

Education and Training Committee - 10 March 2010

Education Department work plan 2010 - 2011

Executive Summary and Recommendations

Introduction

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

Decision

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

Background information

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

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

Resource implications

The resources implications are detailed in the attached work plan and based on assumptions which are already part of the HPC budget 2010 - 2011.

Financial implications

The resources implications are detailed in the attached work plan and based on assumptions which are already part of the HPC budget 2010 - 2011.

Appendices

Education Department draft work plan 2010-2011.

Date of paper

26 February 2010

Education Department - 2010 – 2011 work plan

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Introduction

The Education Department work plan details the main areas of work for 2010-2011 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, launch new guidance, partner training and ISO accreditation.
- 3) To increase understanding and awareness of regulation amongst all stakeholders
Example references in this work plan – publications, website, education seminars, partner training, participation in inter-regulatory and higher education forums and Education Update.
- 4) To build the evidence base of regulation
Example references in this work plan – education seminars, annual report and review processes.
- 5) To proactively influence the policy agenda on regulation reforms
Example references in this work plan – post registration qualifications, review of SET 1, 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 2010 – March 2011, 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 related to the regulation of practitioner psychologists and hearing aid dispensers 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 2010-2011

In 2010-2011, the Department intend to balance their immediate commitment of implementing the main operational processes alongside a longer term commitment to enhancing and extending professional regulation.

The main priority for the Department is the day-to-day operation of the approval and monitoring processes. Continuing on from the last year, the majority of this year's work will 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. The work will include communication and relationship building as well as engagement with our approval and monitoring processes. The impact of these two new professions will also span into future years. Peak activities will be felt in the 2010-2011 and 2011-2012 academic years, which equates to the 2010-2011 (current), 2011-2012 and 2012-2013 financial years.

Over the last two years we have seen our priorities and resources increasing in the area of communication and relationship management. This year, we intend to consolidate our work in this area around two main topics (i) the area of student conduct and ethics and (ii) the review of SET 1 (level of qualification for entry to the Register). The new guidance on conduct and ethics for students has stimulated debate in this area and will be seen as the starting bloc for engaging and advising education providers and students around this topic. Whilst the review of SET 1 (level of qualification for entry to the Register) will involve a public consultation, it is envisaged that a number of supporting events are necessary to initiate debate and capture feedback on this sensitive and often misinterpreted topic.

This year, the Department will continue to participate in much of the education focussed work outlined in the Policy and Standards work plan. It is envisaged that there will be two specific areas of collaborative working between the two Departments, namely the review of SET 1 (level of qualification for entry to the Register) and post-registration qualifications. Whilst it is also envisaged that there will be ongoing involvement in the discussions around new professions (namely psychotherapists and counsellors, dance movement therapists, acupuncturists, medical herbalists and traditional Chinese medicine practitioners and health care scientists), it is unlikely that significant advances will be made due to the political and legislature landscape. Others areas of partnership working between the Education and Policy and Standards Departments will include the review of the new professions process, the review of the generic standards of proficiency, the review of the health requirements, discussions around the extension of prescribing rights and revalidation.

This year, the Department anticipate that its project work will focus primarily in the area of one major project. (Review of education systems and processes). This major project 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 another major project (Partner systems review) as an operational departmental representative. Due to the resource intensity related to the major project, there will be a small number of business-as-usual (BAU) projects this year compared to previous years. BAU projects are traditionally enhancement led projects that focus on the operational processes.

Please see appendices one and two for more details related to the planning and delivery of all aspects of this work plan.

Resources

Financial resources

This work plan is based on the assumption of a team of 13 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 18 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 hearing aid dispensers' part of the register opening on 1 April 2010. The work plan also assumes a major project that runs from April 2010 to March 2011 and includes 234 internal resourcing hours (equivalent to 4.5 days per week).

The overall budget of approximately £875,000 is split into two separate budgets, namely the Department budget (£735,000) and the major project budget (£141,000). The Department budget of £735,000 is based on an estimated 53 approval visits, 6 annual monitoring assessment days and 71 major changes submissions. These predicted figures are based partly on the operational levels in the 2009-2010 financial year and partly on the requirements related to the approved programmes which were recently added to our register of approved programmes for practitioner psychologists and hearing aid dispensers'.

In the last two financial years, a pattern of less approval visits and more monitoring work has emerged as the majority of our approved programmes have taken advantage of our open ended system of approval. However, in the 2010-2011 financial year we anticipate an increase in the number of approval visits 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 increased by approximately 100 in the last year, as 70+ practitioner psychologists' programmes and 10+ hearing aid dispensers' programmes were 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.

In effect, the on boarding of 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:

Abigail Gorrige	Director of Education	
Marva Kamaludin	Team Administrator	
Liz Craig	Team PA/Administrator	
Osama Ammar	Education Manager (NNIW team)	
Tracey Samuel-Smith	Education Manager (SES team)	
Paula Lescott	Education Officer	(NNWI team)
Brendon Edmonds	Education Officer	(NNWI team)
Lewis Roberts	Education Officer	(NNWI team)
Mandy Hargood	Education Officer	(SES team)
Ruth Wood	Education Officer	(SES team)
Benjamin Potter	Education Officer	(SES team)
John Archibald	Education Administrator	(NNWI team)
Natalie Fraser	Education Administrator	(SES team)

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

The Education Officers and Education Administrators report to the Education Manager of their team. The Education Managers, Team PA/Administrator and Team Administrator report to the Director of Education. The Director of Education reports to the CEO.

