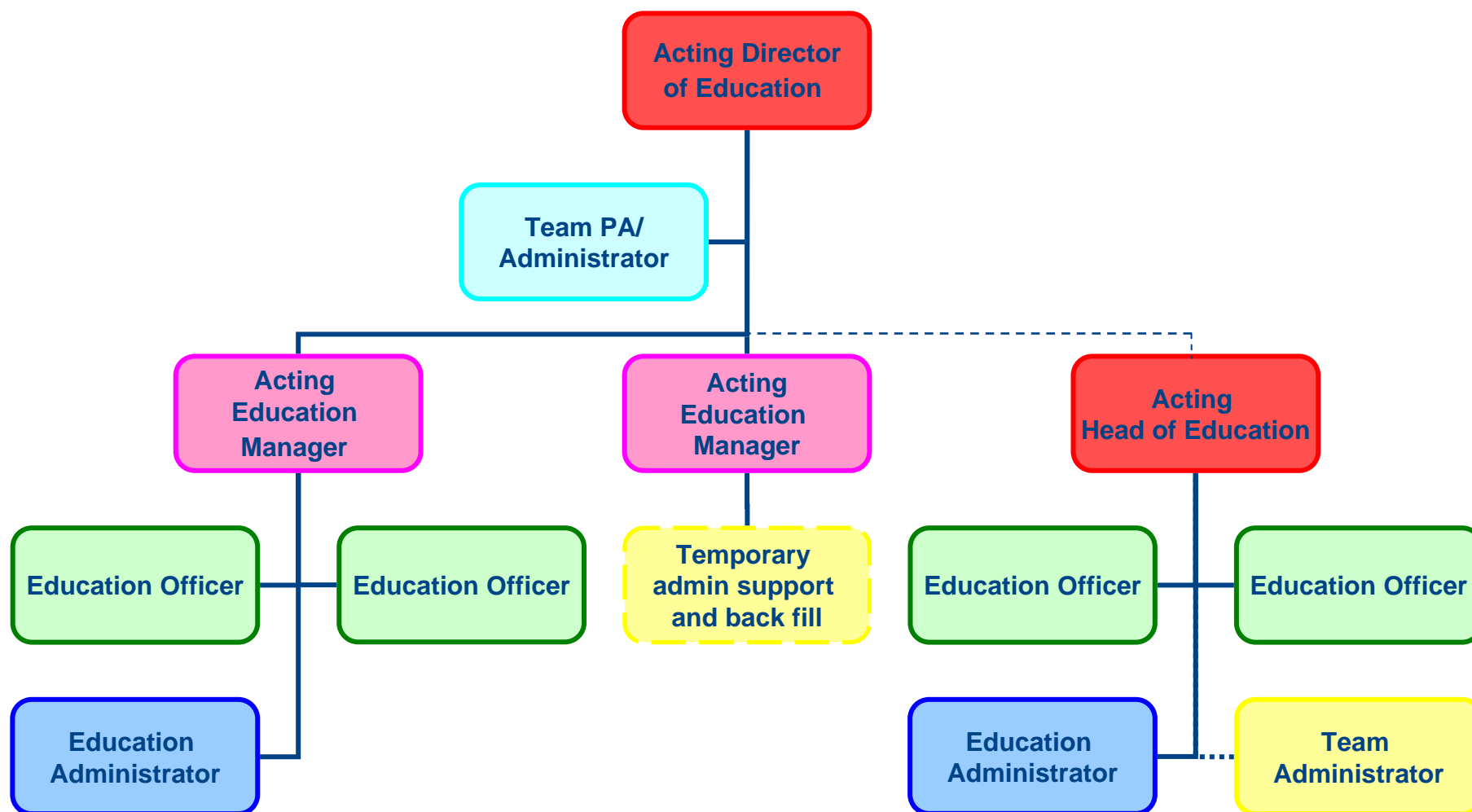
This feedback form has highlighted some areas of concern that have re-occurred across several education providers. These areas in particular are consistency across visits, timeliness, and contacts. The response to these areas can be found in the report but we would like it known that we are continually reviewing our systems and processes to ensure the best practice is maintained.

With most of the respondents happy with our processes and how they work we feel reassured that we are working well. This does not mean that there is no room for improvement as we always strive to work in a better way.

There have been comments made that have been extremely positive about the way we work, both within the department and externally. Other comments and suggestions have been made that we will definitely take on board and look into implementing during our reviews of our processes and how our department works.

We feel this feedback collection has been extremely beneficial to us and we hope that the education providers who participated feel that they have benefitted from it also. We appreciate the time it has taken participants to respond to our request and thank all those who did so. We will look into repeating this exercise again and continue to repeat it to ensure our education providers always have the opportunity to feed into our processes.

## Department organisational chart – from 1 Feb 2010



## Line management in Education department from 1 Feb 2010

