

Education and Training Committee - 10 March 2011

Education Department work plan 2010 - 2011

Executive Summary and Recommendations

Introduction

The attached document is the Education Department's proposed work plan for 2011 - 2012. It details the Department's main areas of work and priorities for the financial year April 2011 – March 2012 and includes a progress report on the 2010 – 2011 work plan.

Decision

The Committee is asked to discuss and approve the attached work plan.

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 2011 - 2012.

Financial implications

The resources implications are detailed in the attached work plan and based on assumptions which are already part of the HPC budget 2011 - 2012.

Appendices

Education Department draft work plan 2011 – 2012 (including delivery schedule and risk register appendices).

Date of paper

28 February 2011

Education Department - 2011–2012 work plan

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Introduction

The Education Department work plan details the main areas of work for 2011-2012 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 (2009-10 to 2014-15) identifies the organisation's vision for the future and those areas that form the Council's strategic priorities. The 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 the 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 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, initiate major project (Education), upgrade information systems, launch new guidance, review existing 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, Education Update and major projects (social workers and electronic communications)
- 4) To build the evidence base of regulation
Example references in this work plan – education seminars, annual report, review processes, enquiries log and lay visitor pilot.
- 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 England, Wales, Scotland and Northern Ireland.
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 professionals must complete before they can register with us;
- assisting the Council in monitoring programmes which 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 programmes;
- co-ordinating the consideration of complaints about approved programmes;
- 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 2011 – March 2012, 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, supporting activities and 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 the full implications of the Health and Social Care Bill, the 'Enabling Excellence: Autonomy and Accountability for Health and Social Care Staff' Command paper and the associated regulation of social workers in England and herbal medicine practitioners are still unknown 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 2011-2012

In 2011-2012, the Department will continue to balance their immediate commitment of implementing the main operational processes alongside the longer term commitment of enhancing and extending professional regulation.

The main priority for the Department is the day-to-day operation of the approval and monitoring processes. The focus of the work in this area falls into two key areas. Firstly, we will continue to focus on the consequences of

regulating two new professions, namely practitioner psychologists and hearing aid dispensers' and their incorporation into our approval and monitoring processes. Secondly, we will concentrate on the preparation and expected transfer of social worker programmes in England onto our register of approved programmes and their incorporation into our approval and monitoring processes.

For practitioner psychologists and hearing aid dispensers' programmes, the work will include ongoing communication and relationship building as well as engagement with our approval and monitoring processes. The peak activities transcend two academic years (2010-2011 and 2011-2012) which equates to the three financial years (2010-2011, 2011-2012 and 2012-2013). We envisage another two years (this and next) of peak activity in this area.

For social worker programmes in England, the work will include significant data collection, communication and relationship building/management campaigning with new education providers and stakeholders. We anticipate that approximately 280 programmes will transfer onto our register of approved programmes in April 2012. Therefore the real impact of the new programmes into our approval and monitoring processes will not be felt until future years. It is envisaged that peak activities will be felt in the 2012-2013 and 2013-2014 academic years, which equates to three financial years (2012-2013, 2013-2014 and 2014-2015).

Over the last three years we have seen our priorities and resources increasing in the area of communication and relationship management. This year, we intend to retain our commitment to existing professions and stakeholders; whilst also increasing our commitment to the social work profession. Consolidating our understanding of the wider context and changing world of social work education in England is key to engaging new education providers with our model of regulation, and ultimately in the success of our operational processes.

This year, the Department will continue to participate in much of the education focussed development work outlined in the Policy and Standards work plan. It is envisaged that the majority of the collaborative working between the two departments will fall into two broad categories, namely post-registration qualifications and new professions.

This year, the Department anticipate that its project work will focus primarily in the area of major projects. The Department will lead the 'review of education systems and processes' major project. This involves a pro-active systematic review of all our systems and processes to ensure they remain fit for purpose and efficient as we grow as a regulator. The Department will also participate in seven other major projects to varying degrees. Due to the resource intensity related to the major projects, there will be very few small and business-as-usual (BAU) projects this year.

Please see appendix one for an indication of when the different aspects of this work plan will be planned and delivered.

Resources

Financial resources

This work plan is based on the assumption of a team of 15 Education Department employees and an overall budget of approximately £875,000. The work plan assumes that the HPC is able to manage a maximum of 15 approval visits per month and monitoring relating to approximately 600 approved programmes at any one time. There is an underlying assumption that the HPC approves pre-registration programmes in fifteen professions and post-registration entitlement programmes in three areas, with the social worker part of the register opening in April 2012. The work plan also assumes a lead major project that runs from April 2011 to March 2012 and includes approximately 310 internal resourcing hours (equivalent to 6 days per week).

The overall budget of approximately £940,000 is split into two separate budgets, namely the Department budget (£792,000) and the major project budget (£148, 000). The Department budget of £792,000 is based on an estimated 68 approval visits, 5 annual monitoring assessment days and 77 major changes submissions. These predicted figures are based partly on the operational levels in the 2010-2011 financial year and partly on the requirements related to the approved programmes which were recently added to our register for practitioner psychologists and hearing aid dispensers'.

Prior to 2010-2011, a pattern of less approval visits and more monitoring work had emerged as the majority of our approved programmes were taking advantage of our open ended system of approval. However, the effect of on boarding new professions (namely on practitioner psychologists and hearing aid dispensers') has substantially altered this. Similar to the last financial year, we anticipate another increase in the number of approval visits in 2011-2012 due to the requirements placed on practitioner psychologists and hearing aid dispensers' approved programmes by the Education and Training Committee. Our register of approved programmes has increased by approximately 100 in the last two years, as 80+ practitioner psychologists' programmes and 15+ hearing aid dispensers' programmes have been added. 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. The general impact of on boarding a new profession will always result in a peak of approval visits in the immediate financial years following the opening of the Register. The overall monitoring workload will not increase until these approval visits have been concluded, so the affect of new professions on our monitoring workload will always be delayed following the opening of the Register by a few financial years.

It should be noted that both our risk based approach to approval and monitoring continues to make it difficult to generally 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 thirteen permanent employees in the Education Department:

Since January 2011, the following temporary structure, which includes a number of acting up opportunities, has been in place. It is envisaged that this temporary structure will remain in place until 31 March 2011 ahead of a new permanent structure in the 2011-2012 financial year.

