

Education and Training Committee - 8 March 2012

Lay visitor pilot

Executive Summary and Recommendations

Introduction

This paper looks at the outcome of the lay visitor pilot and the HPC's position on 'lay' involvement in decisions to approve programmes. It does not look explicitly at service user involvement in the design and delivery of education and training. This issue is addressed in a separate paper for consideration at this meeting.

This paper covers the following;

- The background to the Education and Training Committee's previous discussion on the lay visitor pilot;
- The report on the lay visitor pilot;
- The potential actions following the pilot, including consideration of the paper and outcomes of the separate discussion on service user involvement in the design and delivery of education and training.

Background

The HPC has a small number of lay visitors, all of which are required to have educational experience. They are used in exceptional circumstances to support registrant visitors and the integration of new professions into the approval process.¹

The Council for Healthcare Regulatory Excellence (CHRE) undertakes an annual performance review of the regulators. As part of this review, its standards of good regulation require that in quality assuring education and training programmes, regulators should ensure that: 'Students'/trainees' and patients' perspectives are taken into account as part of the evaluation' (4.3(ii))².

The approval process currently requires the visiting panel to meet with a group of students'/trainees' and take their views into account. Education providers are encouraged to set up a meeting between service users and the visiting panel, but this is not mandatory. The monitoring processes currently encourage education providers to submit documentation that supports on-going dialogue with both students and service users, but again this is not compulsory.

¹ Education and Training Committee 29 March 2006

² CHRE, Standards of Good Regulation

In previous performance review reports, CHRE advised they were satisfied with the process in place to take students'/trainees' perspectives into account, but that they would recommend lay members forming part of any visiting panel. In the 2010-2011 performance review report, CHRE noted positively the decision to undertake a lay visitor pilot and said that they wanted to follow this up in this year's performance review.

There are a variety of different approaches to 'lay' involvement in decision making across the other 8 regulators. These include lay visitors on all panels, lay student visitors on panels, evaluation of patient feedback by visiting panels and speaking to local service user networks³.

The HPC has a general commitment to involving service users and the public in its work⁴. The Communications Committee recently considered a paper on patient and public involvement⁵, following the publication of a CHRE report on patient and public participation in July 2011⁶.

Previous discussion

The Committee's early discussion on this topic was combined with discussions on service user involvement in the design and delivery of education and training. This joint discussion was wide-ranging but struggled to reach a clear consensus on whether changes were desirable (and to what extent) and whether these changes should be focused on HPC's standards, guidance and/or processes. In March 2010, the Committee agreed to separate out the two strands. It was agreed that research would be commissioned to look at potential changes to standards and guidance, and that a lay visitor pilot would be undertaken as a way of changing the processes.

Much of the subsequent discussion around the lay visitor pilot focused on whether it was a reasonable and proportionate response to ensuring service user participation in the decision making of the regulator. In summary, the discussion covered:

- the lay involvement of visitors on fitness to practice hearings;
- the lay involvement of Education & Training Committee members at its Panel meetings;
- the current definition of lay visitors;
- the financial cost of lay visitors;
- the public perception and confidence of including lay visitors;
- the transferability of including lay visitors to the monitoring and complaints processes;
- the (potential) benefits of lay visitor involvement for all concerned, including whether it is possible to draw conclusions about their focus on public protection; and
- the need for any regulatory requirement(s) to be meaningful rather than tokenistic.

³ Education and Training Committee 10 March 2010

⁴ <http://www.hpc-uk.org/aboutus/stakeholders/ppi/>

⁵ Communications Committee 11 November 2011

⁶ CHRE 'Patient and public participation in health professional regulation', July 2011

Pilot

At its meeting in September 2010, the Committee agreed to the scope of the lay visitor pilot. The objectives, methodology and findings are included in the separate report, attached as appendix one.

Discussion

The table below outlines a broad range of options identified by the Executive and their implications.

Table 1: Options

	Option	Description	Summary of implications
1	No change	No change to the use of lay visitors.	<ul style="list-style-type: none"> • No direct implications as no change. • Lay visitors used in exceptional circumstances. • Lay visitors required to have educational experience. • Service user views may be taken into account by visiting panels (at the education providers' discretion). • A programme could potentially be approved without taking into account the views of service users in the decision making process. • Ability to meet CHRE requirements?
2	Increase lay visitor involvement in particular circumstances	For example, require the inclusion of a lay visitor on particular visits, either as a form of quality assurance (e.g. random, sample of visits each year) or where public confidence (perceived) risks may be higher (e.g. new programmes, new professions)	<ul style="list-style-type: none"> • Clear message to education providers and public that we consider lay visitor involvement is important and beneficial. • Improves public confidence in the decision making process. • Places a limit on the financial and resource cost to HPC • A programme could potentially be approved without taking into account the views of service users in the decision making process • Ability to meet CHRE requirements?

