

## Annual monitoring 2019-2020 webinar – Tuesday 15 October 2019

### Questions and answers

#### Part 1 - Revised Standards of education and training (SETs) presentation

Further information about the revised SETs can be found [here](#).

##### Q1

**Re: SET 3.3. Could demonstrating a management structure with an Academic Lead overseeing programme leads for a couple of qualifying programmes, with year leads etc suffice?**

SET 3.3 is about making sure there is a suitable person to lead the programme. This is therefore about the effective process in place to identify a suitable person and, if it becomes necessary, a suitable replacement. Demonstrating the current management structure on its own, is unlikely to illustrate to visitors how you go about ensuring there is an appropriately qualified and experienced person in place to lead and effectively organise how the programme is delivered.

Below are some useful questions to ask when considering which evidence to submit to demonstrate how your programme meets this standard:

1. What do you consider to be the **appropriate qualifications** required to perform the role?
2. What do you consider to be the **appropriate experience** required to perform the role?
3. **How do you ensure** the person in the role, and those that will fulfil the role in the future, has the **required qualifications** and **experience**?
4. Does this person need to be **registered** with the HCPC? If not, why not?
5. How would you **recruit / select** for this role in the future?

In answering these questions, you should be able to show the visitors how you ensure a suitable person is in place now, and will be in place in the future. Some possible examples of evidence could be: a job specification, the person specification and a statement highlighting the process of replacement if needed for future.

##### Q2

**Would an email outlining an expression of interest and response suffice as evidence for 3.3?**

As outlined in the answers above, the revised SET 3.3 is about the effective process in place to identify a suitable person and, if it becomes necessary, a suitable replacement. An expression of interest from an individual and a response to that, is

unlikely to illustrate to visitors how you go about ensuring there is an appropriately qualified and experienced person in place to lead and effectively organise how the programme is delivered. Please see Q1 for suggested questions to consider when determining the evidence to submit for this standard.

### **Q3**

#### **Can I submit CVs for SET 3.3?**

Unfortunately not on their own. As outlined in the answers above, the standard now requires there is an effective process in place to identify a suitable person and, if it becomes necessary, a suitable replacement. If the only evidence received for SET 3.3 was a CV, we would ask for more evidence prior to the visitor's assessment of the programme. If no further evidence was forthcoming, the visitors would ask for additional documentation within their report.

### **Q4**

#### **Re: SET 3.3 - does the Course Leader/future now have to be an HCPC registrant?**

The previous standard required education providers to inform us about who the programme leader was so visitors could make a judgement about whether the individual was suitably qualified and experienced. The new standard has moved the focus away from the individual to the effective process in place to identify a suitable person and, if it becomes necessary, a suitable replacement.

However, the revised standard continues to include information about 'and, unless other arrangements are appropriate, on the relevant part of the Register'. This means there may be circumstances where it is possible, and appropriate, for the programme to be led by an individual who is not on the relevant part of the Register. In these cases, you must be able to show how you make sure they are appropriate for the role and have access to the necessary information and resources for the profession.

### **Q5**

#### **If programme leaders are pharmacists, how can they be agreed?**

Revised standards for prescribing came into effect on 1 September 2019. Standard B.3 states 'The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced, and unless other arrangements are appropriate, on the register of their statutory regulator.' This slight difference between the wording of SET 3.3 and standard B.3 takes into account that programme leaders of supplementary and independent prescribing programmes are likely to be on a statutory register other than our own.

Otherwise, the guidance provided in the answers above remains applicable to prescribing programmes.

**Q6**

**I have been the programme leader for the past 6 years, why do I need to evidence SET 3.3?**

The standard has changed. We no longer require education providers to demonstrate an individual's suitability. We now require education providers to demonstrate how the programme goes about ensuring there is a suitable person in place to lead the programme if, for example, you left the organisation. Please see the guidance in the above answers for more information about the revised standard.

**Q7**

**If we just re-validated our programme (late last year) - do we need to submit evidence about the revised standards?**

If we visited your programme, either at the revalidation event or separately in the academic year 2018-19, you do not need to submit evidence about the revised SETs this year as we have already assessed your programme against them. Education providers are exempted from annual monitoring during the year of, and immediately after, the visit. This is because the annual monitoring process asks for the two previous year's data and, if a programme submitted an annual monitoring audit the year after a visit, much of the information would be the same as at the visit. It would therefore be disproportionate for us to ask programmes to do this.

If we did not visit your programme in the academic year 2018-19, you will need to submit evidence about the revised SETs.

**Q8**

**For a new program validated in 2018, does further evidence need to be submitted for the new standards and standards which have changed?**

This is similar to the question above. If we visited and approved your programme for the first time in the academic year 2018-19, you will not be asked to participate in annual monitoring this year. The first year you will be required to submit documentation through annual monitoring will be the 2020-2021 academic year and that will be either a declaration or an audit. We will be in touch with education providers at the beginning of autumn 2020 to outline what they need to submit in the 2020-2021 academic year.