Abigail Gorringe	Director of Education	
Liz Craig	PA to Director	
Osama Ammar	Acting Head of Educational Development	
Tracey Samuel-Smith	Education Manager	(SES team)
Paula Lescott	Acting Education Manager	(NNIW team)
Brendon Edmonds	Acting Education Manager	(No specific team)
Ruth Wood	Education Officer	(NNWI team)
Lewis Roberts	Education Officer	(NNWI team)
Mandy Hargood	Education Officer	(SES team)
Ben Potter	Education Officer	(SES team)
John Archibald	Education Administrator	(NNWI team)
Victoria Adenugba	Education Administrator	(SES team)
Marva Kamaludin	Team Administrator	

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

Under this temporary structure, the Education Officers and Education Administrators report to either the Education Manager or Acting Education Manager of their regional team. The Team Administrator reports to the Acting Education Manager (no specific team). The Education Manager and Acting Education Managers report to the Acting Head of Educational Development. The Acting Head of Educational Development and PA to Director report to the Director of Education. The Director of Education reports to the CEO.

In 2011-2012, there will be fifteen permanent employees in the Education Department. Two new Education Officer positions will be recruited to during the year. The Department structure is currently being reviewed ahead of a new permanent structure in the 2011-2012 financial year. The Department structure was last reviewed in 2008-2009, and three years on, it is necessary to review it and expand for further growth.

Recruiting and retaining employees, in order to work effectively and proactively, continues to be a challenge for the Department and thus will remain a risk for this financial year. This is captured in the HPC's risk register.

During the last financial year (2010-2011), the Department experienced the lowest turnover rate to date. The Department recruited to just one position - a replacement Education Administrator in autumn 2010. This is the first year that there has been no movement for within the Education Officer positions. Although this is very encouraging, and comes on the back of successful recruitment drives in the preceding two financial years, as 75% of Education Officers have been in this position for less than eighteen months at the start of the 2011-2012 year, employee recruitment and retention continues to be captured in the HPC's risk register

Whilst recruiting and retaining employees will continue to be a focal point for the managers within the Department in 2011-2012, it is anticipated that the new department structure and new Education Officer posts will create opportunities for individuals' career development as well as provide some stability and help retention figures.

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 PA to the Director provides direct support to the Director of Education and the Acting Head of Educational Development in a PA capacity as well as providing ad-hoc support to the Education Managers across some of their activities.

The Education Managers have management responsibility for the development and management of their team including work allocation, process planning and development. The operational process work is divided up on a regional basis and allocated to two teams. The Education Manager in each regional team line manages three Education Officers and one Education Administrator each. The majority of the supporting activity and project work is allocated to a third Education Manager. They currently line manage a Team Administrator, yet manage the Education Officers and Education Administrators when working on supporting activity and project work.

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.

Risk management

The Education Department manages those organisational 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 include project management and the recruitment, training and ongoing support of both employees and partners.

References to the risk register are integrated throughout this work plan in the relevant sections. Please see appendix two 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 all activities in this work plan with a view to identifying and where possible, mitigating any adverse impact to some groups, compared to others.

In 2010 - 2011, the Department accomplished the following action points as part of the wider organisation's Equality and Diversity Scheme;

- We published and reviewed a number of publications (with the Communications and Policy and Standards Departments).
- We trained a number of visitors (new and existing) in equality and diversity (with the Partners Department).
- We ensured our Education Update publications adhered to house style.
- We reviewed the layout and content of the education section of the website (with the Communications Department).
- We rolled out a new on-line searchable list of approved programmes (with the Communications Department).
- We organised a number of education seminars (general and hearing aid dispenser specific) in venues with disabled access and identified and accommodated any additional needs highlighted at an early stage.
- We reviewed the language and content of standard documentation, forms and guidance related to our operational processes.

During 2011-2012, the Department intend to address the following action points as part of the Department's supporting activities and projects;

- We will consider the implications of the Equality Act 2010 on our standards of education and training and education providers.
- We will continue to work with the Communications Department and Policy and Standards Department to ensure that the new and revised publications adhere to house style.
- We will continue to ensure that Education Update adheres to house style.
- We will continue to work with the Partners Department 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 continue to review the layout and content of both the education and student section of the website (with the Communications Department and Registrations Department);
- We will consider equality and diversity implications within the education major project. 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 produce guidance around the welsh language scheme specifically for education providers. This will describe how the delivery and assessment of programmes in welsh relates to our standards and processes.

- We will produce guidance 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 processes as well as the expectations on students and education providers.
- We will continue to ensure that the terminology and language used in publications, correspondence and on our website reflects the diversity and breadth of the professions we regulate.
- We will review our complaints process guidance to improve accessibility and clarity for complainants.
- We will review the format and content of the annual reports to improve accessibility and clarity.

Information Security

The Education Department will continue to scrutinise and review all activities in this work plan in line with the wider organisation's preparations for the adoption of ISO27001 (information security). We intend to identify and where possible, mitigate any key information security risks.

In 2010-2011, the Department accomplished the following points as part of the wider organisation's commitment to creating an information security management system;

- We participated in employee training on information security issues (with the Business Process Improvement Department).
- We continued to promote our expectations around electronic and on-line submission and storage above paper based documents (therefore reducing the associated risks with storage and transfer).

During 2011-2012, the Department intend to address the following action points as part of the department's operational processes, supporting activities and projects;

- We will continue to work with the Business Process Improvement Department to input into the creation of an information security management system (including the confirmation of information assets and embedding of the data guardian role).
- We will continue to work with the Business Process Improvement Department to train employees on information security issues and evaluate the effectiveness of this.
- We will work with the Partners Department to train visitors on information security issues and evaluate the effectiveness of this.
- We will continue to review our operational processes.
- We will invoke the 'near miss policy' if appropriate.
- We will continue to reduce our reliance on paper based documents and increase our expectations around electronic and on-line submission and storage.
- We will consider information security implications within the education major project (using the recommendations from the Potyner review as a starting bloc, assessing their relevance and transferability to our processes).

