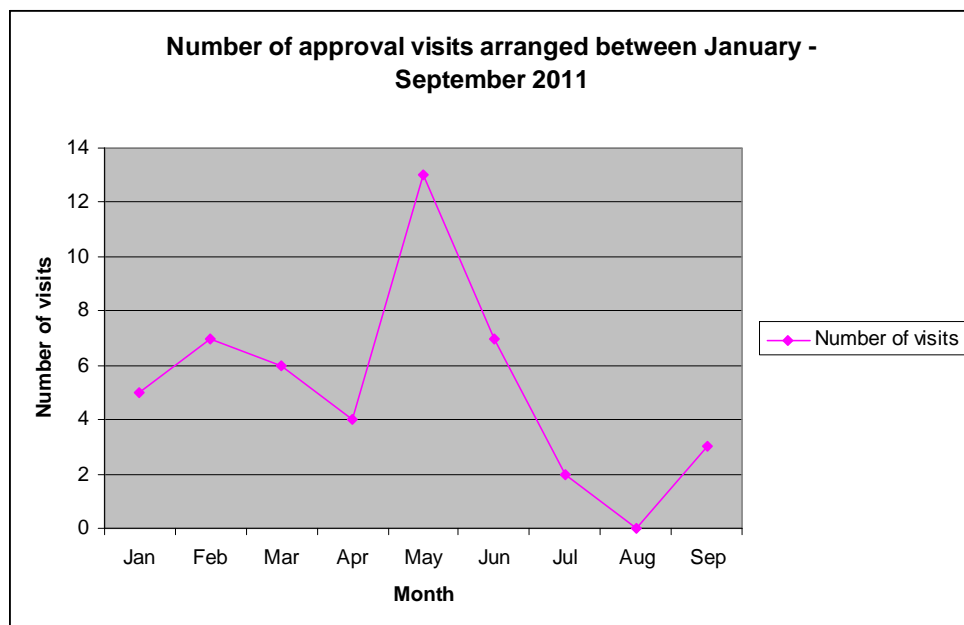**Approval process**

As expected, based on the figures for previous years the peak of approval activity for this academic year takes place between January – June 2011. There are currently 34 visits reviewing 56 programmes scheduled from March - September 2011. This includes a number of small scale multi-professional visits (two professions or modalities being considered at once) and two large scale multi-professional visits covering three and five professions each. The schedule of visits is now closed until September 2011, as we require six months notice. Education providers have until December 2011 to request a visit before July 2012.

Number of approval visits arranged between January - September 2011

The approval process review day took place on 11 January 2011 and a summary report is attached at *Appendix 2 – approval process review report.*

The Department has recently reviewed our records from the 2009-2010 academic year in relation to the number of new programmes where an approval request was withdrawn by the education providers, either during or after the approval visit. The table below provides a summary of new programmes where the request for approval was withdrawn by the education provider.

Date	Education Provider	Programme Name	Mode of Study	Summary
9 Feb 2010	University of Wales, Newport	MA Art Psychotherapy	Full Time	The programmes were visited and the visitors' reports drafted. The visitors' reports were sent to the education provider and during their observation period, they decided to withdraw their request for approval. This decision was confirmed in writing. The visitors' reports were never agreed by ETP. The education provider has subsequently submitted a new visit request and a visit to all programmes took place on 23 February 2011.
		MA Art Psychotherapy	Part Time	
		MA Music Psychotherapy	Full Time	
		MA Music Psychotherapy	Part Time	

| 10 August 2010 | Birmingham City University | Foundation Degree Paramedic Practice (in collaboration with ERS International Limited) | Full Time | The outcome of this visit will be considered by a future ETP. The visit to these programmes began, however on the second day of the visit the education provider decided to withdrew their request for approval. The visitors accepted this verbal request and no visitors reports were drafted and therefore agreed by ETP. The education provider confirmed their decision to withdraw their request for approval in writing, after the visit. |
		Graduate Diploma Paramedic Practice	Full Time	
		Dip HE Paramedic Practice	Full Time	
		BSc (Hons) Paramedic Practice	Full Time	

Annual monitoring process

The Department has spent the past few months scheduling annual monitoring for the 2010-2011 academic year. Plans for the assessment days are nearing completion and the first date has been confirmed as 1 March, with further assessment days planned for 22 and 24 March and week commencing 23 May and 27 June. Consequently, 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 2011.

The annual monitoring review day took place on 29 October 2010 and a summary report is attached at *Appendix 3 – annual monitoring process review report.*

Major change process

Following the decrease in the number of major change notifications received towards the end of 2010, we have received a high volume of major change submissions since January 2011, but they are progressing well and being processed to the required timescales. Since the last Education and Training Committee meeting on 18 November 2010 we have received 84 new major change notifications, covering 72 programmes.

Number of major change submissions received November 2010 - Feb 2011
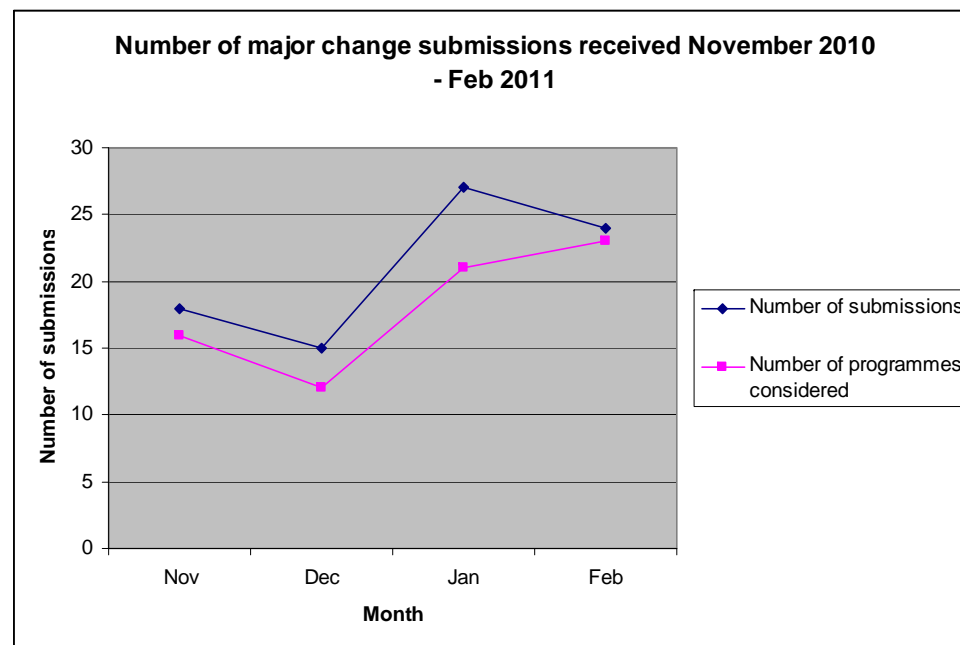
The major change review day took place on 19 October 2010 and a summary report is attached at *Appendix 4 – major change process review report.*

Practitioner psychologists

All practitioner psychologist visits due to be scheduled in the current (2010-2011) academic year have been confirmed. The Department is now working on scheduling the 24 practitioner psychologists' visits across 32 programmes, which are due to be held in the next (2011–2012) academic year. 10 out of the 24 visits (42%) have already been scheduled and we have until December 2011 to schedule the remainder.

Hearing Aid Dispensers

All hearing aid dispenser (HAD) visits due to be scheduled in the current (2010–2011) academic year have now been confirmed. 11 hearing aid dispenser visits are to be arranged across 12 programmes in the next (2011–2012) academic year. 3 out of the 12 visits (25%) have already been scheduled and we have until December 2011 to schedule the remainder.

Following the recent HAD seminar for education providers, the Department has collated feedback from attendees to produce a frequently asked questions section on the website, specifically aimed at HAD education providers.

Psychotherapists and Counsellors

There are no Education Department specific updates since the last Education and Training Committee meeting in November 2010.

Health Care Scientists Modernising Scientific Careers

Representatives from the Department of Health gave a presentation to Council in December 2010. It is still anticipated that the Education and Training Board will be an education provider awarding certification following completion of periods of supervised practice preceded by academic qualifications, which will require approval in a similar way to all other education providers' programmes. It was noted that any individuals who complete a current Health Care Scientists or Health Care Science Practitioner course would not be eligible to apply to the Register at this time as the titles are not currently protected and subject to regulation by HPC.

Social Workers (England)

Over the past couple of months, members of the Department have attended meetings with the Head of Social Work Education, Education Services Manager and Head of Inspection for the General Social Care Council (GSCC) to further discuss the transfer of approved programmes and implementation of our approval and monitoring post transfer. These meetings are currently planned to continue on a two monthly basis until April 2012. These meetings will focus on social worker pre-registration programmes, as well as approved mental health professional programmes (a post registration qualification that is likely to result in annotation to our register).