The permanent Director of Education is on maternity leave for the first three quarters of this year and consequently a number of acting up opportunities have been created, which has resulted in the following temporary structure being in place until 31 December 2010.

Osama Ammar	Acting Director of Education	
Marva Kamaludin	Team Administrator	
Liz Craig	Team PA/Administrator	
Tracey Samuel-Smith	Acting Head of Education	(SES team)
Paula Lescott	Acting Education Manager	(NNWI team)
Brendon Edmonds	Acting Education Manager	(No specific team)
Lewis Roberts	Education Officer	(NNWI team)
Ruth Wood	Education Officer	(NNWI team)
Mandy Hargood	Education Officer	(SES team)

Benjamin Potter	Education Officer	(SES team)
John Archibald	Education Administrator	(NNWI team)
Natalie Fraser	Education Administrator	(SES team)
Vacant	Temporary Administrator	(30 weeks cover included in the 2010-2011 budget)

During the temporary structure, the Education Officers and Education Administrators will report to either an Acting Education Manager or the Acting Head of Education, depending on their team. The Team Administrator will report to the Acting Head of Education and the Acting Education Managers and Team PA/Administrator will report to the Acting Director of Education. The Acting Director of Education and Acting Head of Education will report to the CEO.

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

During the 2009-2010 financial year, the Education Department recruited to five posts (three replacement Education Officers, one replacement Education Administrator and one new Team PA/Administrator). This included one administrator' position which was vacant as a result of an internal promotion to the Education Officer role. The five posts were appointed as a result of the four recruitment and selection processes; one in September 2009 (where one Education Officer was appointed); one in October 2009 (where one new Team PA/Administrator was appointed); one in November 2009 (where one Education Administrator was appointed) and one in December 2009 (where two replacement Education Officers were appointed).

The Education Officer post has historically been difficult to recruit to; however in 2009-2010 both recruitment and selection processes were successful at their first attempt which was encouraging. This meant that we were able to keep to a minimum the periods when we were operating with a vacancy between resignation and new starter.

Whilst recruiting and retaining employees will continue to be a focal point for the managers within the Department in 2010-2011, it is anticipated that the acting up opportunities and new appointments from last year will create some stability and help retention figures as well as help individuals' career opportunities and development. However, as approximately 40% of employees will have been in their permanent position for less than a year at the start of the 2010-2011 year, employee recruitment and retention continues to be captured in the HPC's risk register.

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 Team PA/Administrator provides direct support to the Director of Education and the Education Managers in a PA capacity as well as providing more generic support to the department across some of its activities.

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

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

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

The permanent Education Department structure was implemented in 2008-2009. The review of this structure was postponed in 2009-2010 due to the temporary structure in 2010-2011 and the complexity that this added to making any revisions to the permanent structure. The experiences of both the permanent structure (2008-2009) and the temporary structure (2010-2011) will be considered alongside possible future growth this year.

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.

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

Equality and diversity

The Education Department will continue to scrutinise and monitor 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 the 2009-2010 financial year, the Department accomplished the following action points as part of the wider organisation's Equality and Diversity Scheme;

- Reviewed a number of publications (with the Communications and Policy and Standards Departments);
- Trained a number of visitors (new and existing) in equality and diversity (with the Partners Department);
- Produced a number of Education Update publications;
- Reviewed the layout and content of the new student section of the website (with the Communications Department);
- Organised a number of education seminars (general and practitioner psychologists specific) in venues with disabled access and identified and accommodated any additional needs highlighted at an early stage; and
- Reviewed the UK application forms (with the Registrations Department).

During this year, the Education Department intend to address the following action points as part of the department's supporting activities and projects;

- 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 Partner Manager to train visitors on equality and diversity issues and evaluate the effectiveness of this.
- We will continue to ensure that the organisation of our education seminars identifies and accommodates any additional needs at an early stage.
- We will continue to reviewed the layout and content of both the education and student section of the website (with the Communications Department);
- We will consider equality and diversity implications within the 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 work with the Registrations Department to ensure that the changes to the information about the approved programme lists and the pass list process is accurate, easy to follow and written in easy to understand English.

- 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 look to moving away from medical/clinical model terminology and language via process review days.

Information Security

In 2010-2011, the Business Process Improvement Department intend to create a management system and prepare for the adoption of ISO27001 (information security). Alongside these organisational wide developments, the Education Department intend to take specific measures this year to help identify and where possible, mitigate any key risks.

During this year, the Education Department intend to address the following action points as part of the department's operational processes, supporting activities and projects;

- We will work with the Business Process Improvement Department to train employees and visitors on information security issues and evaluate the effectiveness of this.
- We will incorporate information security into the periodic review our operational processes (using the recommendations from the Potyner review as a starting bloc, assessing their relevance and transferability to our processes).
- We will invoke the 'near miss policy' if appropriate.
- We will continue to reduce our reliance on paper based documents (therefore reducing the associated risks with storage and transfer) and increase our expectations around electronic and on-line submission and storage.
- We will consider information security implications within the 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 2010-2011, we are planning to undertake approximately 53 visits. This will represent an increase in the number of visits compared to the last two 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 two academic years continue (i.e. a slightly higher number of new paramedic science and biomedical science programmes compared to other professions, a considerably lower number of supplementary prescribing programmes compared to three-four years ago and a consistent number of multi-professional visits). 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 2010 and January-March 2011 as the majority of approval visits are concurrent with education providers' internal events which take place at these times.