Main operational processes

There are four 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 2011-2012, we are planning to undertake approximately 68 visits. This represents an increase in the number of visits compared to the last three financial years. This increase is predominantly accounted for by the number of practitioner psychologist and hearing aid dispenser programmes. In terms of existing professions, we expect to see the patterns of the last four academic years continue. Overall, we expect approximately 90% of all visits to be to a single profession and 10% of all visits to be multi-professional. Of the 90% of profession specific visits, we anticipate approximately 20% to include a multiple number of programmes (either distinguishable by mode of study or level of award).

It is likely that the peak months of approval visit activity will be April-June 2011 and February-March 2012 as the majority of approval visits are concurrent with education providers' internal events which take place at these times.

In 2011-2012, there will be a high number of approval visits to practitioner psychologist and hearing aid dispenser programmes. Due to the overlap of academic and financial years, a large number of these are already fixed in the first quarter of the 2011-2012 financial year. However, as with last year, we will need to bring the planning cycle forward, monitor the visit schedule more frequently and increase our communication to affected education providers to ensure they have sufficient notice and guidance of scheduling the required approval visits in the last quarter of this financial year (which equates to the middle of the 2011-2012 academic year).

During this year, the Department will also ensure that the approval process is reviewed, both on a specific and continual basis. The major project will incorporate a large scale review of all processes this year, so the internal review day will be scaled back to focus on urgent feedback and short term enhancements only.

Annual monitoring process

The annual monitoring process will complete its sixth cycle and begin its seventh cycle in the 2011-2012 financial year. The process it is now fully embedded and operating in a pro-active, cost effective and efficient manner. In 2011-2012, we expect to put almost 400 approved programmes through this process.

It is likely that the peak months of annual monitoring activity will be April-June 2011 and February -March 2011, as this is when most education providers' internal monitoring processes are complete, so they are ready to submit

documentation to us. We plan to hold five annual monitoring assessment days to consider the majority of audit submissions. We intend to hold two assessment days in May 2011, one assessment day in February 2012 and one assessment day in March 2012. Approximately 15 annual monitoring submissions will be considered by correspondence to ensure a timely turnaround. A substantial planning process ahead of the 2011-2012 academic year will take place in summer 2011.

As the annual monitoring process is retrospective, we will continue to use the process this year to ensure that programmes have been updated to reflect the amended and new standards of education and training which came into effect in September 2009. The sixth cycle of the process, which began in January 2011, is the first cycle to assess the implementation of the revised standards of education and training.

During this year, the Department will also ensure that the annual monitoring process is reviewed, both on a specific and continual basis. The major project will incorporate a large scale review of all processes this year, so the internal review day will be scaled back to focus on urgent feedback and short term enhancements only.

Major change process

The major change process will begin its fourth cycle in the 2011-2012 financial year. The process is now fully embedded and operating in a positive and timely manner. The 'notification stage', which means that not all submissions continue through to the full major change process, continues to filter out submissions into either the annual monitoring or approval process at the earlier opportunity, if applicable. Between 25-30% of submissions are filtered out at the notification stage. The Department will continue to ensure that appropriate and timely feedback is received by education providers from this 'notification stage'.

In 2011-2012, we expect to put approximately 80 submissions through the full major change process. This figure is comparable to the last two financial years. It is anticipated that we will receive approximately 30 notifications in addition to these 80 submissions which will be dealt with by Department employees and filtered out into either the annual monitoring or approval process. The major change workload is expected to remain fairly consistent throughout the year, with a slight dip between November 2011 – February 2012. This anticipated drop off is due to the timing within the academic year - education providers have finished reporting retrospective changes to us that related to the start of the academic year, yet are not ready to report prospective changes to us that relate to the start of the next academic year.

During this year, the Department will also ensure that the major change process is reviewed, both on a specific and continual basis. The major project will incorporate a large scale review of all processes this year, so the internal review day will be scaled back to focus on urgent feedback and short term enhancements only.

Education provider complaints process

The education provider complaints process will complete its second cycle and begin its third cycle in the 2011-2012 financial year. We are currently reviewing the process after its first year of implementation and intend to roll out small scale changes ahead of the 2011 – 2012 academic year. The current review is resolving a few administrative teething problems and generally ensuring that the process and associated guidance is easily understood and realistic in its expectations to both complainants and affected education providers.

We expect to put approximately 5 complaints through the full education provider complaints process in 2011-2012. It is likely that guidance will be offered to and initial discussions will be held with a further 10 potential complainants. The complaints workload is expected to remain fairly constant throughout the year, although initial guidance could peak around June – October 2011, as in previous years, as this when the majority of assessment related decisions are made by education providers.

Supporting activities

There are seven activities which support the main operational 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 operational 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 2011-2012, the Department intend to produce and publicise a number of both new publications. Unlike previous years, the Department will not revise and update any existing publications related to the operational processes.

The Department's fifth and sixth annual reports will be published. The fifth annual report will cover the 2009 - 2010 academic year and it is anticipated that this will be published in the first half of the financial year. The sixth annual report will cover the 2010 - 2011 academic year and it is anticipated that this will be published at the end of the financial year.

The Department intend to finalise new guidance on the education process. This publication will aim to clarify the key principles of HPC's quality assurance system by comparing and contrasting it to others in further and higher education. In particular, the guidance will aim to explain our system of open ended approval, the relationship between our standards and qualifications and the complex arena of statutory and professional bodies within which we operate. This new guidance will be aimed primarily at new professions, aspirant groups and those involved on the fringes of our approval and monitoring processes. It is anticipated that this guidance will be published in the first half of the financial year.

The Department intend to work with colleagues in the Policy and Standards Department to update two publications ('Guidance on health and character' and 'A disabled person's guide to becoming a health professional') following the review of the health reference in 2010-2011.

The Department also intend to work with colleagues in the Communications Department to update and expand the advertising guidelines for education providers offering approved programmes. The revised advertising guidelines will include information on the use of the HPC logo as well as advice on wording used in transcripts/diploma supplements.

In 2011-2012, the Department intend to publicise all relevant publications to education providers delivering social worker pre-registration education. We intend to do this via a series of mailings and seminars.