Members of the Department have also attended a GSCC information day. The day was designed to inform social work education providers about the GSCC's new risk framework and regulatory interventions, the changing contexts for social work education and training and provide an update on the transfer of social work regulation to HPC. Members of the Department have also attended the met with a wider range of social work stakeholders, including the British Association of Social Workers and Social Work Reform Board Education Working Group.

Publications

Following approval at the November 2010 Committee meeting, the UK ambulance service pre-registration programmes: review of the approval and monitoring 2007-2010 report was circulated with the January 2011 edition of the Education Update.

Work on the introduction to the Education process document commenced in January 2011 and it is anticipated that the publication will be brought to the June 2011 Committee meeting for approval.

Website

The Department has spent the last couple of months reviewing the content of the Education web pages. The project team have compiled feedback from relevant members of the Department, which will be incorporated with the review of the enquiries log (presented to Committee in November 2010 as an appendix to the Director of Education's report) to determine whether there is a demand for additional online resources in specific areas. The project is on track to be completed by the end of March 2011.

Database

The second phase of upgrades to the in-house database by the external supplier, MSM, is still undergoing user acceptance testing. Unfortunately the external supplier has been unable to rectify issues highlighted through the first phase of user acceptance testing promptly and so the time allocated to user acceptance testing has been extended. The Department hope to have the project back on track to be completed by the end of March 2011 soon.

Partners

In conjunction with the Partners Department, the Education Department provided training sessions for new visitors in January 2011. The training days were well received and provided an opportunity for visitors to meet members of the Department and discuss the operational processes in more detail.

Members of the Department have also been involved in interviews to recruit new occupational therapist and hearing aid dispenser partners, which took place between in February 2011. Three occupational therapist visitors and one hearing aid dispenser visitor were successfully recruited and will receive new visitor training in July 2011. Further recruitment for chiropodist, paramedic, physiotherapist, speech and language therapist and radiographer visitors will take place in May and June 2011.

Education provider seminars

The Department has spent the last couple of months co-ordinating participant feedback from the 2010-11 education provider seminars, which focused on student conduct and ethics following the publication of our recent guidance documents. As a result of the opening of the hearing aid dispenser register in April 2010, a seminars aimed at education providers running hearing aid dispenser programmes were also organised. A feedback summary is attached at *Appendix 6 – Education provider seminar feedback report*.

Liaison with stakeholders

The sixth issue of the Education Update was distributed to education providers, visitors, professional body representatives and other stakeholders on 28 January 2011 and can be found on the HPC website at http://www.hpc-uk.org/education/update/ The following articles were included:

- Approval visits in the 2011-12 academic year
- Approval visits in 2011-12 for practitioner psychologist and hearing aid dispenser programmes
- Education Annual Reports 2008 and 2009
- UK ambulance service pre-registration programmes: Review of the approval and monitoring 2007-2010
- Review of the approval of practitioner psychologist education programmes
- Education seminars 2010
- Independent Safeguarding Authority (ISA) update for education providers
- Changing the generic standards of proficiency
- HPC visitor recruitment advertisement

The next issue of the Education Update is due to be distributed in May 2011.

Members of the Department met with the following groups between November 2010 – March 2011:

- Children's Workforce Development Council and Skills for Care
- The General Social Care Council
- The Social Work Reform Board - Education Working Group
- The British Psychological Society
- The standards of proficiency for social workers (England) professional liaison group
- The Educational Psychology National Forum
- The British Association of Social Workers (in conjunction with the Chair and Chief Executive)
- Allied Health Professionals Independent Prescribing - Education and Governance Workgroups (Department of Health initiative)
- The UK Council for Psychotherapy (in conjunction with the Policy and Standards Department)
- The lead for the Placement Management Partnership for Allied Health Professions
- NHS Education for Scotland (in conjunction with the Chief Executive, Communications and Policy & Standards Department)
- Prospective Council members (open day arranged by Secretariat Department)
- The College of Operating Department Practitioners

Projects
The Department has been progressing with the project work identified in the 2010-2011 work plan. Of the 10 projects, 5 (50%) will be complete by the end of the financial year, 1 (10%) will remain unfinished and carried over to the 2011-2012 work plan and 4 (40%) were put on hold. 3 out of these 4 currently on hold will be carried over into the 2011-2012 work plan and re-commenced. More detail relating to individual projects can be found in the 2011-2012 work plan presented to this Committee as a separate item.
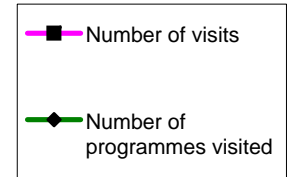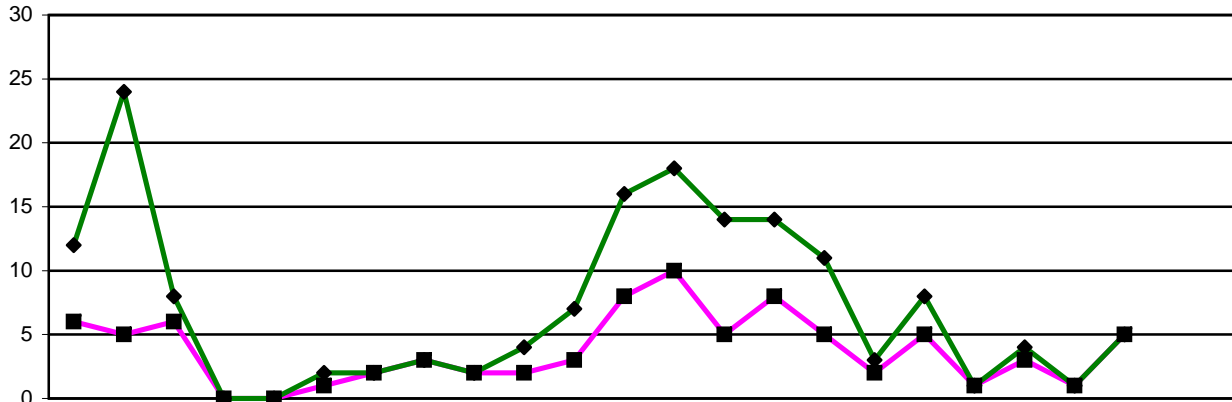
Employees
Victoria Adenugba joined the Department on 29 November 2010 as an Education Administrator in the SES team. Following Abigail Gorringe's return from maternity leave on a full time basis from January 2011, the Department has adopted an interim structure for the rest of the financial year.

Osama Ammar is currently Acting Head of Education Development and Brendon Edmonds and Paula Lescott continue to act up as Education Managers. A revised permanent structure is anticipated in the 2011-2012 financial year and information on this will be presented to the next Committee meeting.

Appendices
Appendix 1 - Education management information statistics
Appendix 2 - Approval process review report
Appendix 3 - Annual monitoring process review report
Appendix 4 - Major change process review report
Appendix 5 - Complaints process review report
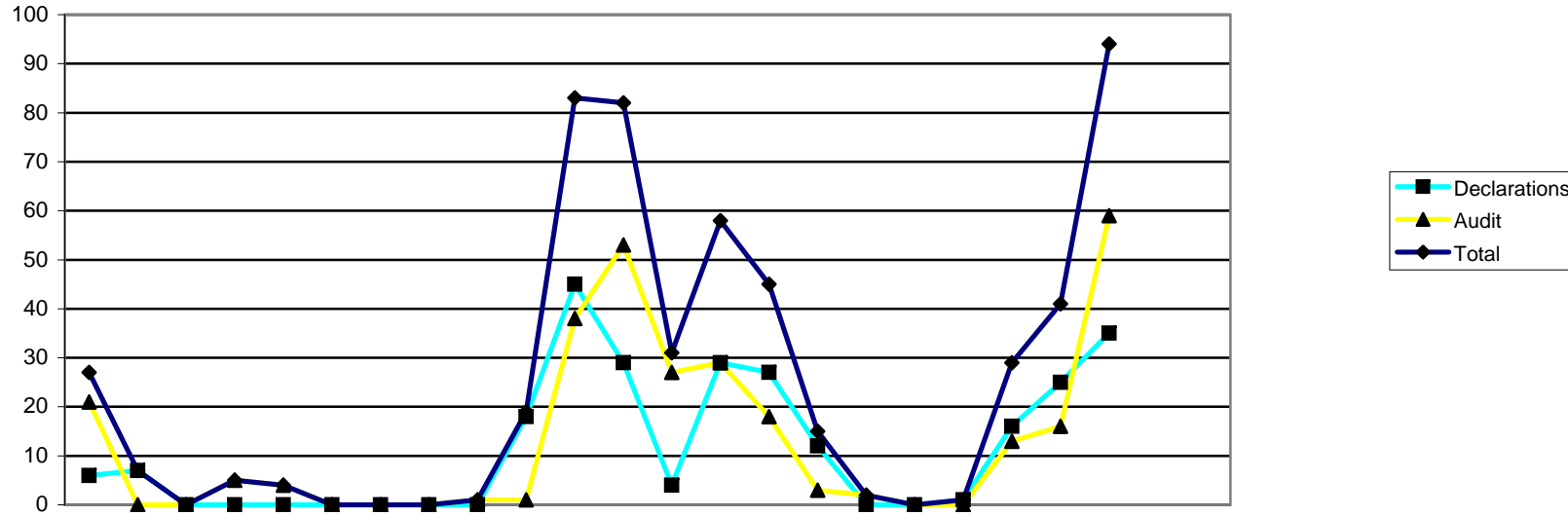Appendix 6 - Education provider seminar feedback report