Due to the high number of approval visits that have to be undertaken to practitioner psychologist and hearing aid dispenser programmes in the 2010-2011 academic year and the fact that education providers' prefer concurrent visits with their own internal events, it is likely that we will need to exert tighter controls on visit scheduling in the last quarter of this financial year (and the first quarter of the next financial year). As we have not reached capacity for visits in the last two financial years we have been able to accommodate most education providers' requests, however this year we may need to push back. This reduced flexibility could be perceived as a change in the way that we interact with education providers which could lead to both dissatisfaction and ineffectiveness. To mitigate this risk, we will ensure that the planning cycle is brought forward and the monitoring of the visit schedule carried out more frequently. We will also amend and increase the communication to affected education providers to ensure they have sufficient notice and guidance.

During this year, the Department will also ensure that the approval process is reviewed, both on a specific and continual basis. As in previous years, we will hold an internal review day where we will focus on feedback from key stakeholders and operational enhancements both in the short and long term. In particular, this year the review will consider lessons learnt from the approval of programmes delivered by professional bodies as well as withdrawal/non-approval decisions.

Annual monitoring process

The annual monitoring process will complete its fifth cycle and begin its sixth cycle in the 2010-2011 financial year. The process is now fully embedded and operating in a pro-active, cost effective and efficient manner. In 2010-2011, we expect to put approximately 450 approved programmes through this process.

It is likely that the peak months of annual monitoring activity will be April-June 2010 and January -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 six annual monitoring assessment days to consider the majority of audit submissions. There will be two assessment days in May 2010 (one specifically for practitioner psychologists); two assessment days in June 2010 and one assessment day in March 2011. Approximately 15 annual monitoring submissions will be considered by correspondence in summer 2010 to ensure a timely turnaround. A substantial planning process ahead of the 2010-2011 academic year will take place in autumn 2010.

There is also the possibility of an assessment day specifically for hearing aid dispensers to consider the long term arrangements for reconfirming approval of the 10+ programmes.

As the annual monitoring process is retrospective, we will continue to use the annual monitoring process to ensure that programmes have incorporated the minor changes made to the standards of proficiency in autumn 2007. We will not use the annual monitoring process in the first half of this financial year to ensure that programmes have been updated to reflect the amended and new standards of education and training. However, it will be used in the second half of this financial year to ensure that programmes have been updated to reflect the amended and new standards of education and training. This disparity is due to the mismatch of financial years and academic years.

During this year, the Department will also ensure that the annual monitoring process is reviewed, both on a specific and continual basis. As in previous years, we will hold an internal review day where we will focus on feedback from key stakeholders and operational enhancements both in the short and long term. In particular, this year the review will consider lessons learnt from the annual monitoring of new professions and the effectiveness of considering ensuring successful compliance with revisions to our standards via the annual monitoring process.

Major change process

The major change process will begin its third cycle in the 2010-2011 financial year. The revised process was fully implemented during the 2008-2009 financial year and has led to more effective decision-making and cost savings. The revised process centres on a 'notification stage' which means that not all submissions continue through to the full major change process. The figures from the first two years show that an average of 50% of submissions are filtered out, into either the annual monitoring or approval process at the earlier opportunity. The revised process is more resource intensive within the Department as the 'notification stage' centres on employee rather than visitor feedback to education providers. The Department will continue to ensure that appropriate and timely feedback is received by education providers from this 'notification stage'.

We expect to put approximately 70 submissions through the full major change process. This figure is comparable to that in the last financial year. It is anticipated that we will receive approximately 35 notifications in addition to these 70 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, although June – October 2010 is likely to be slightly busier as education providers either prepare for, or report changes that relate to the start of the new academic year.

During this year, the Department will also ensure that the major change process is reviewed, both on a specific and continual basis. As in previous years, we will hold an internal review day where we will focus on feedback from key stakeholders and operational enhancements both for the short and long term. In particular, this year the review will consider the lessons learnt from the submissions from new professions and the effectiveness of the notification stage in making timely and accurate decisions.

Education provider complaints process

The education provider complaints process will complete its first cycle and begin its second cycle in the 2010-2011 financial year. We intend to review the process after its first year of implementation to resolve a few teething problems but to generally ensure that the process and associated guidance is easily understood and realistic in its expectations to both complainants and affected education providers. This will help us ensure a process that is both efficient and cost-effective in terms of decision-making and output.

We expect to put approximately 5 complaints through the full education provider complaints process in 2010-2011. It is likely that guidance will be offered to and initial discussions will be held with a further 5 potential complainants. Whilst there is usually no pattern to when complaints are received, a potential peak time is expected to be around June – October 2010 as this is 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 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 2010-2011, the Department intend to produce and publicise a number of both new and revised publications.

The Department's fourth annual report will be published. This will be a combined annual report covering the 2007-2008 and 2008-2009 academic years. It is anticipated that this will be published in the first half of the financial year

The annual monitoring process supplementary information will be updated and reprinted, with minor revisions that relate to the revised standards of education and training and the departmental review in 2009-2010. It is anticipated that this will be published in the first half of the financial year, for inclusion with the communication to education providers outlining the annual monitoring requirements of the 2010-2011 academic year.