**Q9**

**We already met the old SETs, can we put 'already met' for the equivalent 'new' standards?**

Unfortunately not as the standards have changed and we have not assessed how your programme meets the revised SETs. As such they will need to be demonstrated through this annual monitoring audit. It will be very clear in the covering email and accompanying audit form that your programme is required to demonstrate how it meets the revised SETs. If, when we receive your submission, there is no evidence about the revised SETs, we will be in touch to ask for more information before the visitor's review your submission.

**Q10**

**We have recently submitted a Major change application for amended programmes for 2020 start, using the new SETs. Do we still need to do the full review against new SETS, even though we have now started the last cohort on the old programme?**

This would depend on the decision reached as part of our initial review of the major change notification form. In order for us to provide you with the specific information relevant to your programme, please contact us directly on [majorchange@hcpc-uk.org](mailto:majorchange@hcpc-uk.org) so we can answer this question.

**Q11**

**Re: SET 4.9 - is that in relation to clinical placements as well as university settings?**

The standard allows education providers to develop interprofessional education (IPE) in a way that is most appropriate to their circumstances and their programme. We therefore do not say how a programme should include IPE, the types of learning activities used, the number or range of professions involved, or the length of time. However, we do want to know how you made your decisions about the design and delivery of IPE to make sure it is as relevant as possible for your learners, and has the most benefit possible for their future professional practice and service users.

**Q12**

**Re SET 4.9 - how much inter-professional learning with learners would you consider sufficient to demonstrate the SET?**

Similarly to the above question, we do not say how a programme should include interprofessional education (IPE), the types of learning activities used, the number or range of professions involved, or the length of time. Therefore education providers have the freedom to determine how learners learn with, and from, professionals and learners in other relevant professions which is most appropriate to the design and delivery of their programme.

**Q13**

**Can you just clarify the evidence that could be used for 4.9, in relation to learners?**

SET 4.9 is about how learners are prepared to work with other professionals and across professions for the benefit of service users and carers. This is often referred to as interprofessional education (IPE).

The key words in the standard are 'with' and 'from', it is not about 'working alongside' other professions. Therefore the evidence should demonstrate how you have decided which other professions are most relevant to your programme and most useful in preparing learners for practice. For example, the evidence could be an IPE strategy which outlines how your learners benefit from the involvement of other professionals and learners in the programme.

The [further information](#) for SET 4.9 on the website, includes information about the common pitfalls as well as the type of evidence which could be provided. Such as information about the teaching activities learners undertake with learners from other professions. In addition there are two case studies for your consideration.

#### **Q14**

#### **Could you kindly clarify 'learning with'?**

This question was initially in Part 2, however, from reviewing it we assume it is related to SET 4.9 and as such, have included it within the answers to Part 1. This standard revolves around how learners are prepared to work with other professionals and across professions for the benefit of service users and carers. Learning with and from is not about learning alongside professionals or learners from other relevant professions. Rather it is about learning together, and from each other. Please refer to the answers above for more information.

## Part 2 – Expanded evidence base presentation

Further information about the expanded evidence base can be found [here](#).

### Q15

**We are a prescribing programme and so don't run placements. Do we need to evidence this?**

Although you may not run placements in the 'traditional' sense, if you met the practice-based learning standards when your programme was first approved, we consider them to be part of your programme. We therefore require you to continue to meet these standards and as such, demonstrate how you have monitored this aspect of your programme over the last two academic years.

### Q16

**Our programme has only run since September 2018. How can we evidence placement/SU monitoring for 2017-18?**

It depends on when your programme was approved. For example, if the programme was visited in July 2017 (the 2016-17 academic year) but did not start to run until September 2018, you will be required to submit documentation for 2017-18. This is because once approved, we expect the programme to continue to meet the standards, whether or not it is running. Therefore activities such as regular monitoring and evaluation systems (SET 3.4), should be in place to ensure the quality and overall effectiveness of the programme on an ongoing basis.

However, if your programme was visited in the 2017-18 academic year, you will not be required to submit documentation for 2017-18 and as such, we would only expect to receive documentation for the last academic year. Please note this in your audit form below the checklist.

### Q17

**Can you clarify C1 (standards for prescribing)? The check box requirement isn't clear.**

The revised standards for prescribing were introduced in September 2019. Further details about this can be found [here](#).