In addition to the above supporting activities, the Department will also be working with publications as part of the name change major project.

Website

The Department is responsible for the online register of approved programmes as well as the online information about our approval and monitoring processes.

In 2010-2011, the Department developed a new search function on the register of approved programmes and published a register of approved programmes which are no longer approved, but which have retained historical approval for a set time period. Both developments helped improve the accessibility and information available to education providers, prospective students and registrants. This year, the Department will monitor the usage, functionality and feedback on these two registers.

In 2010-2011, the Department reviewed, updated and streamlined the content of the information pages as they had become rather dense and dated in places. The Department also scrutinised the enquiries log (a record of all generic education enquiries received by email, telephone and letter) and made additional online resources available in specific areas (e.g. prescribing rights and biomedical scientists' educational routes) as a result of evident demand. This year, the Department will continue to monitor the usage, functionality and feedback on the information pages.

In 2011-2012, the Department will continue to support colleagues in the Communications Department in the maintenance and development of the student and the education portal sections of the website. The Department will consider the relevance of news and RSS feeds to our stakeholders.

In addition to the above supporting activities, the Department will also engage in a review of all publications and correspondence material 2011-2012 as part of the name change major project. More information is outlined in the later on in this work plan in the projects (major) section.

Seminars

The Department has run a series of events for education providers each autumn for the last five years. They have become more interactive and facilitative over time and feedback has been consistently positive.

The Department intend to be involved with two different types of seminars in 2011-2012. Both will retain the dual purpose of information giving/updating and eliciting feedback, however they will have a slightly different emphasis and overall objective.

The Department intend to run six identical seminars across in the UK on the topic of practice placements. These seminars will focus on our expectations in terms of our standards of education and training around placements, outline

the key responsibilities of education providers and the regulator in this area and share good practice. The topic stems from clear evidence in the annual reports that education providers are receiving more conditions in this area of the standards than any other. Unlike previous years, we hope to reach beyond education providers to placement educators in terms of desired attendees at these seminars. It is anticipated that these seminars will take place in autumn 2011.

The Department also intend to run three identical seminars aimed specifically at social workers. These seminars will introduce new education providers and stakeholders to our standards and processes and allow them to access employees at the HPC for the first time. These seminars will follow a similar format to those delivered for practitioner psychologists and hearing aid dispensers, in autumn 2009 and 2010 respectively. It is anticipated that these seminars will take place in autumn 2011.

Partner visitor recruitment, selection and training

The Department is responsible, along with the Partners Department, for ensuring that we have an appropriate quantity and quality of trained visitors to deliver our operational processes.

In 2011-2012, the focus of partner activity will be spilt evenly between recruitment and training and also between existing and new professions. In addition, the Department will participate in a major project, led by the Partners Department, aimed at reviewing and future proofing their processes and information systems.

In overall terms, the Department will increase the time and resources dedicated to this supporting activity this year. This indicates a longer term shift as the number and complexity of our visitor arrangements have increased in recent years, specifically in response to new professions joining our register. By the end of this year, we anticipate a 50% increase in the number of visitors from three years ago. The number of visitors is determined by the number of approved programmes, rather than the total number of registrants associated with a new profession. The general impact of on boarding a new profession will always result in an increase in partner activity, in both the years immediately before and after the opening of the Register.

The current number of visitors is, in general, appropriate for the workload in the 2010-2011 and 2011-2012 academic years. In 2010-2011, a successful recruitment campaign was undertaken to recruit ten new visitors from existing professions, taking the total number of visitors to 170. The Department do not anticipate any large scale recruitment campaign for visitors from existing professions in 2011-2012. However, as a precaution, resources have been made available to recruit eight new visitors from existing professions, following resignations and general turnover.

In 2011-2012, approximately 25% of our visitors have to go through a reappointments process. Although it is anticipated that less than 10% will take

the opportunity to step down from the role, there is still a risk to manage. This risk has been mitigated already by analysing succession planning information and will be mitigated further by deploying resources in this area to monitor the reappointment process and if necessary initiate contingency recruitment as a priority.

In 2011-2012, the Department will also undertake a lay visitor pilot. More information is outlined later on in this work plan in the projects (business as usual) section. In anticipation of the outcome of this project, resources have been made available to recruit twenty new lay visitors in the last quarter of this financial year.

In 2011-2012, the majority of partner recruitment activity will be related to the on boarding of social workers. The Department will work with colleagues in the Partners Department on a large scale recruitment campaign to secure thirty visitors from this new profession. It is anticipated that this recruitment will take place in autumn 2011, to allow for visitors to be trained and operational on the day that the register opens.

In 2011-2012, we intend to run new and refresher visitor training sessions. The Department anticipate running three new visitor training sessions this year. One of these sessions will be aimed at visitors recruited from existing professions and the remaining two sessions will be aimed at social worker visitors. The first session will be held in summer 2011 to allow visitors to be used in the forthcoming 2011-2012 academic year. It is anticipated that the two sessions for social worker visitors will be held in spring 2012 to allow visitors to be ready for the register transfer in April 2012.

The Department anticipate running three refresher visitor training sessions, reaching approximately 50% of visitors (i.e. 90 individuals). It is anticipated that all the refresher training sessions will take place between November 2011 – January 2012.

Towards the end of the 2011-2012, the Department intend to commence a long term succession planning model for visitors. This is in preparation for the large number (65%) of agreements due to expire at the beginning of the 2014-2015 year.

In addition to the above supporting activities, the Department will also engage in a full scale review of all information systems related to the partners in 2011-2012 as part of the partners systems major project. More information is outlined in the later on in this work plan in the projects (major) section.

The Department will also engage in lay visitor pilot in 2011-2012 as part of a business-as-usual project. More information is outlined in the later on in this work plan in the projects (BAU) section.

Information systems (database and electronic records)

In 2011-2012, the Department will continue to work with the IT Department to enhance the department bespoke database. More information is outlined later on in this work plan in the projects (small) section.

The Department will also engage with colleagues from various departments to ensure successful data compatibility and transfer to key information systems (the department bespoke database, net regulate and filing drives) associated with the on boarding of social workers. More information is outlined later on in this work plan in the projects (small) section.