3	<p>Make lay visitor involvement mandatory on all visiting panels</p>	<p>Amend the approval process to make lay visitor involvement an express requirement.</p>	<ul style="list-style-type: none"> • Strong message to education providers and public that we consider lay visitor involvement is important and beneficial. • Strong message that lay visitor involvement is important for public protection. • Improves public confidence in the decision making process. • Significant increase in financial and resource cost to HPC • Programmes that do not comply with the process would not be approved or would have their on-going approval withdrawn (subject to the opportunity to meet conditions). • Would contribute (in part) to meeting CHRE's requirements?
4	<p>Consider alternative process changes in light of changes to standards and guidance</p> <p>(This option is only viable if a new standard and guidance has been decided on as part of the separate paper on service user involvement in education and training)</p>	<p>For example, require meetings with service users as part all approval visits (similar to students), capture service user opinions and impact on decision-making in visitors' reports, require set documentation as part of all annual monitoring (audit) and major changes submissions.</p>	<ul style="list-style-type: none"> • Strong message to education providers and public that we consider service user involvement is important and beneficial. • Strong message that service user involvement is important for public protection. • Minimal increase to financial and resource costs to HPC. • Service user views would routinely be taken into account by visiting panels. • Service user would be selected locally by the education providers. • Programmes that do not comply with the process would not be approved or would have their on-going approval withdrawn (subject to the opportunity to meet conditions). • Would provide comprehensive and on-going service user involvement beyond approval visits.

			<ul style="list-style-type: none"> • Would contribute (in part) to meeting CHRE's requirements?
5	Revisit the definition of lay visitor	<p>For example, remove the requirement that lay visitors have educational experience and rewrite the lay visitor personal specification to attract the service user perspective. Revisit the role and scope of lay visitors on visiting panels to draw upon their unique perspective. Consider undertaking a second pilot.</p>	<ul style="list-style-type: none"> • Strong message to education providers and public that we consider lay visitor important and beneficial. • Strong message that lay visitor involvement is important for public protection. • Substantial financial and resource cost to HPC. • Improves public confidence in the decision making process. • Improves clarity around the role and expectations of the lay visitor, for both education providers and registrant visitors • Service user views would routinely be taken into account by visiting panels. • Would contribute (in part) to meeting CHRE's requirements?

The options and implications are intended to be illustrative rather than exhaustive. Option 5 could be considered in isolation, or in combination with other options. Options 2, 3, 4 & 5 would require further consideration and discussion about the actual content / scope and a further paper could be brought back to the Committee at its meeting in June 2012 to facilitate this.

Decision

The Committee is asked to discuss the report on the lay visitor pilot and agree, in principle, the next steps that should be taken in relation to this topic.

Background information

CHRE performance review for 2007-08, 2008-09, 2009-10

Education and Training Committee 29 March 2006

Education and Training Committee 25 March 2009

Education and Training Committee 25 September 2009

Education and Training Committee 10 March 2010

Education and Training Committee 8 June 2010

Education and Training Committee 16 September 2010

Standards of education and training guidance

Approval process - supplementary information for education providers

Annual monitoring - supplementary information for education providers

Major change - supplementary information for education providers

Resource implications

Resource implications are included in the report (appendix one). The full resources implications are included in the draft work plan 2012 – 2013 but need to be realised and prioritised.

Financial implications

Financial implications are included in the report (appendix one). The full financial implications are included in the draft budget 2012 – 2013 for the Education and Partners Departments.

Appendices

Report: Analysis of the HPC lay visitor pilot

Date of paper

28 February 2012

Analysis of the HPC lay visitor pilot

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Executive summary

The outcomes of the lay visitor pilot have been summarised below. More information about the pilot, the evaluation methodology and the detailed findings from the pilot are included in subsequent sections and appendices of this report.

- The lay visitor pilot was a small scale exercise with a limited number of responses on which to draw. From the responses received, there is neither overwhelming support for the inclusion of lay visitors on visit panels nor any great concerns about their inclusion in the process.
- The professionalism of existing visitors, coupled with regular training and Education officer support, means that the current process is transparent and focussed on public protection.
- It is not evident that the inclusion of a lay visitor significantly improved participants' perceptions of the transparency of the process or public confidence in the regulator's decision making. Nor was it evident that other significant benefits were realised as a result of including lay visitors. However, the inclusion of visitors with no direct experience of the profession or educational processes could increase the accountability of the process.
- If lay visitors were to be included in future visits the precise nature of the role they were to play and hence the required skills and expertise would need to be defined, a clear role brief developed and appropriate training provided.
- Including lay visitors on multi-professional visits, or where professional body accreditation and/or university accreditation teams were present, could increase the size of the joint panel inappropriately and make it difficult to conclude business in the time available.
- Including a lay visitor on panels at the expense of a registrant could leave sole registrant visitors feeling unsupported and limit discussion of professional issues.
- The addition of a lay visitor on visiting panels had little discernible impact on logistical matters. The size of panels was generally considered appropriate and all participants, including, where present, those from professional bodies and university validation teams, had the opportunity to ask questions.
- There is no evidence that the inclusion of a lay visitor impacted on the time taken to draft the visitors' report or affected the overall recommendation or number of conditions and recommendations set.
- The inclusion of a lay visitor had little impact on the costs of a visit to education providers or the amount of time they took to prepare for the visit.
- The addition of a lay visitor significantly increased the costs to the HPC of running a visit.