The Department intend to publish a report on the approval visits to paramedic education and training programmes delivered in ambulance trusts. This report has arisen from the review project in 2009-2010 and operational work in 2008-2009. It is anticipated that this will be published in the first half of the financial year.

The Department intend to produce 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 at the end of the financial year.

In 2010-2011, the Department intend to publicise the new guidance on conduct and ethics for students and health and character processes. These publications were produced in early 2010 and there has been an exceptional uptake by education providers already. To capitalise on this interest and

consolidate on their importance, we intend to focus on the topic behind these publications in our education seminars in 2010-2011.

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 late 2009-2010 the format of the register of currently approved programmes was improved to help accessibility and provide more information to education providers, prospective students and registrants. The Department will monitor its usage and functionality this year for any teething problems and review its general effectiveness. The Department will also publish a register of approved programmes which are no longer approved, but which have retained historical approval for a set time period. This additional part of the register of approved programmes has arisen from the withdrawal of approval project of the last three financial years.

The content of the information pages has become rather dense and information relating to specific guidance and regulations is starting to become dated. An overview of the education pages will be undertaken with a view to updating and streamlining the information provided. The Department will also scrutinise the enquiries log (a record of all generic education enquiries received by email, telephone and letter) to determine whether there is a demand for additional online resources in specific areas (e.g. prescribing rights or clarify around the educational routes for prospective biomedical scientists).

In 2010-2011, the Department will continue to support colleagues in the Communications Department in the maintenance and development of the student section of the website. This new section of the website was launched in 2009-2010. It is likely that a number of new pieces of information will be developed throughout the year from this work plans' activities that will be relevant for publishing via this part of the website (e.g. independent safeguarding authority, pass list process).

Seminars

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

The Department intend to be involved with three different types of seminars in 2010-2011. All 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 envisage running six identical seminars across in the UK on the topic of student conduct and ethics. These seminars will promote our new guidance on new guidance on conduct and ethics for students and take discussions a step further in considering what is meant by 'student fitness for

practice', what the responsibilities of the education provider and the regulator are, as well as sharing good practice. It is anticipated that these seminars will take place between October – December 2010.

The Department intend to working with the Policy and Standards Department to co-deliver a number of events linked to the review of SET 1 (level of qualification for entry to the Register). It is anticipated that these events will either supplement the work of a PLG or feed into a public consultation. The timing of these events will be determined by the Education and Training Committee once they have agreed the overall approach to the review of SET 1 (level of qualification for entry to the Register).

The Department also intend to run two identical seminars aimed specifically at hearing aid dispensers. 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 in autumn 2009. It is anticipated that these seminars will take place in autumn 2010.

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 2010-2011, the focus of partner activity will be spilt evenly between recruitment and training. 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.

The current number of visitors is, in general, appropriate for the workload in the 2009-2010 and 2010-2011 academic years. This includes sufficient numbers for the peak of practitioner psychologist and hearing aid dispenser activity. Whilst there is no large scale recruitment campaign planned for this year, some small scale recruitment is needed to address professional variations and general turnover. It is anticipated that this recruitment will take place in autumn 2010.

In addition, the majority of our visitors have to go through a reappointments process in summer 2010 and 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 has been mitigated already by gathering succession planning information in 2009-2010, and will be further supported by ensuring resources are deployed in this area to monitor the situation and if necessary initiate contingency recruitment as a priority.

In 2010-2011, we intend to run new and refresher visitor training sessions. One new visitor training day is anticipated for early 2011. This will follow on from the recruitment campaign in autumn 2010 and allow visitors to be used during the peak period of the 2010-2011 academic year.

The Department anticipate running four refresher visitor training sessions, reaching approximately 50% of visitors (i.e. 80-90 individuals). A substantial number of these visitors (approximately 20 individuals) are a priority for a two day refresher training session as they were last trained in 2004 and 2005. The other visitors will be invited to a one day refresher training session as they were last trained two years ago. It is anticipated that all the refresher training sessions will take place between November 2010 – January 2011.

Information systems (database and electronic records)

In 2010-2011, the Department will continue to work with the IT Department to enhance two key information systems (the department bespoke database and net regulate). The enhancements are captured in two small projects outlined in the later section of this work plan.

The Department will also engage in a full scale review of all information systems in 2010-2011 as part of a major project. Again, more information is outlined in the later section of this work plan.

Committee work

In 2010-2011, 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. There are a number of recent appointees from November 2009 and a new hearing aid dispenser member in 2010 that would benefit from initial and follow up training.

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 2010-2011, the Department will continue to work with stakeholders (e.g. general public, professional bodies, partners and educational bodies) in the broad area of education.

In 2009-2010, the Department launched a new means of communication with all our stakeholders. Education Update is now circulated three times a year to approximately 1000 contacts. We intend to refine our internal processes for producing and circulating this publication so that it remains both resource and cost effective. We will also monitor feedback on it.

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.

Projects 2010-2011

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 2010-2011. 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.

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

Small projects

The Department will jointly deliver two small projects in 2010-2011. It is important that these projects are completed, both on time and on budget and that the Department are flexible in working with the other internal departments. Consequently, after the major project, priority will be given to these small projects ahead of the enhancement projects. If resources become stretched at any point, then we will need to revisit the viability of running the enhancement projects and supporting activities.