The Department will also engage with colleagues from various departments to ensure successful changes to the key information system, net regulate, to allow future annotations to the register. This will relate to future work in the area of prescribing and post registration qualifications primarily. Again, more information is outlined in the later on in this work plan in the projects (major) section.

The Department will also engage in a full scale review of all information systems in 2011-2012 as part of the education systems major project. Again, more information is outlined in the later on in this work plan in the projects (major) section.

Committee work

In 2011-2012, the Department will continue to work with the Education and Training Committee and its Education and Training Panels. We will continue to work with the Secretariat Department to assist in the training of Education and Training Committee members. In particular, we intend to deliver refresher training on the work of Education and Training Panels and feed into new Education & Training Committee strategy sessions.

We will also continue to monitor the operating and recording procedures of the Education and Training Panels, with colleagues from the Secretariat Department.

Liaison with stakeholders

In 2011-2012, the Department will continue to work with stakeholders (e.g. general public, professional bodies, partners and educational bodies) in the broad area of education.

The Department has now published six editions of Education Update (our electronic newsletter directed at all of our stakeholders). It is circulated three times a year to approximately 1000 contacts, and also available on-line. Feedback on the relatively new communication has been consistently positive and the circulation has grown both within new and existing professions.

We will continue to participate in inter-regulatory forums and meetings with bodies such as Quality Assurance Agency and the Council of Deans. There

are a plethora of forums and with finite resources we will continue to prioritise our attendance based on the relevancy of agendas and competing priorities.

In 2011-2012, the Department will continue to work with internal stakeholders, such as colleagues within the Registrations, Communications and Policy & Standards Departments. The majority of the work with the Communications and Policy & Standards Departments will stem from the general supporting activity and development work outlined in this work plan. The work with the Registrations Department will build on the Registration Department liaison project from last year. The Department will continue to review and enhance existing internal processes, practices and training, around the register of approved programmes (current and historical), pass list process, UK application forms and net regulate information system.

In addition to the above supporting activities, the Department will also spend a significant amount of time engaging with new stakeholders from new professions, primarily social work.

Development work

Over the last few years, the Department has spent an increasing proportion of its time and resources working in new and expanding areas. This will now be captured in the Department's work plan. All of the development work relates to our changing and extending role in professional regulation.

Our developmental work provides a vital foundation from which the success of future operational processes and supporting activities can thrive. Therefore, this area of work will remain important through the year, and at times both urgent and important. It is also the area of work which is most likely to be affected by external factors. As the full implications of the Health and Social Care Bill, the 'Enabling Excellence: Autonomy and Accountability for Health and Social Care Staff' Command paper and the associated regulation of social workers in England and herbal medicine practitioners are still unknown at this stage, we will need to revisit and update our commitment in this area over the year. For the majority of work in this area, the Department will continue to work collaboratively with colleagues in the Policy and Standards Department.

In 2011-12 our developmental work falls into two broad categories; that associated with new professions and that associated with enhancing the experience of current professions. The following lists summarise the key areas within each category;

Current professions

- SET 1 (level of qualification for entry to the Register) additional guidance;
- Post-registration qualifications consultation response;
- New professions process review;
- Standards of proficiency review (profession specific phase);
- Extension and changes of prescribing rights;
- Student engagement strategy development; and

- Service user involvement research.

New professions

- Social workers;
- Medical herbalists and traditional Chinese medicine practitioners;
- Psychotherapists and counsellors;
- Dance movement therapists; and
- Health care science practitioners and health care scientists.

Projects

This year's work plan has adopted the organisational wide terminology used when categorising project work. There are three broad categories;

1. **Major projects** are those that use large amounts of resources, have a high risk or significant consequences.
2. **Small projects** are those that use small amounts of resources, involve minor changes to business processes, focus around a distinct body of work and normally affect more than one internal department.
3. **Business-as-usual projects** are those that use minimal amounts of resources, involve minor changes to business processes, focus around a distinct body of work and normally affect just one internal department.

Major projects

The Department will take lead responsibility for the 'Education systems and processes' major project in 2011-2012. It is important that this project is completed, both on time and on budget. Consequently, priority will be given to this project in terms of resources (time and people). If resources become stretched at any point, then we will need to revisit the viability of running other projects and supporting activities.

In addition, the Department will have significant involvement in seven other major projects, being run across the organisation, in 2011-2012. This will be the first year where the majority of the Department's project work will be in major projects, as opposed to small projects and business-as-usual projects.

1) Education systems and processes

The Department is currently responsible for maintaining information about approved programmes in three different areas: the bespoke approvals and monitoring database, the online register and net regulate (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. This project aims to produce a more reliable, pivotal, scalable and partially-automated education system, which will allow the Department to work more efficiently, proactively and in a more integrated manner, with both internal and external customers.

It is envisaged that this project would follow a similar approach to the current FTP case management system project. It will span over a two year period,

with the second year being dependent on the outcome of the analysis within the first year. We anticipate completing the planning and design phase in this financial year. It is predicted that this project would use a combination of in-house and external expertise, with a view to buying an external off-the-shelf product. Building and supporting a bespoke system is both undesirable and unsustainable.

High priority

2) Social Workers

The purpose of this project is to plan and monitor the transfer of the regulatory functions of the General Social Care Council to the HPC. The focus for the Education Department is on the list of approved pre-registration programmes for social workers, the approval of post registration programmes for Approved Mental Health Professionals (AMHPs) and the interface with programmes in the other three countries. Particular key tasks identified in the project plan include the following;

- Liaison with GSCC in order to understand current work load and output
- Liaison with social work education stakeholders in order to understand current and changing context of social work education in England
- Data gathering and understanding – for input into information systems (list of approved programmes) and for evidencing future Education & Training Committee decisions (mechanisms for programme approval and monitoring)
- Communication activities with education providers and stakeholders (seminars, website, mailings)
- Consultation around standards of proficiency and SET 1
- Visitor (recruitment, selection and training)
- Training (department employees)
- Administrative updates (handbooks, reports, correspondence)

The project is lead by the Director of Operations. The Director of Education is a member of the Project Board and other members of the department are part of the wider project team.