Health Professions Council   **Programme approval and visits April 2009 - March 2011**   **Education Department**

	2009												2010											2011			2005/6 FYE	2006/7 FYE	2007/8 FYE	2008/9 FYE	09/10 FYE	10/11 YTD
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar						
Overview of approval visits																														
Number of visits	6	5	6	0	0	1	2	3	2	2	3	8	10	5	8	5	2	5	1	3	1	5			0	101	63	42	38	45
Number of programmes visited	12	24	8	0	0	2	2	3	2	4	7	16	18	14	14	11	3	8	1	4	1	5			27	117	86	84	80	79
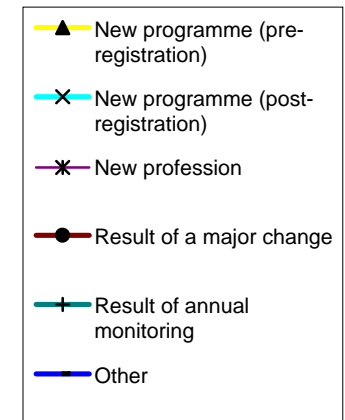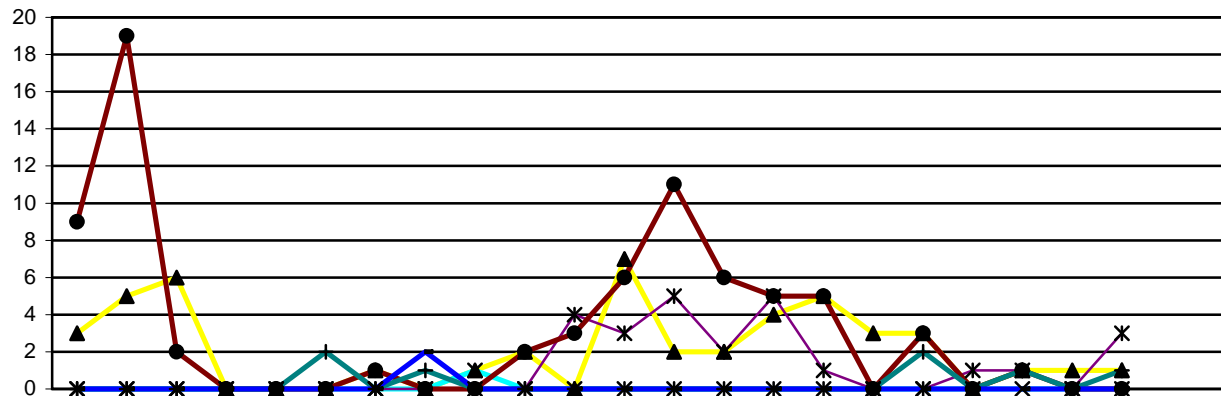
	2009												2010											2011			2005/6 FYE	2006/7 FYE	2007/8 FYE	2008/9 FYE	09/10 FYE	10/11 YTD
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar						
Reason for programme visited																														
New programme (pre-registration)	3	5	6	0	0	0	1	0	1	2	0	7	2	2	4	5	3	3	0	1	1	1			0	18	32	21	25	22
New programme (post-registration)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0			5	29	1	0	1	0
New profession	0	0	0	0	0	0	0	0	0	0	4	3	5	2	5	1	0	0	1	1	0	3			5	16	4	0	7	18
Result of a major change	9	19	2	0	0	0	1	0	0	2	3	6	11	6	5	5	0	3	0	1	0	0			5	32	26	53	42	31
Result of annual monitoring	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	2	0	1	0	1			5	1	3	3	3	4
Other	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0			5	21	2	0	2	0
Total	12	24	8	0	0	2	2	3	2	4	7	16	18	10	14	11	3	8	1	4	1	5			25	117	68	77	80	75

	2009									2010												2011				2005/6	2006/7	2007/8	2008/9	09/10	10/11
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	FYE	FYE	FYE	FYE	FYE	YTD
Annual monitoring submissions																														
Declarations	6	7	0	0	0	0	0	0	0	18	45	29	4	29	27	12	0	0	1	16	25	35			113	94	143	167	105	149
Audit	21	0	0	5	4	0	0	0	1	1	38	53	27	29	18	3	2	0	0	13	16	59			51	184	135	136	123	167
Total	27	7	0	5	4	0	0	0	1	19	83	82	31	58	45	15	2	0	1	29	41	94			164	278	278	303	228	316

Health Professions Council **Major change submissions April 2009 - March 2011** **Education Department**
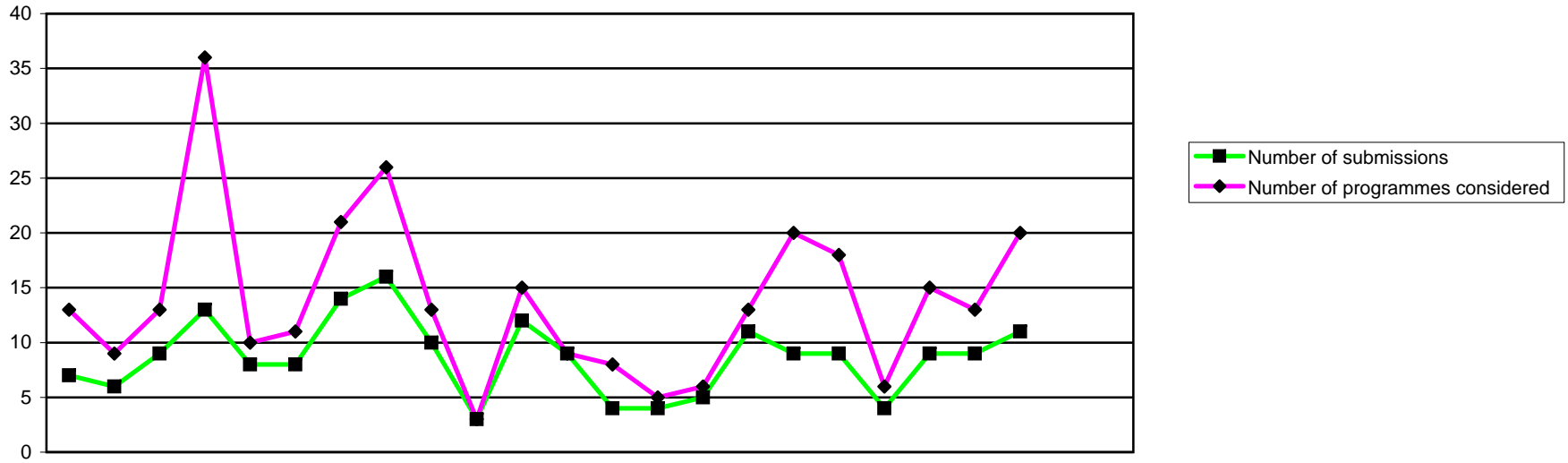
	2009												2010											2011				2005/6	2006/7	2007/8	2008/9	09/10	10/11
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar			FYE	FYE	FYE	FYE	FYE	YTD
Major change submissions																																
Number of submissions	7	6	9	13	8	8	14	16	10	3	12	9	4	4	5	11	9	9	4	9	9	11					16	51	62	66	115	75
Number of programmes considered	13	9	13	36	10	11	21	26	13	3	15	9	8	5	6	13	20	18	6	15	13	20					25	97	109	141	179	124

Education and Training Committee – 10 March 2011

Appendix to Director of Education Report – Approval process review

Introduction
As part of the routine operational process improvement activities which take place in the Education Department, a review of the approval process was undertaken in January 2011. This paper reports the preparation and outcomes from the review day to the Education and Training Committee (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 information to inform discussion and decision making. Particular consideration was given to the following areas emerging from operational activity over the last year:

- To consider how effective the guidance notes about making observations on the approvals process have been. Then to consider how the department could better inform education providers about what information should be submitted as observations and in the appropriate format.
- To consider the efficacy of the additional documentation request form sent to education providers who have not met conditions at the first attempt. Then to consider revisions to the additional documentation request form.
- To review the scope and guidance available to visitors regarding commendations and recognising how good practice could be reflected in visitor reports.

The review concentrated on formalising and clarifying specific stages of the process as the standard communications associated with the approval process had been reviewed in 2009/2010.

Following an introductory presentation, the executive broke into three groups and worked through the specific topics.

Outcomes from the review day

Guidance note about making observations

Last year a guidance note about making observations was created for education providers. This outlined what constitutes an observation and when an education provider can submit observations. The executive reviewed the effectiveness of this guidance one year on.

The executive noted that whilst the guidance note about making observations had been sent to education providers along with the visitors report, the observations received had been minimal and only two reports have been changed by Committee as a result of observations. In the main the observations

received by the executive and forwarded to Committee was information to meet conditions.