1) Education system developments

This project will involve the Education and IT Departments working together, with an external development company, 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 those with the highest priority delivered in 2009-2010. In 2010-2011 we expect to deliver the next set of prioritised changes. These changes centre around four broad areas – (i) integration of the education provider complaints process (ii) upgrade to the approval process section (iii) upgrade to the major change section and (iv) enhancements to the visitor allocation and selection function.

Although it is anticipated that the bespoke database will be replaced by the end of 2011-2012, the database still needs to operate optimally during the next two financial years. It is anticipated that this small project will take place during the second and third quarters of this financial year.

Medium priority

2) Net regulate – manage qualifications and institutions functions maintenance

This project will involve the Education, IT and Registrations Departments working together, with the external development and support company, to deliver a number of developments to net regulate. (Net regulate is the bespoke registrations database, used primarily by the Registrations Department to register and renew registrants).

Over the last two financial years, the Education Department has taken over sole responsibility for the approved programmes and education provider information in net regulate. We have completed data verification and assimilation exercises and incorporated data entry and accuracy stages into our main operational processes. We have also made a number of small scale,

low cost technical changes. However to produce a more reliable function within net regulate more substantial and resource intensive technological changes are needed.

At present there is no function to highlight that a programme has closed or had their approval withdrawn. Additionally, the modes of study options are also limited to only full or part time. This means there are no automated safeguards within the system to prevent applicants being registered on a programme which is no longer approved, or only approved in a specific mode of study. This small project aims to develop the capacity in net regulate so the system is more automated. This will improve efficiency and accuracy of data entry and verification and reduce the risk of communicating inaccurate or outdated information and incorrect decision-making.

It is anticipated that this small project will take place during the third and fourth quarters of this financial year.

Medium priority

Business-as-usual projects

There are seven business-as-usual projects in the 2010-2011 financial year. This is significantly less than in previous years and reflects the priority given to operational processes and major and small projects this year. Some business-as-usual projects aim to develop our work at an operational level whilst others aim to improve our communication and relationship building with key stakeholders. Some of the projects have been carried over from the 2009-2010 year, so are already midway through and need to be completed in 2010-2011, rather than initiated from the start. A few of these projects involve collaboration with the other Departments, namely Policy and Standards, Registrations and Communications.

Whilst it is important that these projects are completed, there is less of an urgency to complete them in a specific time period. Consequently, all of these projects have been allocated a long lead time and scheduled for implementation in the periods of 2010-2011, 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) Review of IHCD paramedic award approval visits

This project is ongoing from 2009-2010 and follows on from operational work in 2008-2009.

In 2009-2010, the Department analysed the findings from the approval visits to paramedic programmes delivered in ambulance trusts during the 2008-2009 and 2009-2010 academic years to determine if there were any consistent trends and/or underlying concerns. As a result, the Education and Training Committee agreed a variation to the annual monitoring process for all paramedic programmes delivered in ambulance trusts in the 2010-2011 academic year to monitor the long term and universal developments of these programmes.

In 2010-2011, Department intend to publish their analysis from the approval visits to paramedic programmes delivered in ambulance trusts during the 2008-2009 and 2009-2010 academic years into a formal report.

In 2010-2011, the Department will further analyse the engagement and outcome from the amended annual monitoring process for the affected programmes and present this information to the Education and Training Committee.

It is anticipated that this project will be complete by the end of the first half of this financial year.

Medium priority

2) Review of generic standards of proficiency

This project is ongoing from 2009-2010 and is lead by colleagues in the Policy and Standards Department.

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

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

Medium priority

3) Withdrawal of approval

This project is ongoing from 2009-2010 and follows on from initial work in 2007-2008 and 2008-2009.

In 2009-2010, the Department contacted all education providers to discuss withdrawing approval from programmes which are either no longer running or have been superseded by new programmes. The outcomes were referred to

the Education and Training Committee in June, September and December 2009.

In 2010-2011 this project will finalise any outstanding decisions from Education and Training Committee and focus on publicising the historical approval status of affected programmes, both internally and externally, so that stakeholders have clear, accessible information.

Medium priority

4) Welsh language schemes

This project is ongoing from 2009-2010, however it is currently on hold due to complementary work being lead by colleagues in the Policy and Standards Department.

The Welsh Language Act 1993 put Welsh and English on an equal basis in public life in Wales. As a result of the Act public bodies have a duty to treat Welsh and English on an equal basis and develop welsh language schemes. The HPC is consulting on our welsh language scheme in the first half of this financial year.

This project proposes to produce guidance for education providers, on the interactions between our welsh language scheme (once agreed), 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). As approval of our welsh language scheme is anticipated in autumn 2010, it is proposed that this specific project will not begin until the second half of this financial year.

Low priority

5) Independent safeguarding authority

This project is ongoing from 2009-2010, however it was on hold for the majority of the last financial year due to delays and uncertainties around the legislation.

The Independent Safeguarding Authority (ISA) has been created to help prevent unsuitable people from working with children and vulnerable adults. There is a major project to address the legislative and technological changes required of the HPC. This smaller departmental project is a communications based project aimed specifically at education providers.