Introduction

HPC's Council and the Education and Training Committee are keen to ensure that our educational processes are reviewed constantly so that they remain fit for purpose, up to date and are responsive to issues raised by our stakeholders. One of the areas for consideration has been how the views of the public and patients (service users) could be taken into account in our consideration of education programmes. This issue was raised in the Council for Healthcare Regulatory Excellence's (CHRE) performance review of the HPC for 2007-8.

The Education and Training Committee considered this matter and decided to investigate options for the involvement of service users including:

- (i) commissioning research to explore the link between service user engagement and public protection; and
- (ii) piloting the inclusion of lay visitors on visiting panels.

The Committee agreed that it was important to make a distinction between the investigation of service user involvement and the consideration of including lay visitors on visiting panels. The Committee therefore agreed that these activities should be conducted separately. However, the Committee will consider the outcomes of these related activities together, to inform any future action or changes in relation to our educational processes. This report concerns the findings from piloting the inclusion of lay visitors on visiting panels.

Implementing the pilot of lay visitors on visiting panels

The pilot of lay visitors was conducted during the 2011-12 academic year.

Existing, experienced and trained lay visitors were invited to participate in visits already scheduled. In the paper that was considered by the Education and Training Committee on 26 September 2010 a lay visitor was defined as a non-registrant with an understanding of the educational setting.

One lay visitor was added to the HPC visiting panels for nine visits. Registrant panel members were informed about the nature and purpose of the pilot. The nine visiting panels therefore each comprised two registrant visitors and a lay visitor. Education providers affected were contacted to explain the nature and purpose of the pilot and to seek their consent for the visit to proceed with the addition of a lay visitor.

The agreed aims for the pilot were:

- to assess the effect of lay visitor input into the approval process;
- to assess the ability of lay members to review programmes using HPC standards; and
- to assess the impact on education providers of including lay members on visiting panels.

In addition the following criteria were identified for use in the evaluation of the effectiveness of the pilot:

- the lay visitor makes decisions based on appropriate evidence using HPC standards and procedures;
- the lay visitor provides articulate reasons for decision-making both in dialogue and writing;
- the lay visitor demonstrates a willingness to make decisions based on the available evidence;
- lay visitor makes decisions that have a proportional impact on the issues at hand;
- the input of lay visitors to the approval process enhances the transparency of the process and application of HPC standards;
- the value added from the perspective of the range of stakeholders involved (visitors, education providers etc); and
- the desirability of broadening the definition of lay visitor to include individuals without an educational background.

Methodology for data capture and analysis

Three methods for data capture and analysis were employed as follows:

- Questionnaires were completed by lay visitors, registrant visitors, education officers, the programme team, the chair of the approval event, and professional body representatives (where present). The questionnaire used Likert scales (one to nine) to establish views on aspects of the visits which took place and also on the principles of lay involvement in the approval process. The questionnaires for all participants asked a core of common questions together with a small number of specific questions aimed at particular categories of participant. The quantitative and qualitative responses included in completed questionnaires have been analysed.
- A review of the number and focus of conditions and recommendations included in visitors' reports was conducted once all visitors' reports agreed by the Education and Training Panel.
- A review of the amount of time it took to draft visitors' reports and send them to education providers for observations was conducted.
- A review of the information we recorded on the costs of including lay visitors on HPC visiting panels was conducted.

Details of the evaluation methodology and the measurable impacts that the pilot was designed to focus on is attached at **Appendix 1**.

A copy of a sample questionnaire used by lay visitors is attached at **Appendix 2**.

Findings

Analysis of completed questionnaires

The lay visitor pilot was small scale and there is therefore limited data to draw on and, in some cases, very few or no responses were received from particular categories of participants. As a result of this limited evidence base it is difficult to

draw firm conclusions. However, an attempt has been made to identify key themes and issues that emerge from the responses received.

Number of participants and response rates

Forty-eight participants in the lay visitor pilot were invited to complete questionnaires.

The numbers invited to respond in each category of participant, together with the number of responses received, are summarised in table 1. The total number of responses, 26, represents a 54% response rate. HPC education officers and lay visitors provided the highest response rate, while registrant visitors were the largest group of respondents. However, not all respondents completed all sections of the questionnaire.