The executive considered how the guidance note about making observations sent to education providers could be revised to ensure that any observations made are appropriate. It should also give further guidance to the executive on what information should be passed to Committee in terms of observations received.

As a consequence of this minor updates have been made to the guidance note about making observations. Revisions have also been made to the email that accompanies the guidance note about making observations and the approvals operational process has been strengthened to reflect the updates.

The additional documentation request form

The additional documentation request form was created in 2008 so that where an education provider had not met conditions first time it could see clearly why the condition had not been met and the reason. This document also provided information regarding suggested documentation that could be submitted to meet the outstanding conditions.

This document is currently completed by visitor partners. Quite often the executive have to amend the document to ensure that it is clear and meets the requirements to ensure that the wording (especially why the condition has not been met) is clear for the lay reader. Therefore at the review day discussion centred on as to whether more guidance should be issued for both the visitor partners on completing the document and to the executive to ensure that the document is appropriate for sending to the education provider.

Therefore the executive has produced guidance to ensure the additional documentation request form is completed appropriately by visitors.

Commendations

As part of the review the executive considered the rationale for giving commendations to education programmes at approval visits. Commendations are currently are only given if the visitors have seen evidence of innovative best practice that can be shared with other education providers. However, it was noted that several queries had been received from education providers requesting further explanation as to why commendations had not been given to them. Therefore the executive looked at ways of communicating what HPC considers a commendation to education providers through clarifying the reasons a commendation may be given.

The executive took the view that more training on what HPC considers a commendation could be provided to the visitors and the executive. In this way the HPC representatives would be better able to communicate their reasons for giving or not giving a commendation while on an approval visit. In terms of

communication with education providers it was felt that this could be done via the HPC website and also by strengthening the Regulatory status advertising guidelines for education providers. Both of these areas of communication are currently available and small adjustments will hopefully give education providers all of the information they would need. There is also scope within the executive's feedback at the end of the visits to give positive feedback without giving any formal commendation. Examples of this could include thanking the education provider for their collegiality and peer processes. A short guidance note has been produced that could guide the executive as to what areas could be commented on as being positive for the education provider. By doing this it is hoped that the education provider will have a positive view of the HPC.

A series of other changes to the operational process have also been implemented. These include:

- Updates to standard documentation for greater clarification has been incorporated into some correspondence/templates.
- An evaluation of the visitors report to ensure that it reflects the "live" nature of the report

These changes have all been implemented in the approval process for April 2011, and education providers will be informed in the Education Update due in May 2011.

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

Background information
Approval process – supplementary information for education providers.

Resource implications
There will be no changes to resource demands as a result of the refinements made to the approval operational process.

Financial implications
There will be no changes to resource demands as a result of the refinements made to the approval operational process.

Appendices
None

Date of paper
25 February 2011

Education and Training Committee – 10 March 2011

Appendix to Director of Education Report – Annual monitoring process review

Introduction
As part of the routine operational process improvement activities which take place in the Education Department, a review of the annual monitoring process was conducted in October 2010. This paper reports the preparation and outcomes from the review day to the Committee.

Preparation for the review day
In 2009 the annual monitoring operational process underwent a significant review with a number of changes being made to the way in which the department interacts with the process. As a result, this year it was decided that the focus should be on making practical operational changes to the process to enhance Department activities where required. Prior to the review day, preparation work took place to ensure that the review was planned effectively in terms of its methodology and that relevant data had been collected to inform discussion and decision making. The sources of data included the education database, previous annual monitoring process reviews, and feedback from education providers, visitors and the Department. As well as focussing on practical operational changes, a number of other key themes also emerged from the data that influenced the structure of the review day. The areas that were covered in the review day included:

- Statistical overview of the annual monitoring process (including information about the outcomes of the annual monitoring audit and declaration processes and the duration to completion the process)
- Statistical overview of the new profession monitoring process and the detail of the operational process
- Comparisons between the operational work undertaken on annual monitoring between the academic years 2008-2009 and 2009-2010
- Stakeholder feedback and the way we communicate the requirements of annual monitoring to stakeholders

Following an introductory presentation, the department split into three groups to discuss and undertake a stakeholder feedback exercise. Later the department split again to review the operational process and suggest revisions to the operational process and any associated documentation. The department finally undertook an exercise that looked at the new profession monitoring process. Where necessary, revisions were made to the operational process and associated documentation.

Outcomes from the review day

The review of the annual monitoring process for 2009-2010 showed little deviation from the statistical outcomes highlighted in previous annual monitoring reviews. The data showed that only a small number of annual monitoring submissions continue to lead to the requirement for an approval visit (3%). The reason only a small number of programmes require visits was attributed to the education providers increased understanding of our processes and standards. This year saw a reduced average time from the receipt of an audit to an assessment day review. The Department discussed factors that may cause delays in processing audits and discussed ideas for reducing any such delays in the future to enhance the process. The statistical overview highlighted the time it takes the Department to process audits reviewed by correspondence. Although the number of audits reviewed by correspondence is much lower than those reviewed by assessment day the proportion of audits taking over 4 months to process last year was significantly higher. The Department discussed possible reasons for this delay and the consensus was that the operational process could be enhanced in relation to audits reviewed by correspondence. The operational process has therefore been strengthened to bring it in line with reviews via assessment day.

The Department looked at stakeholder feedback in order to review the information we provide regarding our annual monitoring process. There are different stakeholders involved in annual monitoring and they need differing information for their specific roles. For education providers, the information must centre on how and when they need to engage with the annual monitoring process. The website was deemed one of the primary methods of communicating this information to education providers and it was determined that its current format could be improved to make information more accessible. Ideas for changes to the website were collated and fed into the current project that is looking at restructuring the Education Department website pages.

For the visitors, it was determined that the information we provide needs to centre more on the way they communicate their decisions in the reports. The areas it was felt the visitors would benefit from more guidance on were collated and used in the creation of new report guidance documents. These are more detailed and designed to be more effective in engaging visitors with the reports. The guideline documents are now 'mock' completed reports to give examples of the required format and language.

The Department undertook an exercise to review the new profession monitoring process and look at trends within the practitioner psychology programmes that underwent the monitoring process. The Department discussed lessons learnt and the statistical data from our records. The data suggested that the new profession education providers were able to meet the departments requirements and that monitoring outcomes were similar to those within the normal annual monitoring process (although programmes were monitored using a broad assessment and not SETs). The Department felt that

the process was fit for purpose and should continue to be integrated into the overall annual monitoring operational process in the future.

Additional changes to the operational process have been implemented. These include:

- Revisions to standard documentation, forms and guidance to ensure language used is appropriate, consistent and accurately reflects the process
- Clarifications to the process document and steps of the process to allow for greater utilisation of the document in the Department

These changes have been implemented in the annual monitoring process from 15 February 2011 and education providers were notified of the changes relevant to them in January 2011. The Annual monitoring process – supplementary information for education providers' publication was revised earlier in this financial year and has been in use since the start of the current academic year.

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

Background information
- Annual monitoring process – supplementary information for education providers
- Addendum to the Director's Report – Annual monitoring process refinements (ETC November 2009)

Resource and financial implications
There will be no changes to resource or financial demands as a result of the amendments made to the annual monitoring operational process.

Appendices
None

Date of paper
25 February 2011

Education and Training Committee - 10 March 2011

Appendix to Director of Education Report – Major change process review

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 undertaken in October 2010. This paper reports the preparation and outcomes from the review day to the Committee.

Preparation for the review day
The major change process underwent significant amendments at the last review day (November 2009). As a result it was decided this review day would concentrate on information we provide stakeholders about major changes and particular refinements. Prior to the review day, preparation work took place collating information and data from a variety of sources regarding the major change process. These included collating feedback from education providers, visitors and the Education Department, in addition to statistics obtained from the database and continuous improvement points from last year's review. The information gathered was used to inform discussion and decision making. At the review day, particular consideration was given to the following areas which emerged from the data gathered as areas to concentrate on:

• Clarity over the major change process and what constitutes a 'major change' for all parties involved with major change submissions

• Comparisons between the operational work undertaken on major changes between the academic years 2008-2009 and 2009-2010

• Refinement to the operational process to enhance how the Department interacts with the major change process

Following an introductory presentation, the department split into three groups to discuss specific topics. Feedback from the groups on the specific topics was discussed and collated as one group. The department split again into three groups to look at the operational process. Where necessary, revisions were made to the operational process and associated documentation.

Outcomes from the review day
The time it took for major changes to be completed, from submission in the Department to notifying the education provider of the Committee decision was analysed. The average time taken has improved from the academic year 2008-2009 (4 – 5 months) to the academic year 2009-2010 (3 - 4 months). Although it has improved, the target time to complete a major change submission is three months. It was agreed further enhancements should be made to enable the three months target to be met for the majority of submissions.

The information the Department provides to our stakeholders regarding the major change process is crucial to ensuring it works effectively. There are different parties involved in the process and they need differing information for their specific roles.