The phasing in approach of the ISA means that education providers need to address the registration requirements of their students as they engage with regulated activity (i.e. placements). There is little information currently available to education providers in this area and this project proposes to produce guidance on the role of the ISA and the interaction with our standards of education and training, especially those in the admissions section around

criminal conviction checks. We also anticipate that we may have questions from education providers around the cost and timing of ISA registration; whether ISA and criminal conviction checks fulfill the same function; the impact of ISA registration on placement commencement and completion and how positive responses are dealt with.

It is anticipated that this project will take place in the second and third quarters of this financial year.

Low priority

6) Registration Department liaison project

This project is new for 2010-2011 and aims to review and enhance existing internal processes and practices.

This project involves the Education Department working with colleagues in the Registrations Department, although it is envisaged that the Education Department will take the lead in terms of resources. It is anticipated that the project will focus on two specific areas, which are of mutual concern and benefit to both departments, namely (i) the register of approved programmes (current and historical) and (ii) the pass list process (incorporating communication and liaison with education providers and internal usage).

There have been a number of changes to the register of approved programmes (current and historical) and UK application forms in recent years and the Education Department is keen to ensure that colleagues in the Registrations Department are cognisant of the rationale and principles behind these changes and that the new ways of working are feasible and in keeping with their internal procedures. This enhancement project aims to further mitigate some of the risks highlighted in the small project around net regulate. It recognises the ongoing reliance of data entry and verification by individuals and the risks associated to incorrect decision-making at the point of registration, therefore indirectly mitigating the work and cost of registration panels.

There have been a number of changes to the pass list process in recent years and this part of the project aims to both resolve a few teething problems (mainly around communication and expectations on education providers) so that the process is easily understood and realistic in its expectations to both education providers and the Registrations Department. This part of the project will also consider further enhancements to the pass list process to ensure that the information supplied by education providers is accurate and explicit, to mitigate the risk of incorrect decision-making at the point of registration.

Overall, the project aims to improve the understanding between the two departments of their respective roles and responsibilities, to increase the effectiveness of available resources within both departments engaged in these two areas; to consider the strengths and limitations of the current

processes and information systems and to consider the effectiveness of initial and refresher training of employees.

It is anticipated that this project will take place over an extended period, during the last three quarters of the financial year.

Medium priority

7) Practitioner Psychologists project

This project is new for 2010-2011; however it arises out of operational work from the last year.

There are two areas which would benefit from further work and review during this year. The Department has published a register of approved practitioner psychologist programmes which are no longer approved, but which have retained historical approval for a set time period. This register has undergone various reiterations since the register opened in July 2009. The Department intend to review the process for agreeing this register to ensure it is definitive, accessible and easily understood by both internal and external stakeholders.

The second area for review centres on the joint approval visits to practitioner psychologist programmes, with the professional body, in the 2009-2010 academic year. The department will work with the professional body and education providers to review both their experiences to fine-tune our communication and preparation for approval visits to practitioner psychologists programmes in the 2010-2011 and 2011-2012 academic years, so that they are appropriate and effective to this new audience.

Low priority

2011-2012

It is likely that 2011-2012 will be a year where the Department's work will continue to be shaped greatly by the impact of regulating new professions and the preparation for extending professional regulation further.

The Department anticipate continuing to balance their immediate commitment to operating the main operational processes alongside the longer term commitment to extending professional regulation and consolidating our communication and relationship management with key stakeholders.

It is likely that the operational activities in 2011-2012 will continue to focus primarily on the regulation of practitioner psychologists and hearing aid dispensers. Due to the built in prior notice periods of the approval and monitoring processes and the academic year calendar, the impact of regulating new professions is not felt until at least six - twelve months after the opening of their registers.

In 2011-2012, it is likely that our communication work will built on from areas of policy development in 2010-2011. It is envisaged that the key communication themes for 2011-2012 will be around SET 1 (level of qualification for entry to the register), post-registration qualifications and the generic standards of proficiency.

It is envisaged that phase two of the major project will take place in 2011-2012, focusing on the build and implementation of a new system. All of which would involve collaborative working with internal colleagues (IT, Registrations, Communications) and external suppliers.

The Department anticipate continuing to work with the Policy and Standards Department over areas such as the future regulation of new professions (including psychotherapists and counsellors, dance movement therapists, acupuncturists, medical herbalists and traditional Chinese medicine practitioners, healthcare scientists) and new groups (including assistant and support workers). In addition, the Department envisage engaging in new work with the Policy and Standards Department around research (possibly in the area of interprofessional learning) and developing curriculum framework and guidance (following on from the review of SET 1 in this financial year).

The Department also envisage working with the Communications Department to discuss the idea of raising the profile of the regulator with students. The organisation currently has limited direct engagement with students and the Department would like to revisit this following our recent work in the area of student conduct and ethics and the ongoing revalidation work.

In 2011-2012, it is likely that the Department will continue to carry out a number of smaller enhancement projects. Possible areas for inclusion include – reviewing the provisions around comparable qualification in the Health Professions Order; reviewing the list of recognised courses in English language for entry onto the Register; producing position statements on

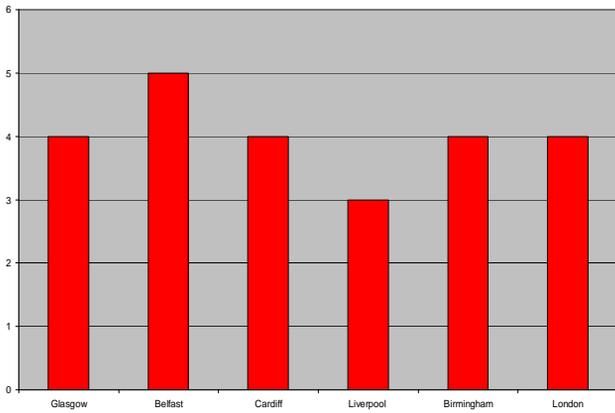
preceptorship, mentorship and dual registration; producing a document retention policy specific to the approval and monitoring processes and producing service level agreements specific to the approval and monitoring processes.