Table 1: participants and response rates

Type of respondent	Nos. invited to respond	No. of responses received	Response rate
Education officer	4	4	100%
Lay visitor	4	3	75%
Registrant visitor	17	11	65%
Chairs of event	8	3	33%
Programme team	9	3	33%
Professional body	6	2	33%
Totals	48	26	

Have you participated in an HPC visit previously? If you have previously participated in an HPC approval visit was a lay visitor on the HPC visiting panel?

This question was asked of chairs of events, programme team members and professional body representatives. Responses to this question were received from six participants from a total of 23 that were invited to respond. Two chairs of events responded. One the chairs had previously participated in an HPC visit while the other had not. Of the three programme team members who responded two had previously participated in an HPC visit and one had not. The one professional body representative who responded had previously participated in an HPC visit. None of those who had been previously involved in an HPC visit had experience of working with an HPC lay visitor.

The size of the HPC visiting panel was appropriate

This question was asked of all participants and 23 responses were received. Table 2 and graph 1 summarise the quantitative responses received.

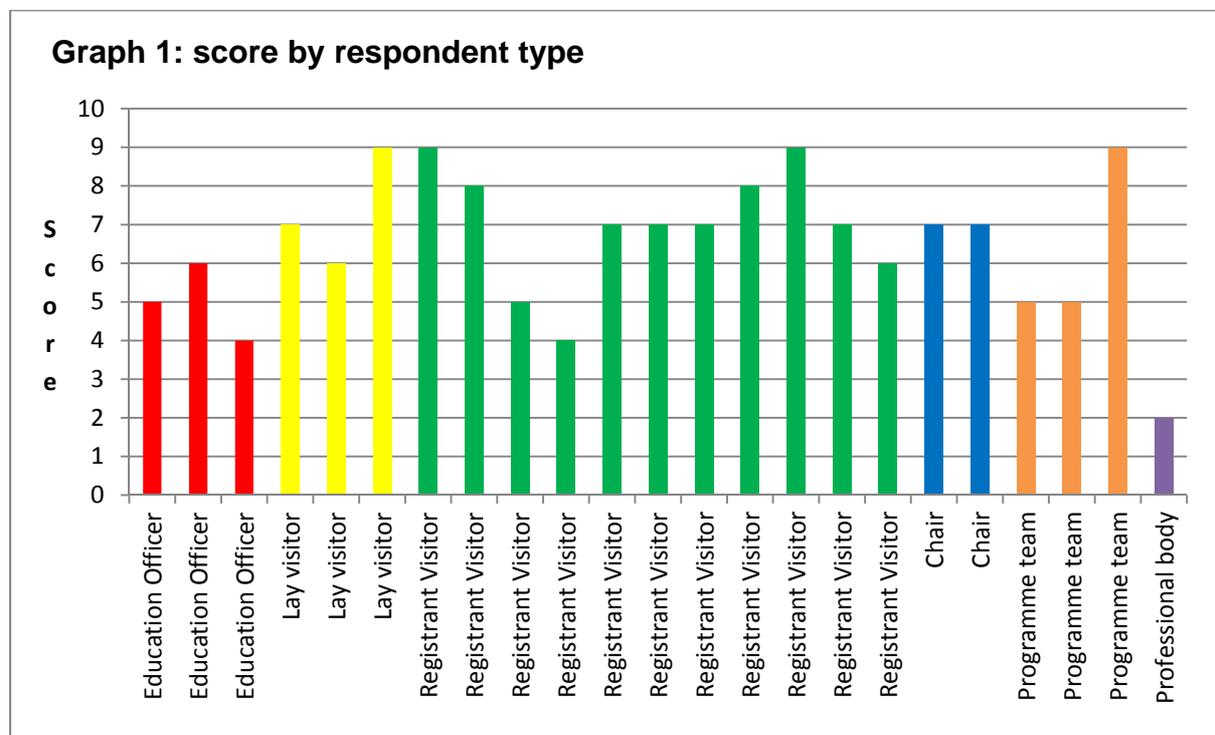
Generally, there was a feeling that the size of visiting panels was appropriate (in the questionnaires a score of nine indicated strong agreement). On average, lay visitors responded most positively to this question, closely followed by registrant visitors and chairs of events. One of the two programme teams that responded strongly agreed, giving a score of nine. The one professional body representative who responded to

this question was the least positive. However, this respondent did not provide any qualitative comments and so it was not possible to ascertain their precise concerns.

Table 2

Type of respondent	Average score	Maximum score	Minimum score
Education officer	5	6	4
Lay visitor	7.33	9	6
Registrant visitor	7	9	4
Chairs of event	7	7	7
Programme team	6.3	9	5
Professional body	2	2	2
Total average	5.77		

1 = strongly disagree 5 = neither 9 = strongly agree



Qualitative responses

Limited free text responses were received. One lay visitor suggested that a team of three HPC visitors worked well, but suggested that a team comprising a registrant and a lay visitor with educational expertise would probably be as effective. There was a suggestion, particularly from registrant visitors, that the inclusion of a lay visitor where professional bodies were involved, or a multi-professional visit was being conducted, could increase the overall number of people on a joint panel inappropriately.