For education providers, the information must centre on how the process is relevant to them in relation to their changes and how they inform us of these. The website was deemed one of the primary methods of communicating this information to education providers and it was determined that its current format could be improved to make information more accessible. Ideas for changes to the website were collated and fed into the current project that is looking at restructuring the Education Department website pages.

For the Education Department, it was determined that there could be further enhancements to the Executive decision making stage (notification stage) as to which of the processes (annual monitoring, approval or major change) is most appropriate to consider a change, given the nature and scale of the change presented. From this review it was concluded that decisions in the last academic year are being made more confidently. These decisions are correctly identifying where risks lie in the changes submitted. This follows on from the work completed in last years review to enhance this stage of the process. It was agreed more guidance should be given to the Executive when making their recommendations to further strengthen their decision. The existing guidance document for education executives has been amended to give more clarity on how to make a decision on a change and how to present the reasoning behind the decision to ensure this is clearly recorded.

For the visitors, it was determined that the information we provide needs to centre more on the way they communicate their decisions in the reports. The areas it was felt the visitors would benefit from more guidance on were collated and used in the creation of new report guidance documents. These are more detailed than previous versions and designed to be more effective in engaging visitors with the reports. The guideline documents are now 'mock' completed reports to give examples of the required format and language. There are three guidance documents for the three different reports used in the major change process (new profession, approval of stand alone prescription only medicine and major change). The three template reports used in the process have also been amended to ensure they are consistent and contain standard text.

This review also determined that the information provided at the notification stage of the process was important to encourage the education providers to engage with the major change process. In light of this further amendments have been made to the notification form they submit to encourage them to think about how the change affects the standards of education and training. It was revealed it was confusing for education providers naming the form, and the stage in the process, as a 'major change notification'. This is because at the notification stage it has not been decided if the major change process is to be used or not. For clarity it is now the 'change notification form'.

Additional changes to the operational process have been implemented. These include:

- Updates to the incorporation of new profession and approval of stand alone prescription only medicine major changes. Associated documents have been standardised for consistency with the standard major change process
- Revisions to standard documentation, forms and guidance to ensure language used is appropriate, consistent and accurately reflects the process
- Clarifications to the process document and steps of the process to allow for greater utilisation of the document in the Department

These changes have been implemented in the major change process from 18 January 2011 and education providers have been notified of changes relevant to them in the January 2011 Education Update.

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

Background information
- Changes to the major change process for approval of stand alone POM programmes (ETC March 2011)
- Major change process – supplementary information for education providers
- Addendum to the Director's Report - Major change process refinements (ETC March 2010)

Resource and financial implications
There will be no changes to resource or financial demands as a result of the amendments made to the major change operational process.

Appendices
None

Date of paper
16 February 2011

Education and Training Committee - 10 March 2011

Appendix to the Director of Education's report - Complaints process review

Introduction
As part of the routine operational process improvement activities undertaken by the Education Department, a review of the complaints process has been undertaken in the financial year ending March 2011. This paper reports the actions taken to gather pertinent information regarding the operational aspects of the process and the subsequent outcomes developed as a result of the analysis of this information.

Methodology of gathering information
The aim of this review was to capture information regarding the implementation of the education provider (EP) complaints process. Initial work involved the identification of how other relevant regulatory and higher education (HE) bodies dealt with similar complaints against EP's. This provided a context in which to place the EP complaints process used by the HPC.

The detailed review of the HPC EP complaints process was based on semi-structured interviews with the education executives who have had primary responsibility for the implementation of the process. The use of semi-structured interviews was deemed to be the most appropriate method of information gathering as there is currently little quantitative information that can be gathered regarding this process. This is due to the fact that as of 21 February 2010 only ten EP complaints have been lodged with the Education Department. While some analysis of this data will be undertaken as part of the review, any outcome would be unlikely to produce definitive conclusions and would not necessarily provide a sound basis on which to develop this process further. To this end two separate meetings were held with the pertinent education executives. The discussions focused on certain key issues including, but not limited to:

- The information provided to the public and complainants regarding the process
- Managing the expectations of those involved with the process
- The method used to receive and process a complaint
- The method used to reach a decision regarding a complaint
- Information management throughout the process

The interviews were wide ranging and covered all aspects of the process since it's inception in 2008. As such the initial aim of the project, which was a small scale review of key areas for development, was revised. From the analysis of the data gathered a plan of work designed to improve the process further was formulated along with an indicative timetable for the completion of that work.

Outcomes of the review
The work identified through the analysis of the data gathered in the semi-structured interviews can be split into three distinct periods for completion. The

first set of work is to be completed in the financial year ending March 2011. The second period is work designed to develop the process further but will be undertaken after March, while the third set of work has been identified as work to be considered for the future development of the process.

The work to be completed by the end of this financial year is focused on developing the information and documentation associated with the process. The aim of these developments is to improve how the process can be used to better manage the expectations of those involved in the process and to develop a means of making small amendments to the EP complaints process as the process is used. From the review it was clear that the current process has led to several instances of those involved with it having unwarranted expectations regarding the outcome and, in some cases, the way in which the process is designed to proceed. When these instances have occurred it has fallen to the education executives co-ordinating the process to mitigate the situation by providing detailed explanations of the purpose and procedures involved in dealing with a complaint. To mitigate this, the guidance document provided to complainants and the public will be updated to further articulate the aim of the process clearly and concisely. This updating of the guidance will also include the development of a flow chart which will articulate the transparent process undertaken to deal with the complaint in an efficient, confidential manner.

The executives interviewed also noted that there was currently not a way of capturing pertinent information about complaints which would allow quantitative analysis of how complaints are submitted and dealt with. To identify if there are trends in the type of complaints that the department receives the current log of complaints will be developed to ensure that pertinent operational data will be retained to help the process develop in the future. This log of information can then be utilised to feedback into the future development of process and to learn about the types of complaints the department have been dealing with. This feedback loop is being is designed to allow small amendments to the process to be identified and instituted efficiently before another additional review such as this is undertaken.

The developmental work identified to enhance the process further after March is focused on bringing the process into line with organisational developments and also into line with the other processes used by the Education Department. The most significant piece of work identified is changing the name of the EP complaints process. The change will be from 'Complaints' to something akin to 'Causes for concern'. In this way it is hoped that the outcome of the process would be more evident as the aim of the process is to determine if an education or training programme can continue to meet all of the SETs rather than to resolve a complaint to a complainant's satisfaction. This change would also bring the education provider complaints process into line with developments in the rest of the HE sector and the HPC. Enhancements to the process report which goes to Education and Training Committee (ETC) for a final decision have also been identified. These changes have been identified to ensure that the information brought to ETC is appropriate and sufficient for a decision to be made. Both of these changes will need ETC approval and as such cannot be completed in this financial year. Further work identified to be undertaken includes the institution of a complaints email inbox to better field complaints; development of the relevant information about the process provided for HPC staff to aid the smooth flow of complaints process information to and from other departments; and an updating of the relevant websites to better link the education

provider complaints process with the Fitness to Practice Department's process identified for complaints against an individual.

The work identified for the future development of the process is focused on gaining appropriate advice regarding certain legal aspects to the process and the improvements to the integration of the process with the wider work of the department and the HPC. The legal advice required will be around key areas such as on the type and volume of information regarding complaints to be retained, the jurisdiction of the process and if individuals subject to complaint can themselves bring a complaint against an education provider. The legal advice will also impact on the work to develop best practice guidance regarding the retention of complaints information. This future work will involve the identification of training needs and the development of appropriate training for all members of the department who may be involved in the process, from fielding a call detailing a complaint to making a judgement regarding the efficacy of evidence provided. It has also been identified that in future a scheme of smooth transition of information from the Education Department to the Fitness to Practice Department in terms of investigation should be instituted. This will hopefully allow the two processes to dovetail neatly and for both departments to manage the processes easily and quickly. This set of work will be set down and retained in a report for future review of the process as and when the conditions are right to develop the process further.

The changes completed in this financial year will be communicated to the relevant stakeholders primarily through Education Update in May 2011. The further enhancements to the process will be undertaken at the appropriate time, allowing for resource and time constraints. Any further changes and will be detailed to the committee as and when they are completed.

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

Background information
Guidance document - Making a complaint about an education or training programme

Resource implications
There will be no changes to resource demands as a result of the refinements made to the complaints operational process.
The ongoing review has been captured in the draft Education Department 2011-2012 work plan.

Financial implications
There will be no changes to resource demands as a result of the refinements made to the complaints operational process.
Any legal advice related to the ongoing review has been captured in the draft Education Department 2011-2012 budget.

Appendices
None

Date of paper
28 February 2011

Education and Training Committee

Appendix to Director's Report – Education Seminars Feedback Report

Introduction

Each year, the Education Department has held events for education providers and key stakeholders throughout the UK. In 2010 the Department developed and delivered two different types of event. These were the general education seminar and the hearing aid dispenser (HAD) seminar.

The general education seminars promoted the HPC guidance on health and character and the HPC guidance on student conduct and ethics. The HAD seminar introduced delegates to the HPC and the Departments operational processes.