Practitioner psychologist seminar feedback 2009

Graphs

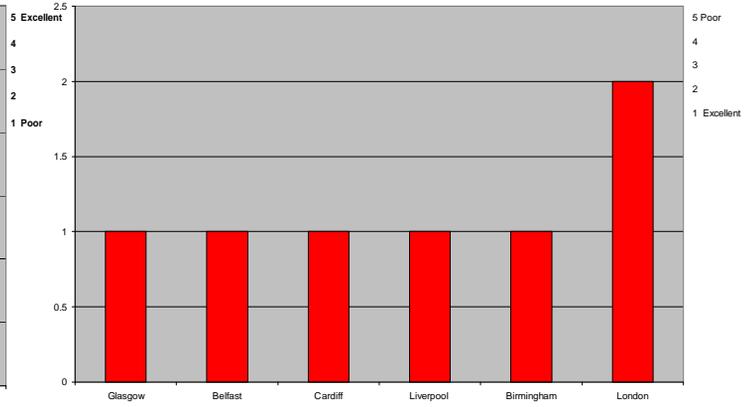
Average per venue

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



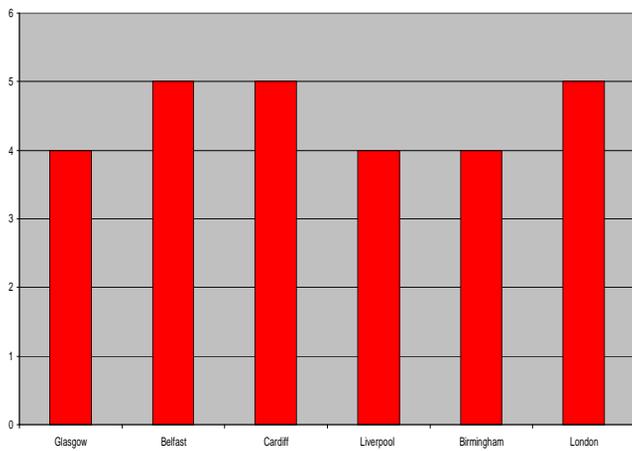
Average per venue

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



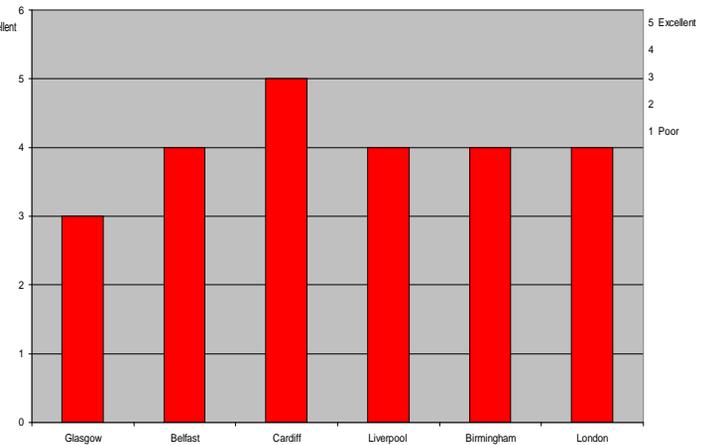
Average per venue

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



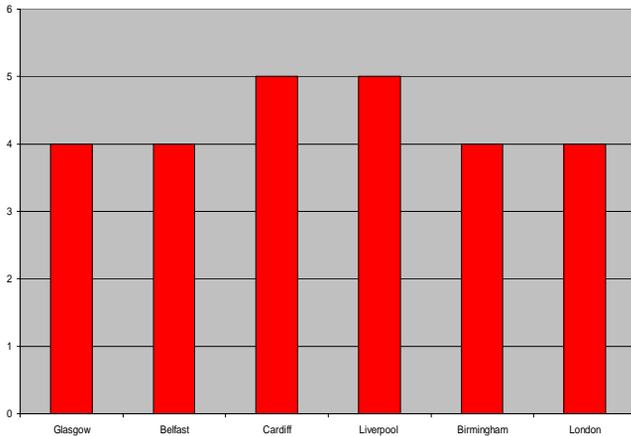
Average per venue

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



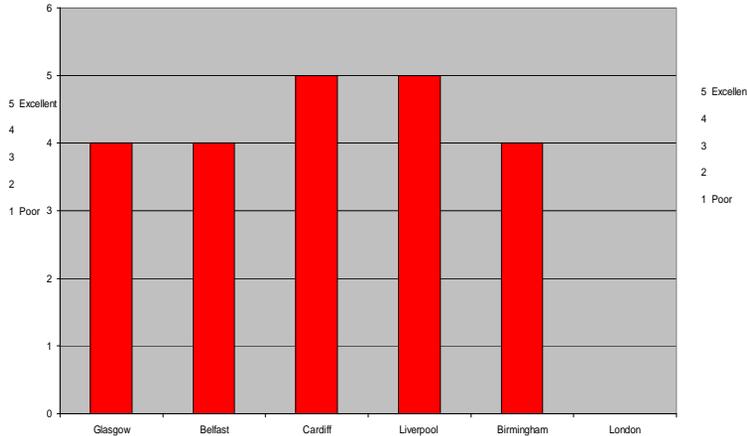
Average per venue

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



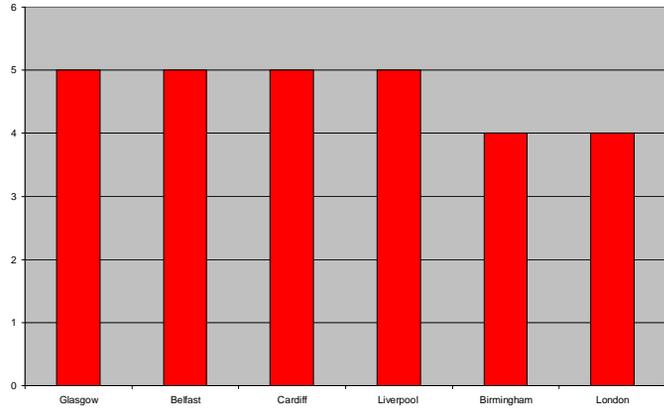