The qualitative responses received are set out below.

Education officers

"Panel size was not great issue. In general contribution positive although with the current agenda it was difficult to complete business given the added contribution/discussion provoked by extra member."

"With one occupational therapy visitor and one physiotherapy visitor who both had clinical and educational experience and who both were quite experienced visitors the additional lay visitor seemed a bit redundant. Additionally the overall size of the panel comprised of two professional bodies which were four people each and the internal panel of six people plus the chair and secretary, our lay visitor did not add anything in this case. Perhaps if whole visiting panel was smaller it would have been more appropriate."

Lay visitors

"Three was not too many, so long as the questioning was well structured. For the two joint panel meetings I attended, the other "visiting teams" had at least three, (five in one case), so HPC would have been considerably outnumbered if only two visitors had been present."

"The team(s) worked well together but would probably have been as effective with one (educationally knowledgeable) lay visitor and one specialist registrant. Both the panels I was on had one registrant (psychologist) from the specialism being approved and one registrant from another psychology specialism which didn't seem to add a great deal (although they were both valuable members of the panel)."

"I felt very comfortable in a small team of two hearing aid dispensers, and an Education officer on the visit - there was never any pressure on time or worry about trying to ask a question, follow up on a line of questioning or miss anything out as happened to some extent in the multi-professional visit when there many more in the HPC team and professional bodies as well."

Registrant visitors

"The number was appropriate for the courses we were assessing."

"Along with a University panel, it was certainly 'top heavy' for student meeting."

"When visiting with another team from the professional body and when the university can have quality audits then additional members of the panel do impact adversely."

"This worked well logistically as in total there were four of us (including the education officer) for the one profession."

"This was a small visiting panel initially therefore the addition of one person did not have a major impact on the size and logistics. May be different with larger visiting teams?"

"On this occasion the professional body only fielded two visitors so the overall joint panel was not too large. Nevertheless the additional HPC visitor was a noticeable increase."

“Two registrant visitor plus the lay visitor may make the panel appear a little ‘top heavy’?”

All parties had sufficient time to address their areas of questioning

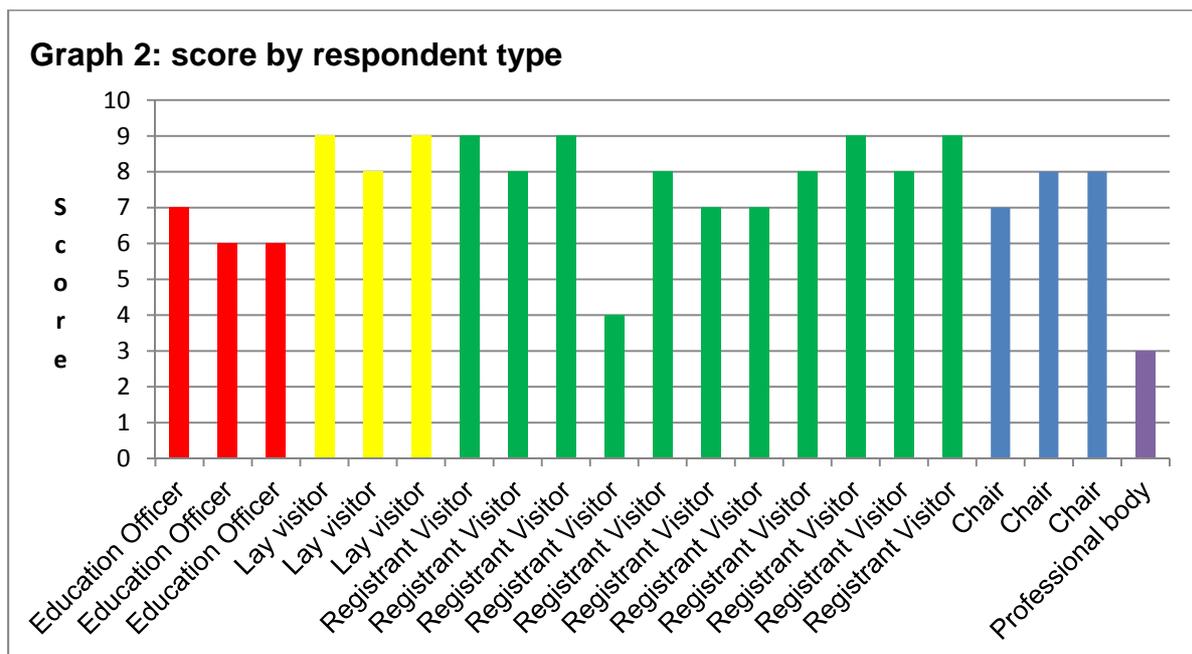
This question was asked of education officers, lay and registrant visitors, chairs of events and professional body representatives and 21 responses were received. Table 3 and graph 2 summarise the quantitative responses received.