Seminar location and schedule

In total the department ran seven general education seminars and one HAD seminar. To ensure that the seminars were accessible to as many stakeholders as possible the choice of location was based on the following criteria:

- At least one seminar to be located in each of the home nations;
- located close to education providers offering HPC approved programmes;
- have good transport links;
- offer a number of suitable/available venues; and
- consider demand in that region/area in previous years.

The general education seminars were held in Glasgow, Belfast, Birmingham, Cardiff, York and London (2 seminars).

The HAD seminar was held in Birmingham.

Content and delivery

The general education seminar and the HAD seminar both shared a similar model of delivery, structure and ethos. The Department adopted an approach that encouraged delegates to engage with a subject area, to ask questions and to debate a topic. Both seminars were divided into three sessions, totalling three hours of delivery. Flexibility was incorporated in to the sessions to allow facilitators to explore topics in greater depth if it was seen that it would benefit the delegates.

The HAD seminar was based around three main content areas:

- an overview of HPC and the Education Department;
- an in-depth look at our standards and how the processes, the visitors, the Education Department and the education providers should work with them; and
- a question and answer session to allow delegates to ask questions and to hear other questions which might be helpful for them in the future.

The general education seminar was also based around three main content areas:

- a brief overview of HPC and the Education Department, introducing the standards of conduct performance and ethics (SCPE) and the relationship to the standards of education and training (SETs), identifying key guidance on admission issues;
- how the SETs link directly and indirectly to the SCPE, highlighting the role of education providers within the process. This included identifying key tools that education providers can utilise in teaching and learning to ensure that students understand the implications of SCPE and provide examples of best practice; and
- identifying how the SCPE are used after a student has graduated from an education programme, introducing other HPC departments who deal with pre -registration SCPE issues. This included a question and answer session to allow delegates to ask questions and to hear other questions which might be helpful for them in the future.

Analysis of feedback

All delegates were given the opportunity to provide feedback at the end of each seminar. A copy of the seminar evaluation form can be found in Appendix 1 along with a detailed graphical breakdown of feedback for each individual seminar in Appendix 2. The evaluation forms were divided into six sections:

- Location
- Venue
- Pre-event planning
- Seminar content
- Post seminar impact
- Final comments

Feedback was received from 91 percent of the delegates who attended the 2010 seminars. The feedback from those who attended the seminars was extremely positive with delegates commenting that the day was 'helpful and informative', 'very useful and well organised' and 'very professionally delivered'.

Demand to attend the seminars was extremely high with five out of the eight seminars reaching capacity (25 delegates) several weeks before the seminar dates. The seminars in Belfast and Glasgow were also well attended and comparable to attendance in Northern Ireland and Scotland in previous years. Although only nine delegates attended the HAD seminar in Birmingham, all but one of the education providers who deliver approved HAD programmes were in attendance. The high attendance figures this year can be linked to two factors, the first is that the general education seminar theme (SCPE) was highly relevant to our stakeholders and the second is that delegates were given the details of the venues, locations and dates well in advance of the seminars.

Graph 1 below shows the overall average response for each question that the delegates were asked. The detailed results for each question can be found in Appendix 2. One of the original success criteria identified before undertaking the seminars was to ensure that all average feedback received a rating of 4 or above (rating 1 – 5). The chart clearly demonstrates that this has been achieved in all areas.

Graph 1 – 2010 education seminar combined feedback outcomes
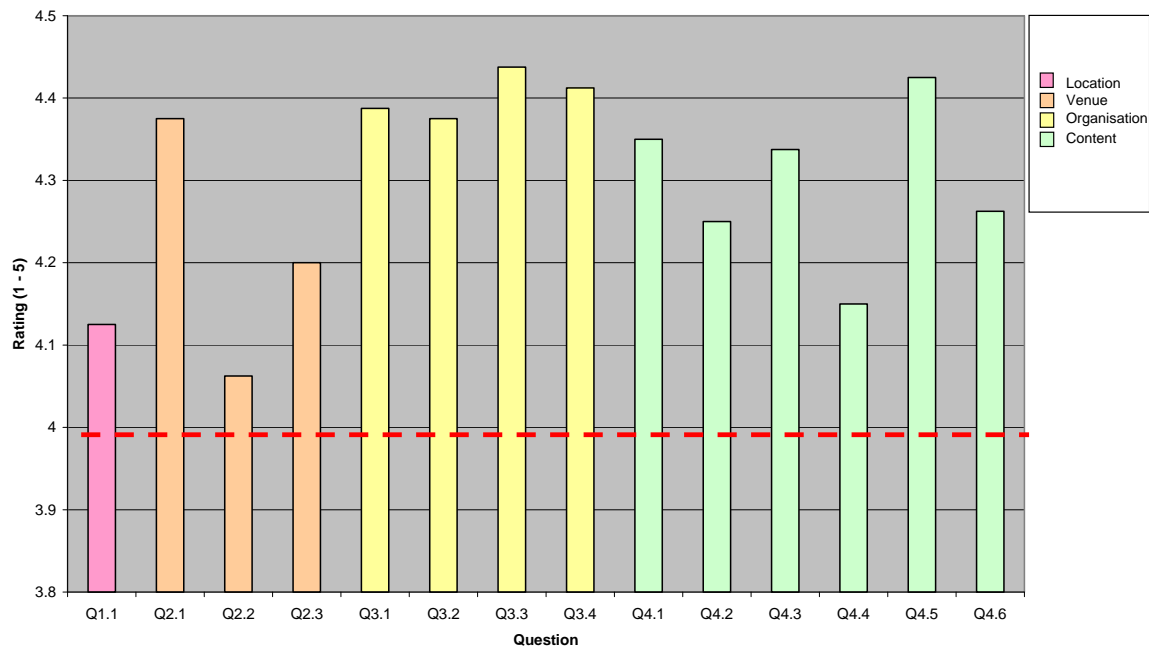
Venue and location

Delegates were generally positive about the seminar locations and the choice of venues; however the average was brought down in two ways. In response to question 1.1 (the convenience of the location choice), a number of delegates commented that the travel time required to attend the seminars was significant.
It is always difficult to balance the geographical spread of stakeholders with budgetary constraints; however an average above 4 demonstrates that the choice of location this year was appropriate for most stakeholders. Suggested

locations for future events include the North East, North West and South West of England as well as East Anglia.

The second area where the location and venue average dropped was question 2.2 (comfort of the room) where delegates in Birmingham and London commented that the seminar room was too small. Based on this feedback, it is likely these venues will not be used for future seminars.

The feedback suggests that the seminars were well organised as the responses to the questions in this area were positive. In particular, the delegates felt that the seminars were very well organised and met with delegates expectations (question 3.1), they were very happy with the quality of communication prior to the seminar (question 3.2), they had few difficulties booking a place at a seminar (question 3.3) and the agenda and information sent prior to the event was very informative (question 3.4). Although there were difficulties with the online booking system, the Education Department had a clear communication strategy that engaged with stakeholders and delegates and as a result delegates were provided with an agenda and pre-seminar reading in an organised and timely fashion.

Content and resources

Delegates were asked a number of questions about the quality of content and the quality of the learning resources. This year for the first time the Department created case studies to support the delivery of the seminars and encourage delegates to explore subject areas further, to ask questions and to debate topics. Question 4.5 asked delegates about the usefulness of case studies, it is clear that delegates were very supportive of this approach and found them to be very useful. A number of delegates commented that the case studies will 'influence my decision making within our professional issues committee' and that they will 'emphasise the use of case studies in educating students about SCPE'.

General seminar content

One of the challenges in delivering the seminars was to ensure that the sessions were coherent and linked effectively. Question 4.1 asked about the amount of detail given in session 1 (introduction) and whether this was at an appropriate level. Despite receiving a strong average score a number of delegates commented that this was pitched at too low a level and that delegates who run HPC approved programmes already have a good understanding of the processes. Despite making a conscious effort to design this session as a very brief overview it is clear that this will remain a challenge for future seminars.
This year the Education Department included a question that asked delegates about the impact that the seminar will have on practice. Of the 91 percent of delegates who completed an evaluation form, 65 percent left open comments describing how the seminar will impact on their practice.

The comments can be categorised in 3 key areas:

- delegates would go away and ensure that the SCPE are firmly integrated in to programme curriculums and delivered in a varied, case study based approach, one delegate commented, '[the seminar facilitated some] very useful discussions that will help with future programme development and curriculum content';
- delegates would pass information to colleagues within their education providers, one delegate commented that '[the seminar] has informed and updated my knowledge base and therefore I am able to disseminate information to colleagues'; and
- delegates would reflect on fitness to practice processes and would make judgements with a greater confidence; one delegate commented that they will be 'taking much more cognisance of our responsibilities as a course for ensuring FTP'.

The content of the general seminars was generally well received with session 1 and 2 receiving particular praise (question 4.2 and 4.3).