High priority

3) Organisational name change

Subject to parliamentary approval, the HPC will be renamed the Health and Care Professions Council (HCPC) in April 2012. This name change was included in the Health and Social Care Bill, published in January 2011, and is designed to reflect our current and growing registrant base. The purpose of this project is to ensure a strategic approach to the renaming activity (including, but not limited to, publications, information systems, correspondence, event/meetings, and finance information) and communication to key stakeholders. The project is likely to be lead by the Communications Department. The education department would be part of the project team.

High priority

4) Partners systems and processes

There are currently multiple data sources for recording partner details across HPC departments. The purpose of this project is to review of all partner data sources across departments (Partners, Education, Fitness to Practice, Registrations, and Finance), with a view to enhancing the reliability, security, linkages and automation of the information systems. The project is likely to be lead by the Partners Manager. The education department would be part of the project team.

High priority

5) Annotations of the register

The HPC currently annotates the Register to indicate where a chiropodist / podiatrist, radiographer or physiotherapist has trained as supplementary prescriber or where a chiropodist / podiatrist can administer local anaesthetics and/or sell or supply certain prescription only medicines. This project is in preparation for future annotations to the register (e.g. extension of supplementary/independent prescribing rights, post-registration qualification annotations, Approved Mental Health Professional (AMHP)). The project has two phases – (i) net regulate systems upgrade and (ii) operational implementation. The first phase will take place in 2011-2012, and will be delivered as part of the net regulate systems improvement major project. This means it will be lead by the Head of Registrations. The education department will be part of the project team.

Medium priority

6) Prescribing operational implementation

In 2010-2011, the Department of Health sought stakeholder view on extending independent prescribing responsibilities to chiropodists/ podiatrist and physiotherapists as well as extending prescribing responsibilities to paramedics. This project is in anticipation of a decision by the Department of Health and subsequent agreement by the Committee on Safety of Medicines (which advises the Medicines and Healthcare Products Regulatory Agency (MHRA)) and changes to secondary legislation. This project would focus on the operational implementation of such changes, including the development of standards, the agreeing and implementation of a programme approval mechanism and revising of registration certificates and online registers. It is most likely that project initiation would be required towards the end of 2011-2012, with completion in the 2012-2013. The project is likely to be lead by the Director of Policy & Standards. The education department would be part of the project team.

Medium priority

7) Purchase to payment system upgrade and SAGE 200

Sage 200 is the accounting package currently used by HPC to manage its financial and management accounting needs. Sage release annual updates which are managed for HPC through TSG (our Sage retailer and technical support supplier). PRS is the software used by HPC to manage the majority of

its purchase orders. Sicon is the vendor which also sells and manages PRS for HPC. Sicon have made a number of significant developments and upgrades to the purchase order product recently. This projects aims to embed the additional functionality available in both Sage 200 and PRS. The output of the new functionality will directly affect how individual departments approve, process and monitor expenditure. It is most likely that project initiation would take place in the second half of 2011-2012. The project is likely to be lead by the Director of Finance. The education department would be part of the project team.

Medium priority

8) Electronic communications

This project is based around devising and implementing a strategy for using electronic communications (including, but not limited to, SMS messages, email, social media, HPC in focus, mobile applications). The project will consider registrant facing as well as public and stakeholder facing communication. The project is likely to be lead by the Director of Communications. The education department would be part of the project team.

Medium priority

9) Information security

ISO27001:2005 is an information security management system published by ISO. It is seen as a good indicator of best practice in information security. This project aims to develop an information Security Management System at HPC, for which we will seek ISO accreditation in subsequent years. This project will include mapping our existing security practices; determining where we make active business decisions around our information risk appetite; determining what level of risk must be mitigated or accepted and creating a list of information assets. The project is likely to be lead by the Head of Business Process Improvement. The education department would be part of the project team.

Medium priority

Small projects

The Department is likely to jointly deliver one small project in 2011-2012. The scope and timelines associated with this project will be determined by the major project. Therefore, the Department will be flexible with this project brief and if necessary revisit the timing and/or viability of delivering this small project, alongside the business-as-usual projects and supporting activities in this work plan.

1) Education system developments

This project will involve the Education and IT Departments working together, with an external supplier, to deliver a number of developments to our bespoke database.

In 2009-2010, the Department identified a number of developments to the system to aid in the efficient running of the function. The developments were prioritised and delivered accordingly in 2009-2010 and 2010-2011. In 2011-2012 we expect to deliver the final set of changes. These changes centre around five broad areas – (i) integration of the education provider complaints process (ii) small changes to the major change and annual monitoring functions (iii) reporting of the visitor workload and experience (iv) improvements and corrections to form views and pick lists and (v) improvements to generation of unique identifiers.

Although it is anticipated that the bespoke database will be replaced by the end of 2012-2013, the database still needs to operate optimally during the next two financial years. The timing of this small project will be determined by the major project and at this stage remains unspecified.

Medium priority

Business-as-usual projects

There are six business-as-usual projects in the 2011-2012 financial year. This is significantly less than in previous years and, like last year, reflects the priority given to operational processes and major and small projects this year. All of the business-as-usual projects relate to work (either operational or developmental) from the 2010-2011 year, so have already been initiated. All of these projects aim to enhance our work at an operational level by providing information and clarity for key stakeholders.

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 scheduled for implementation in the periods of 2011-2012, where there is a lighter workload with our operational processes, supporting activities and other projects. 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 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) Withdrawal of approval

This project is ongoing from 2009-2010 and 2010-2011 and in its final stages. It will be complete by the end of the first quarter of this financial year.

Since 2009-2010, the Department has worked with the Education and Training Committee to formally withdraw approval from programmes which are either no longer running or have been superseded by new programmes. There is a final group of education providers who need to have their programmes considered in June 2011 and then the project can be closed. An internal process has been devised to process future programme closures in a timely manner.

Medium priority

2) Welsh language scheme

This project is ongoing from 2009-2010 and 2010-2011. It has been on hold awaiting the completion of the complementary work being lead by colleagues in the Policy and Standards Department, to create an organisation Welsh Language Scheme. It is anticipated that the Welsh Language Scheme will be implemented in 2011-2012.