The quantitative responses indicate that most respondents thought that sufficient time was available (in the questionnaires a score of nine indicated strong agreement). On average, lay visitors were most positive in stating that sufficient time was available, followed by registrant visitors and chairs of events. The one professional body representative who responded was least positive, but did not provide any qualitative comments so it was not possible to ascertain the precise nature of their concerns.

Table 3

Type of respondent	Average score	Minimum score	Maximum score
Education officer	6.33	6	7
Lay visitor	8.67	8	9
Registrant visitor	7.82	4	9
Chairs of event	7.67	7	8
Professional body	3	3	3
Total average	6.70		

1= Strongly disagree 5 = neither 9 = strongly agree



Qualitative responses

Qualitative responses from education officers included some expressions of concern about whether there was sufficient time during private meetings to prepare questions and to ensure that all queries were addressed during joint meetings, indicating that the addition of a further visitor made this aspect of the visit more difficult to manage. However, the limited number of free text responses make difficult to draw firm conclusions from those received.

The qualitative responses received are set out below.

Education officers

“Generally yes. All key areas covered as usual. Only issue would be the time we have for private meetings. Needs to be longer to allow for additional discussion provoked by additional member.”

“Most questions were asked although not in as much depth as they would have liked. In some meetings queries were left out due to the timings and the huge joint panel (ie education provider, HPC panel and professional bodies) but these were not queries of concerns more queries to hear them talk about things already mentioned in documents or other meetings.”

Lay visitors

“Documentation etc of programmes I visited was generally good, so timetable was generally appropriate.”

“It felt like we had easily and equitably divided up how to raise issues in the pre meetings and that we supported each other well to secure the answers we wanted and needed. In one example an issue seemed to abstruse to the education provider programme team but I felt that by exploring from an explicit lay perspective enabled us to 'bottom out' - how the students gained a professional identity and become socialised into their profession.”

Registrant visitors

“The timing was fine for our needs.”

“The lay visitor did not really ask many questions.”

“Though again helped by there being fewer professional body visitors.”

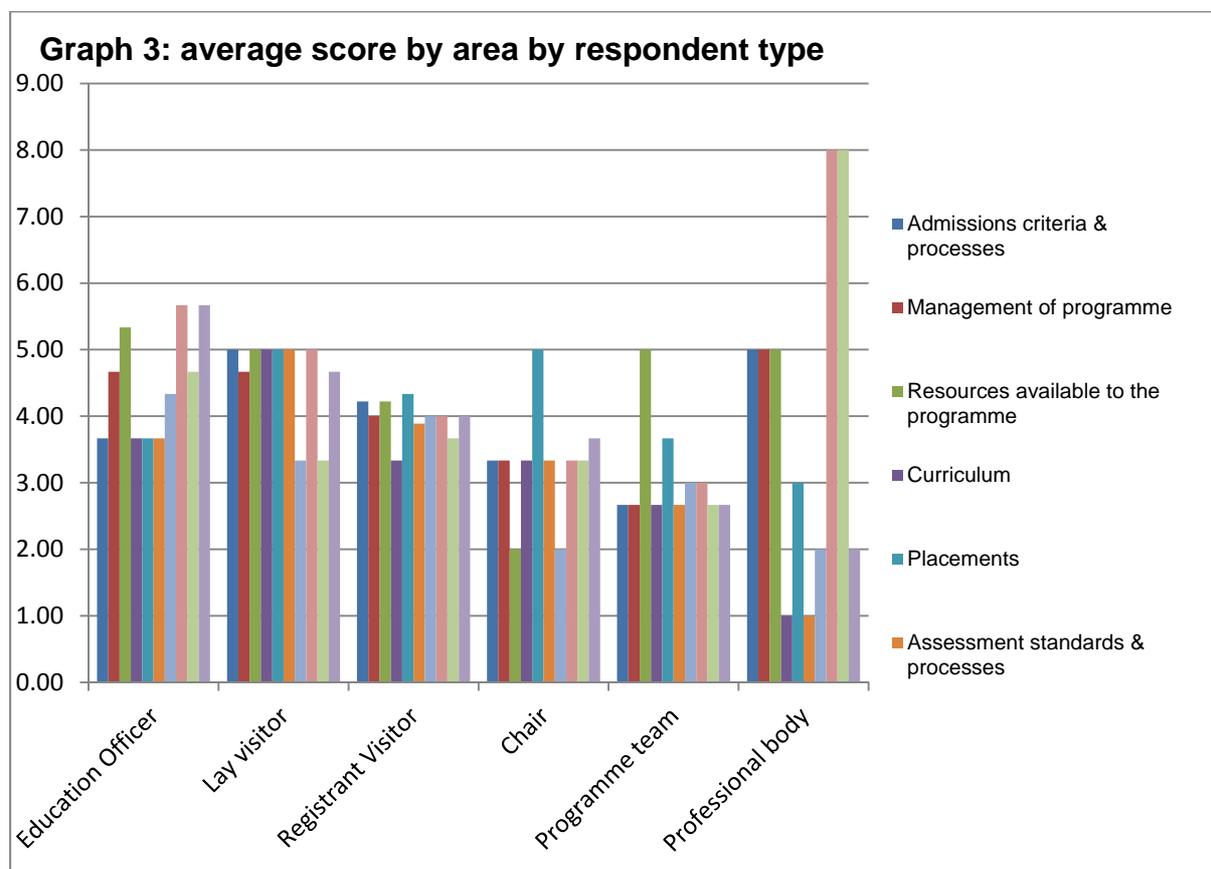
Rate the amount of time (roughly) that the lay visitors spent asking questions on differing areas of the programme(s)