With regards to the prescribing standard C1 (The learning outcomes must ensure that learners meet the standards set out in the Competency Framework for all Prescribers, as appropriate to the prescribing mechanism(s) delivery by the programme), we have included options to tick in our annual monitoring mapping document in the first column. This column is 'How did you meet this standard'. These options ask how your programme ensures the learning outcomes meet the Royal Pharmaceutical Society's Prescribing (RPS) Competency Framework. For example, if you have made no changes to your curriculum to integrate the RPS Competency Framework, you should tick the first box. In the second column, you should then provide a brief narrative description of why you selected this option.

If for any reason you are unable to choose one of the three options, you should explain this in the second column. This will help the visitors to determine at what stage the module / programme is at in terms of integrating the RPS Competency Framework.

#### **Q18**

**Our programme is new. It was only validated last year. Do we need to do this?**

As we do not have specific information regarding which programme this is, we are assuming the programme is new and was visited in the academic year 2017-18. If this is the case, the programme will be required to submit either a declaration or audit this academic year. You should have received an email confirming which one of these you are due to submit. If it is an [audit](#), then you will be required to submit the expanded evidence around the monitoring of practice-based learning and service user and carer involvement.

If you were visited in the academic year 2018-19, you will not be required to submit either a declaration or audit this academic year. Again, you should now have received confirmation of this.

#### **Q19**

**Can email traffic with service users re co-design of seminars suffice?**

SET 3.7 is about how service users and carers contribute to the overall effectiveness of the programme and help make sure that learners completing the programme are fit to practise. As part of our annual monitoring audit requirements, we expect to see how the monitoring of service users and carer involvement has taken place for the last two academic years. We are not explicit in terms of the evidence you provide or how service users and carers must be involved in your programme. However the evidence should cover how their involvement has taken place and the effectiveness of their involvement. In addition, you should demonstrate the feedback you have received from stakeholders, including information about further development and action plans. If these emails were to be provided as evidence, the content must be able to show they meet these areas. Otherwise additional evidence would be required.

Further information about the types of evidence which can be submitted and the standards this is linked to can be found [here](#).

#### **Q20**

**I'm currently meeting conditions from a recent accreditation visit, how specific do the module learning outcomes need to be to the SETs and SCPEs? Do they need to be referenced against each learning outcome?**

From reviewing this question, we believe this is regarding conditions set by our visitors from an approval visit. Without having specific information regarding the conditions, we are unable to comment on the nature / reasoning of the conditions. Please contact the Education Executive who attended the visit on [approvals@hcpc-uk.org](mailto:approvals@hcpc-uk.org) to discuss this in further detail.

**Q21****Does this apply to Social Work?**

No this does not apply to social work or approved mental health programmes this academic year. As these programmes will be moving to Social Work England (SWE) on 2 December 2019, there is no requirement for them to undertake annual monitoring this year.

## **Part 3 – How to submit your audit documentation**

### **Q22**

**Do you not have a portal for safe uploading of documents?**

**&**

### **Q23**

**Can you confirm whether it is ok to send documents via SharePoint/OneDrive link?**

Unfortunately our system does not allow access to external document share sites such as SharePoint or DropBox. Please email us your documents as attachments or via a memory stick to [annualmonitoring@hcpc-uk.org](mailto:annualmonitoring@hcpc-uk.org) .

### **Q24**

**Did you say you require the document needed to be signed? Does that mean we have to sign and scan the document? Who do you wish to sign, is it course leaders?**

Yes, we require the final page of the mapping document to be signed and dated. We expect the signature to be electronic, either by inserting a digital signature or typing your name. Scanning in a hand signed form is not necessary. The form can be signed by the Head of School, Dean of faculty or the person with overall professional responsibility for the programme.

### **Q25**

**Can we send in Zip files?**

We can receive standard .zip files on our system, but not .7zip files. Please be aware that our system strips all of the documents out of a zip file as it comes into our mailbox, so we just see a list of attachments. Therefore we are unable to see any folders you may have created to separate different areas of the submission, so please ensure the files are labelled clearly. Please also note we can only receive emails up to 25mb in size.

### **Q26**

**In Section 1, you ask for learner numbers, does this relate to HCPC learners as we are a prescribing programme that includes learners from other professions as well.**

If your programme contains learners from other professions, please include these in the learner numbers figures. We need the total figure as this affects how we look at your practice-based learning and resource capacity, for example in terms of staffing numbers, for the learners on your programme.



**Q27**

**If we have only been asked to complete an Annual Monitoring Declaration, is it right that we do not need to provide audit level information?**

That is correct. The annual monitoring process operates on a biannual schedule. Education providers must submit an annual monitoring audit or annual monitoring declaration in alternating academic years. For each year where you submit a declaration, you only need to return a declaration form. However if you have made any changes that you think may impact how your programme meets our standards, please let us know through our [Major Change process](#).

**Q28**

**Are these slides available after the session?**

Yes, the videos of the webinar is available on our [Education Provider Hub](#).