Average per venue

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



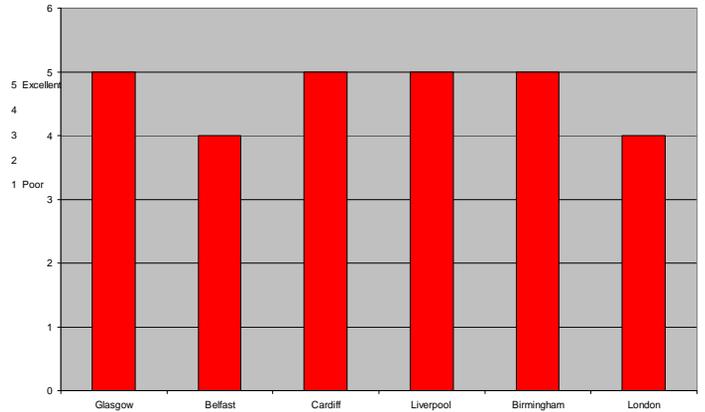
Average per venue

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



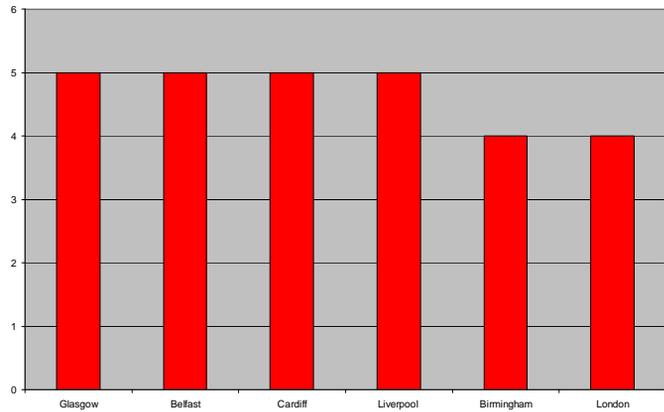
Average per venue

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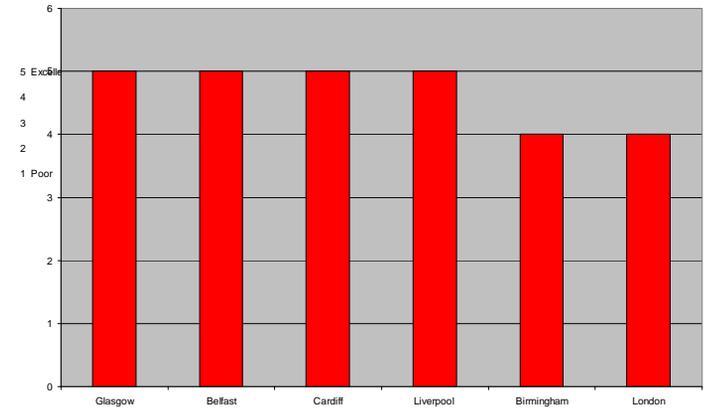
Average per venue

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



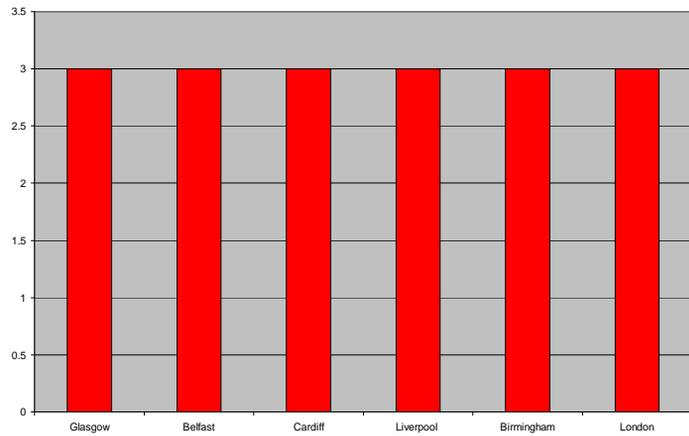
Average per venue

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



Average per venue

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



Average per venue

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