This question was asked of all participants and 23 responses were received. Graph 3 shows the average responses, by respondent type, against the differing areas of the programme(s).

Respondents were asked to indicate roughly how much time the lay visitor spent asking questions on differing areas of the programme(s). The areas of questioning were identified in the questionnaires as: admissions criteria and processes; programme management; the resources available to the programme; the curriculum;

practice placements; assessment standards and processes; design and delivery of the programme with service users; the student experience; the service user experience of interacting with students or registrants who trained on this programme and professional issues.

Generally, the quantitative responses suggest that lay visitors spent marginally less time asking questions than was appropriate. Generally lay visitors that responded felt that they spent an appropriate amount of time questioning across the areas identified. However, the single professional body representative who responded suggested that too much time was spent asking questions in relation to the student experience and service user experience of interacting with students or registrants from the programme and none, or too little, on the curriculum, assessment standards and processes, practice placements and professional issues.



Qualitative responses

No clear patterns were discernible in the qualitative responses with the experience and views of participants varying. However, responses from two programme teams voiced some disappointment with the level and focus of questions from lay visitors, but it was difficult to judge how representative this experience was.

There was some concern about the methodology used to seek comments from participants. One education officer did not feel able to give detailed comments on the three pilot visits with which they were involved. One registrant visitor also questioned the clarity of this part of the questionnaire saying that the wording was confusing.

The qualitative responses received are set out below.

Education Officers

"The majority of my answers here were based on the second visitor I had."

"The lay visitor appropriately concentrated questions in the areas of their expertise such as the student experience, resources and programme management. The lay visitor also asked questions in relation to fitness to practise issues."

Lay visitors

"The question confuses rating of quantity and judgement of appropriateness of this quantity, so is hard to answer. Asking no questions might have been "the right amount" in some cases (for example when issues relating to practice placements are fully covered by other visitors). Does this item refer to questions asked in the meetings with the education providers including those with students or also to the "private" meetings of the HPC team and/or joint panel? The amount of questioning in education provider sessions that I did varied between visits- from almost none in the first visit, to an equal share in the third. My rating here reflects primarily experience of meetings with the education provider side on the third visit."

"The amount of time spent on questioning is a function of the adequacy of the documentation, and the appropriateness of the processes described. If the documentation adequately provides evidence that a standard of education and training has been met, then there would be no need to ask questions on that area. The team as a whole (including the lay visitor) agreed on the nature and level of questioning required and shared out the questions."

"We all asked lots of questions because there was little detail in the documentation and ambiguity as to whether the programme was going to continue."

Registrant visitors

"The lay visitor was an observer at the visit and didn't ask questions but she was fully involved in the decisions about questions to ask."

"The lay visitor asked for different wording for the fitness for practice section, although we were happy the standards of education and training was met."

"I am not sure if the lack of input was due to the relative inexperience of this particular lay visitor or whether this is typical of what a lay visitor is expected to bring to the table."

"I can't recall the specifics of what the lay visitor asked about but I don't recall their questioning being inappropriate or their wasn't reason to think that they weren't involved enough either."

"Not possible to complete this with any accuracy because I was focused on the discussion/business going on during meetings not in noting how much time each person spent on questioning. There were several areas listed above where the lay visitor did not have any concerns/queries and therefore did not ask questions or where other members of the panel addressed the topic by questioning."

“The one lay visitor in my experience was well qualified in research and did spend more time than might have been anticipated in questioning standards in this area. ie beyond a reading of the standards of education and training information. This was not unhelpful.”

“Good questioning on reflective studies for the students on the programme.”

Programme teams

“The visitor spent a lot of time questioning the use of the term 'fitness to practice' and where in the documents this was referred to. There was a lot of scrutiny around the semantics of this point, the relevance of which was difficult to pinpoint, given that there is no requirement in the standards of proficiency or standards of education and training to map statements relating to fitness to practice. The lay person needs to be able to link the use of a 'regulatory term' to what that means in becoming a professional.”