This project proposes to produce guidance for education providers in Wales, on the interactions with our welsh language scheme, our standards of education and training (especially those in the admissions section and the curriculum section around standards of proficiency) and our processes and activities in Wales (e.g. visits, seminars). In line with the implementation of the welsh language scheme at the organisational level, it is anticipated that this specific project will predominantly take place in the second and third quarter of the 2011-2012 financial year.

Low priority

3) Protection of Vulnerable Groups and Safeguarding Vulnerable Groups Act

This project is ongoing from 2009-2010 and 2010-2011. It has been on hold due to delays and uncertainties around the legislation. Now that the coalition government has published their review into the vetting and barring scheme, and the Scottish Government have announced their implementation timetable we can initiate this project.

This project proposes to produce guidance for education providers around the implementation of the requirements of the Protection of Vulnerable Groups and Safeguarding Vulnerable Groups Act. There is a major project to address the legislative and technological changes required of the HPC. This smaller business-as-usual project is a departmental communications project aimed specifically at education providers. The communication with address uncertainties around the role of the vetting and barring schemes and their interaction with our standards of education and training, especially those in the admissions and practice placement sections (around criminal conviction checks and placement information). It is anticipated that this project will predominantly take place in the second and third quarter of the 2011-2012 financial year.

Low priority

4) Hearing aid dispenser approval review

This project is new for 2011-2012; however it arises out of operational work from the last year.

This project is similar to the one completed last year for practitioner psychologists. The project proposes to review the approval visits to hearing aid dispenser programmes in the 2010-2011 academic year, to help fine-tune

our communication and preparation for approval visits to hearing aid dispenser programmes in the 2011-2012 academic year. The project will also review changes to the register of approved hearing aid dispenser programmes (current and those which are no longer approved, but which have retained historical approval for a set time period). It is anticipated that this project will predominantly take place in the second quarter of the 2011-2012 financial year.

Medium priority

5) Lay visitor pilot

This project is new for 2011-2012; however it arises out of developmental work from the last year.

In November 2010, the Education & Training Committee agreed that a pilot to include lay visitors on approval visit panels should be undertaken in the 2010-11 academic year. The pilot will involve approval visit panels being expanded to three visitors (two registrant and one lay), cover 5-10 approval visits and be reviewed to assess the value added by lay visitors to the approval process.

This project has been designed around four phases – (i) preparation for pilot study (commenced in 2010-11) (ii) implementation of pilot study (first and second quarter of 2011-2012) (iii) evaluation of pilot study (third quarter of 2011-2012) and (iv) preparation for long term initiative (if agreed by Committee) (fourth quarter of 2011-2012, for implementation in 2012-2013).

Medium priority

6) Watch list clarification

This project is new for 2011-2012; however it arises out of developmental and supporting activity work from the last year.

This project proposes to produce guidance for education providers around the 'watch list system' operated by the HPC. The 'watch list system' is the name given to part of our information system which the Registrations and Fitness to Practise Departments use predominantly. The system holds information about individuals that may apply to the Register about whom concerns have been raised (e.g. a student who was excluded from a programme).

In our health and character guidance (published in 2010), education providers are advised to inform us if students are excluded from programmes but otherwise they are not required to inform us of outcomes from student fitness to practice processes. The intention behind this project is to solidify the expectations that HPC has in this area with our stakeholders and ensure that the internal process of managing and communicating about the watch list is consistent. It is anticipated that this project will predominantly take place in the second and third quarter of the 2011-2012 financial year.

Low priority

2010–2011

Update on the 2010-2011 work plan

The following table summarises the progress in achieving the key areas included in the 2010-2011 work plan. As anticipated, the Department had to adopt a flexible approach to the delivery of last year's work plan in order to respond accordingly to internal and external factors.

Area of work	Start Date	End Date	Progress report
Approval process	April 2010	March 2011	45 approval visits, to 79 programmes (data only available until 31 Jan 2011)
Annual monitoring process	April 2010	March 2011	316 submissions (149 declarations and 167 audits) (data only available until 31 Jan 2011)
Major change process	April 2010	March 2011	75 submissions covering 124 programmes (data only available until 31 Jan 2011)
Complaints process	April 2010	March 2011	4 complaints received (data only available until 31 Jan 2011)
Approval process review	December 2010	January 2011	On track for completion in March 2011 Summary report to Education & Training Committee, March 2011.
Annual monitoring review	August 2010	December 2010	Complete. Summary report to Education & Training Committee, March 2011.
Major change review	October 2010	October 2010	Complete. Summary report to Education & Training Committee, March 2011.
Complaints process review	September 2010	September 2010	Ongoing – due to continue into next financial year. Summary report to Education & Training Committee, March 2011.
Annual report	May 2010	June 2010 to produce October	Complete. Reports approved by Education & Training

Area of work	Start Date	End Date	Progress report
		2010 to distribute	Committee, June 2010. Circulated in October 2011.
Annual monitoring supplementary information	July 2010	August 2010 to produce October 2010 to distribute	Complete. Circulated in October 2011.
Ambulance trust report	April 2010	May 2010 to distribute	Complete. Report approved by Education & Training Committee, November 2010. Circulated in January 2011.
Introduction to Education process document	January 2011	March 2011 (ETC approval)	Ongoing – due to continue into next financial year.
Website review and maintenance	Ongoing	Ongoing	On track for completion in March 2011 New searchable format of register of currently approved programme live. New detailed list of historically approved programme live. Education pages currently being refined and updated. Enquiries log report, Education & Training Committee, September 2010
Visitor recruitment, selection and training	Ongoing	Ongoing	Complete. 118 visitors completed reappointments process. 13 new visitors recruited in June 2010. 29 new visitors trained. 69 visitors undertook refresher training
Education update	Ongoing	Ongoing	Complete. Three editions circulated.
Education provider seminars	July 2010	December 2010	Complete Summary report to Education & Training Committee, March 2011.
Major Project - Education systems review (phase 1)	July 2010	March 2011	Project put on hold in 2010-2011. Expected to initiate in the next financial year.