HAD seminar content

The content and resources used in the HAD seminar differed from that used in the general education seminars. The delegates who attended the HAD seminar were privy to a more general HPC content base. The feedback for the HAD seminar suggests that content was pitched at an appropriate level and that delegates were given the opportunity to ask questions. In particular session one was well received with delegates suggesting that the introduction was appropriate and contained the information that delegates required.

Delegates commented that the seminar helped them to 'know who to contact and know more clearly about HPC expectations' as well as allowing them to be 'better informed, regarding standards and documentation'. Delegates also commented that the HAD seminar was a 'very useful session and staff were all very informative and thoughtful'.

Lessons learnt

The Education Department continued to work closely this year with the Communications Department to ensure that out seminars are of a high quality and met organisational standards.
As a result of our own analysis and a recent meeting with the Communications Department a number of lessons have been identified to take forward for next years seminars.

Venue and location

- Since planning and delivering the seminars the Communications Department has developed an event 'toolkit' that departments can utilise to standardise the planning and booking process. The Department should

use this to facilitate the booking of venues in the future. A clear lesson to take forward from this year is to ensure that the requirements in terms of room size are clearly communicated to the venue and that a breakout space for refreshments is available.

- Demand in London for places was extremely high with over 50 delegates booked for the 2 seminars. The Department should consider increasing the capacity of the seminars in London. Demand in Central England was also very high with both the Birmingham and York seminar reaching capacity very quickly. Again the Department should consider increasing the capacity for events in Central England. Demand for the seminars in the home countries is less evident and the Department should consider how future seminars can address this.
- The location of the venue within the chosen location must have adequate parking facilities but must also be located close to a train station. The seminar in Belfast had very poor parking and the seminar in York was several miles from the train station.
- The Department should consider hosting future seminars in the North East, North West or East of England.

Event planning

- The Department should consider rebranding the seminars to clearly highlight the difference between the general seminar and the new professions seminar. The Communication Department have suggested removing the word general from the theme specific seminars.
- The Department should utilise the newly improved online event booking system at the HPC.
- The Department should consider how the Welsh translation service is integrated into seminars delivered in Wales. This year we ensured that the translator was able to introduce the services available to delegates at the beginning of the seminar.
- The timing of this years seminars (12 – 4pm) worked well, however to reduce costs the Department could consider running the seminar from 1pm – 5pm and not provide delegates with lunch.
- Delegates commented that receiving the agenda and reading early was a positive and allowed them to prepare for the event. The Department should continue this practice.
- Delegates commented that the notice period given for booking on to the seminar was appropriate; the Department should aim to give delegates at least 2 months notice before the seminar date.

Content and resources

- Delegates were extremely positive about the ethos of the seminars; the flexible, open-dialogue based approach should be used again in future seminars.
- The Department should consider reducing the amount of generic process information contained within the introduction of the general seminar or perhaps investigate alternative methods to deliver this content.

- The Department should continue to develop a case study and resource based approach to help facilitate the seminars.
- The Department should consider using less facilitators to deliver the seminars. One Education Manager and an Education Officer could deliver the seminar.
- Some delegates commented that the handouts were not easy to read because of the text size. The Department should consider ensuring the handouts are clear.
- The response from feedback form question asking delegates about the impact the seminar will have on practice has been extremely valuable. The Department should continue to measure the impact seminar content will have on the delivery of programmes with stakeholders.

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

Background information

Resource and financial implications

Appendices
Appendix 1 – Education seminar evaluation form
Appendix 2 – Evaluation form results

Date of paper
10 March 2010

Appendix 1 – Education seminar evaluation form

HPC Education seminar – 2010
Evaluation Form

Thank you for attending this HPC education seminar. These seminars have been designed specifically for those involved with or running, or interested in running, an HPC approved education programme. Therefore, we want to make sure that they have been useful to you and if there are any areas in which we can make improvements. It would be helpful if you could take the time to complete this evaluation form so that we can determine how to make the seminars better in the future.

Thank you for your time and participation.

What is your job title / profession?

1   Location

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

No (Not convenient)	1	2	3	4	5	Yes (Very convenient)
	☐	☐	☐	☐	☐	

1.2 Is there a different location/region where you would like the Education department to hold a seminar in the future?

2   Venue

2.1 Was the venue easy to find?

No (Not easy)	1	2	3	4	5	Yes (Very easy)
	☐	☐	☐	☐	☐	

2.2 Was the room in which the seminar was held comfortable?

No (Uncomfortable)	1	2	3	4	5	Yes (Very Comfortable)
	☐	☐	☐	☐	☐	

2.3 Was the standard of refreshments supplied during the day suitable?

No (Poor)	1	2	3	4	5	Yes (Excellent)
	☐	☐	☐	☐	☐	

3 Pre-Event Planning

3.1 Did the way HPC organised the event meet your expectations?

No	1	2	3	4	5	Yes
(Disorganised)	☐	☐	☐	☐	☐	(Very organised)

3.2 Were you happy with the standard of communication prior to the event?

No	1	2	3	4	5	Yes
(Unhappy)	☐	☐	☐	☐	☐	(Very happy)

3.3 Did you find the booking process for the seminars satisfactory?

No	1	2	3	4	5	Yes
(Difficult)	☐	☐	☐	☐	☐	(No difficulties)

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

No	1	2	3	4	5	Yes
(Not informative)	☐	☐	☐	☐	☐	(Very informative)

3.5 What made you decide to attend this event?

4 Seminar Content

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

No	1	2	3	4	5	Yes
(Too brief)	☐	☐	☐	☐	☐	(Sufficient detail)

4.2 Did you find Session One (before lunch) useful?

No	1	2	3	4	5	Yes
(Not useful)	☐	☐	☐	☐	☐	(Very useful)

4.3 Did you find Session Two (after lunch) useful?

No	1	2	3	4	5	Yes
(Not useful)	☐	☐	☐	☐	☐	(Very useful)

4.4 Did you find Session Three (after refreshments) useful?

No	1	2	3	4	5	Yes
(Not useful)	☐	☐	☐	☐	☐	(Very useful)

4.5 Did you find the case studies useful?

No	1	2	3	4	5	Yes
(Not useful)	☐	☐	☐	☐	☐	(Very useful)

4.6 Was the quality of the handouts and presentations at the seminar satisfactory?

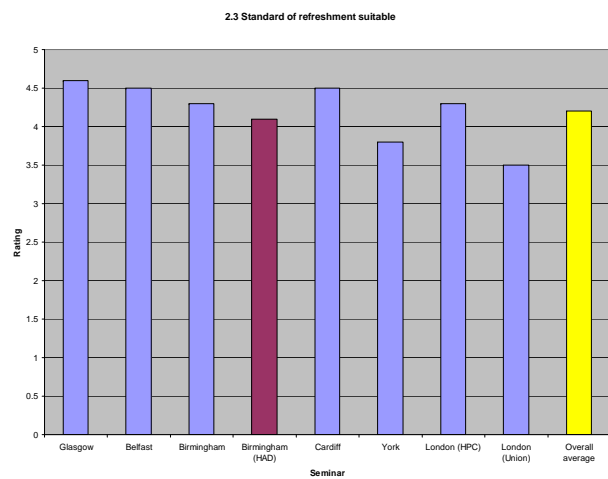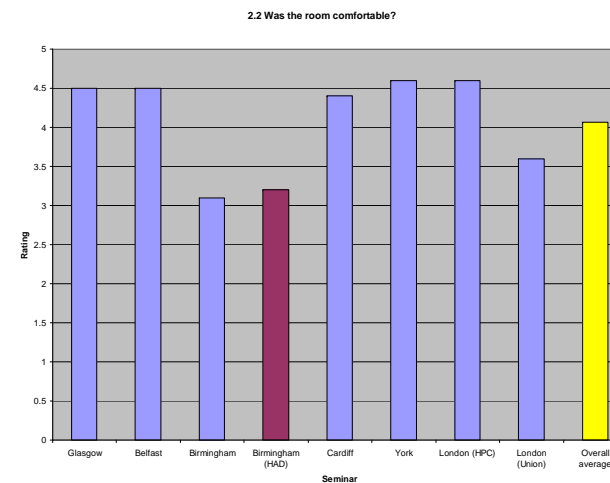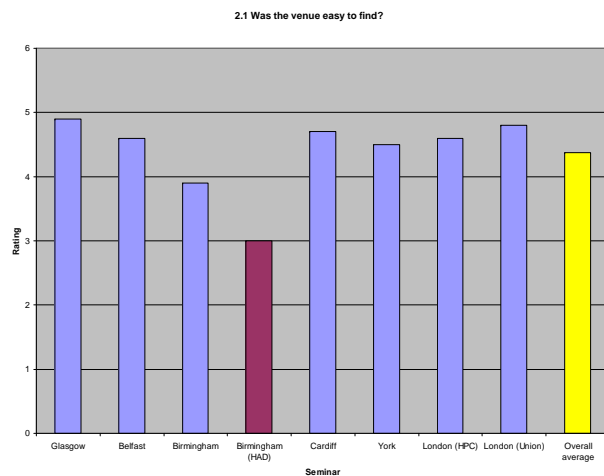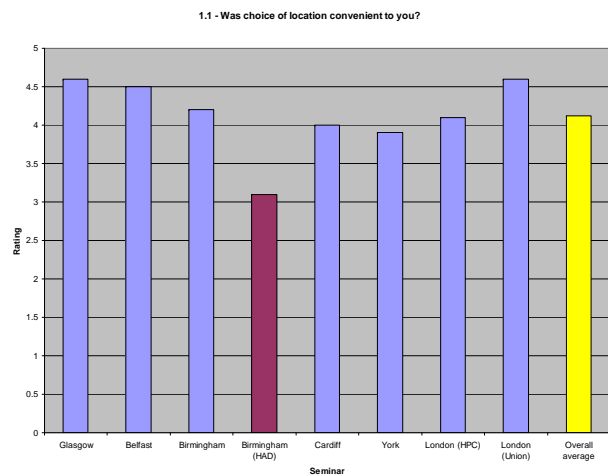| No	1	2	3	4	5	Yes
(Poor)	☐	☐	☐	☐	☐	(Excellent)

5   Post Seminar

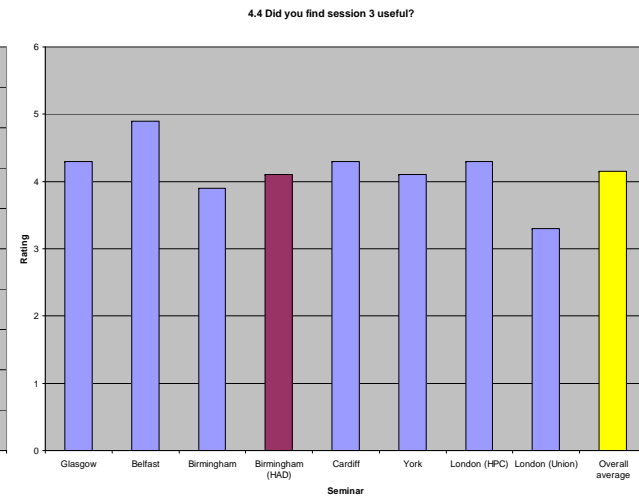### 5.1 Will the content of this seminar affect your practice in the future? How?

6   Final Comments
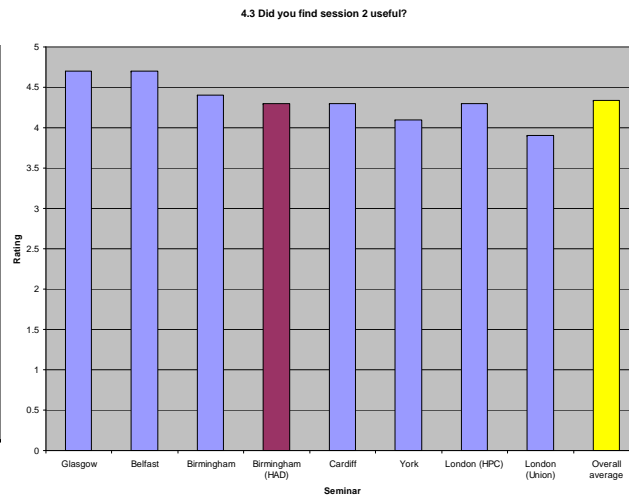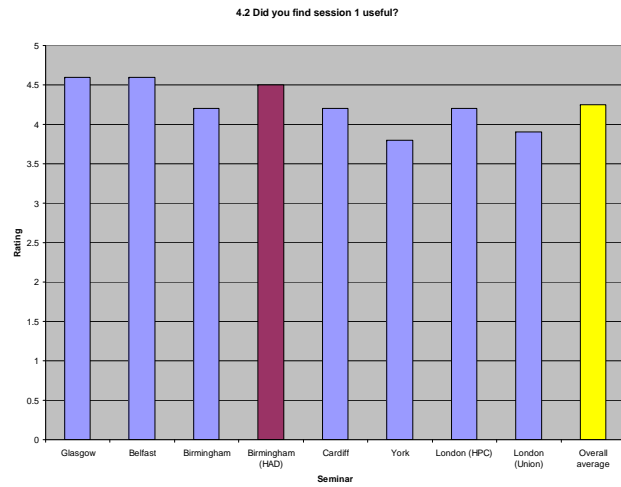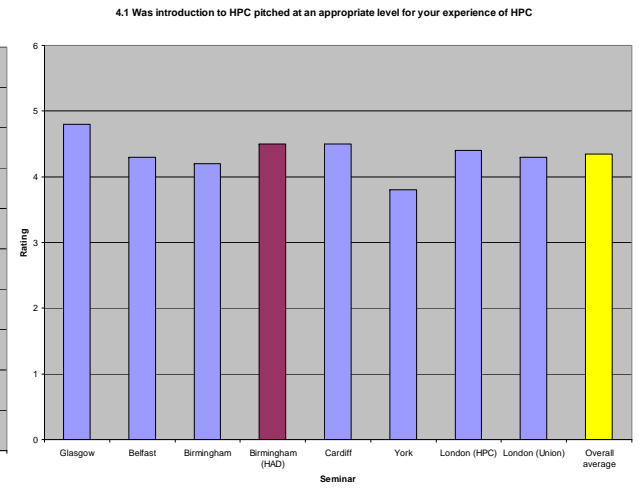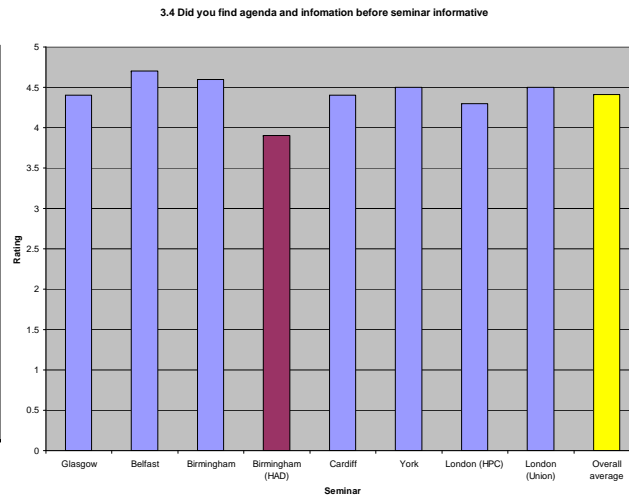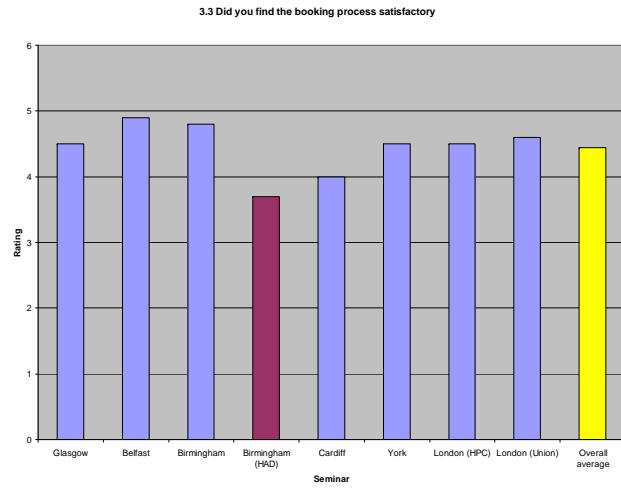
6.1 Are there any other comments you wish to make?
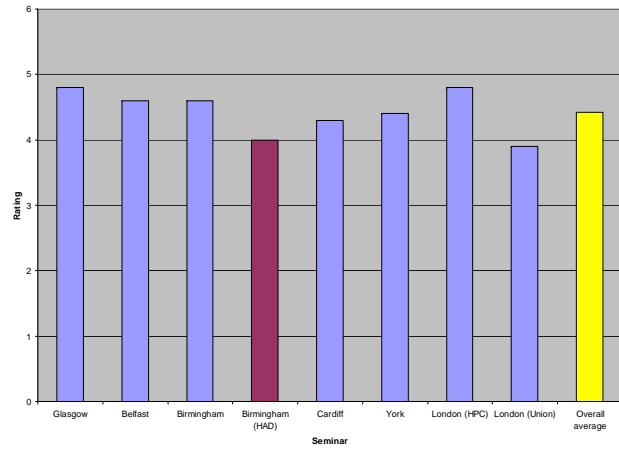
Please hand your completed form to one of the HPC facilitators and have a safe journey home.

Appendix 2 – Evaluation form results

1.1 - Was choice of location convenient to you?

2.1 Was the venue easy to find?

2.2 Was the room comfortable?

2.3 Standard of refreshment suitable

3.1 HPC organisation meet your expectations

3.2 Standard of communication prior to event

3.3 Did you find the booking process satisfactory

3.4 Did you find agenda and infomation before seminar informative

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

4.2 Did you find session 1 useful?

4.3 Did you find session 2 useful?

4.4 Did you find session 3 useful?

4.5 Did you find case studies useful?

4.6 Quality of handouts