Area of work	Start Date	End Date	Progress report
Major Project - Partners systems review (phase 1)	August 2010	March 2011	Project put on hold in 2010-2011. Expected to initiate in the next financial year.
Small project - Database upgrade (phase 2)	July 2010	August 2010	On track for completion in March 2011
NetRegulate approved programme list update	October 2010	March 2011	On track for completion in March 2011
Review of ambulance trust monitoring activities	June 2010	September 2010	Complete. Report approved by Education & Training Committee, November 2010.
Review of generic SOPs outcomes	April 2010	May 2010	Ongoing – due to continue into next financial year.
Withdrawal of approval	April 2010	June 2010	Ongoing – due to continue into next financial year.
Welsh language scheme	April 2010	October 2010	Ongoing – due to continue into next financial year.
Independent Safeguarding authority (Vetting and Barring Scheme)	April 2010	May 2010	Ongoing – due to continue into next financial year.
Registration Department Liaison Project	July 2010	March 2011	On track for completion in March 2011 Ongoing liaison work with form part of the supporting activities in future work plans.
Practitioner psychologist project	June 2010	July 2010	Complete. Report approved by Education & Training Committee, November 2010. Circulated in January 2011

2012-2013

It is likely that 2012-2013 will be a year where the Department's work will be shaped greatly by the impact of regulating new professions and the extension of regulation generally.

As the full implications of the Health and Social Care Bill, the 'Enabling Excellence' Command paper and the associated regulation of herbal medicine are realised, we will be in a clearer position to outline the work for 2012-13 and beyond. In addition, there will be changes to workforce planning and commissioning arrangements in England and implications from the higher education white paper (anticipated March 2011) to evaluate. At this stage, the Department anticipate continuing to balance their immediate commitment to operating the main operational processes alongside the longer term commitment to extending regulation (professional and voluntary) and consolidating our communication and relationship management with key stakeholders.

It is likely that the operational activities in 2012-2013 will focus primarily on the regulation of social workers in England. Due to the built in prior notice periods of the approval and monitoring processes and the academic year calendar, the impact of regulating this new profession will continue into the 2013-2014 and 2014-2015 years too. There will also be an ongoing commitment to the approved programmes from the existing professions.

In 2012-2013, it is likely that our communication work will built on from areas of policy development in 2011-2012. It is envisaged that the key communication themes for 2012-2013 will be around post-registration qualifications, the revised standards of proficiency (a phased approach across the professions), the extension and changes to prescribing rights, service user involvement and student engagement. We also intend to expand our seminar provision from 2012-2013 creating a range of annual seminars for different audiences.

It is envisaged that phase two of the major project will take place in 2012-2013, focusing on the build and implementation of a new system. All of which would involve collaborative working with internal colleagues (IT, Registrations, Communications, Partners) and external suppliers.

In 2012-2013, it is likely that the Department will continue to carry out a number of small and business-as-usual projects, aimed at enhancing our existing processes and practises. Possible areas for inclusion include – ; producing position statements on preceptorship, mentorship and dual registration; producing a document retention policy specific to the approval and monitoring processes; producing service level agreements specific to the approval and monitoring processes and considering the scope of interprofessional education in our standards.



Appendix 2 - Education Department Risks and mitigations

Risk	Section of risk register	Risk owner	Significance (Feb 2011)	Probability (Feb 2011)
7.1 Failure to detect low education providers standards	Education	Director of Education	Low	Low
Mitigations: Main operational processes ; complaints processes; supporting activities; projects (Education systems review; withdrawing approval; HAD review); training of employees and partners				
7.2 Education providers refusing visits or not submitting data	Education	Director of Education	Low	Low
Mitigations: Legal powers (HPO 2001; and supporting activities (publications, website and seminars).				
7.3 Inability to conduct visits and monitoring tasks	Education	Director of Education	Low	Low
Mitigations: Adequate resourcing and training; hire staff to backfill or clear backlogs of work; new permanent department structure; main operational processes; supporting activities (partner visitor recruitment, selection and training and committee) and projects (Education systems review; social workers and Partners systems review)				
7.4 Loss of support from education providers	Education	Chief Executive or Director of Education	Low	Low
Mitigations: Main operational processes; supporting activities (publications, website, seminars, partner visitor recruitment, selection and training and liaison with stakeholders); projects (Name change; electronic communications; Welsh language schemes; Independent safeguarding authority;) Inclusion in PLG/consultation work in relation to post-registration qualifications and social workers SOPs and SET1.				
7.5 Education database failure	Education	Director of IT	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; small project for support and continued upgrades to existing system, Education systems review major project for long term mitigation				
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) and major project (Partners systems review)				
6.2 Incorrect interpretation of law and/or SI's resulting in CHRE review	Partners	Director of FTP, Director of Education, Head of Registration & Partner Manager	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)				
6.4 Partners poor performance	Partners	Director of FTP, Director of Education, Head of Registration & Partner Manager	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)				
6.5 Incorrect interpretation of HPO in use of Partners	Partners	Director of FTP, Director of Education, Head of Registration & Partner Manager	Low	Low
Mitigations: (Education Department only) Operational processes; supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)				
8.2 Failure to regulate a new profession or a post-registration qualification as stipulated by legislation	Project Management	Project Lead & Project Portfolio Manager	Low	Low
Mitigations: (Education Department only) Main operational processes; priorities 2011-2012 and major project participation				
8.12 Failure to successfully open the Social Worker (England) register	Project Management	Director of Operations (as Project Lead) & Project Portfolio Manager	Low	Low
Mitigations: (Education Department only) Main operational processes; supporting activities (liaison with stakeholders, partner visitor recruitment, selection and training); priorities 2011-2012; Major project participation				
11.1 Loss of key HPC employees	HR	Chair, Chief Executive and EMT	Low	Low
Mitigations: (Education Department only) Training and new permanent Department structure				
11.2 High turnover of employees	HR	Director of HR	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; APDRs; hire staff to backfill or clear backlogs of work; new permanent Department structure and Education systems review project.				
11.3 Inability to recruit suitable employees	HR	Director of HR	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; hire staff to backfill or clear backlogs of work; review permanent department structure and Education systems review project.				
13.7 High number of registration appeals	FTP	Director of FTP, Director of Operations & Head of Registrations	Low	Low
Mitigations: (Education Department only) Supporting activities (website; ongoing Registration Liaison) and Education systems review project.				