“The team expected more questions/comments from the lay person and would have welcomed their views on the curriculum and its fitness in terms of preparation for practice.”

Professional body representative

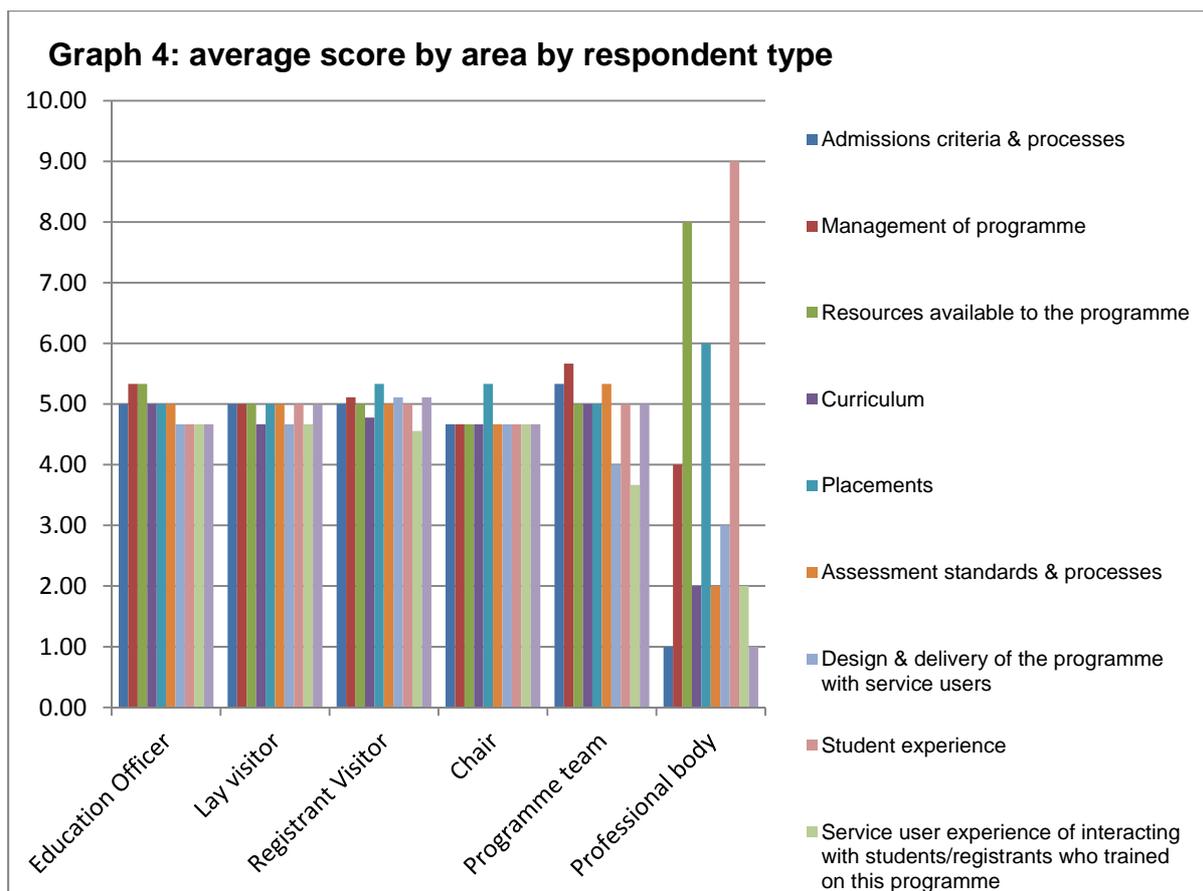
“Some anecdotes were offered appropriately.”

Rate the amount of time (roughly) that registrant visitors spent asking questions on differing areas of the programme(s)

This question was asked of all participants and 22 responses were received. Graph 4 shows the average responses, by respondent type, against the differing areas of the programme(s).

Respondents were asked to indicate roughly how much time the registrant visitors spent asking questions on differing areas of the programme(s). The same areas of questioning were identified for registrant and lay visitors.

Quantitative responses from all respondent types suggest that on average registrant visitors spent roughly the right amount of time asking questions on each area. The average scores from all respondents covering all areas ranged from 4.36 – 5.23 (in the questionnaires a score of five indicated just the right amount of time). The sole professional body representative indicated that too much time was spent on the student experience and the resources available and conversely that too little on admissions, the curriculum, assessment standards and processes and professional issues.



Qualitative responses

The qualitative responses did not indicate that there were any particular concerns about the amount of time registrant visitors spent asking questions on differing areas of programmes.

The qualitative responses received are set out below.

Education Officers

“The registrant visitors were professional as always and led on most of the questioning as you would expect.”

“As stated previously the registrants concentrated on the profession specific queries and they spent an appropriate amount of time on them. The panels were big and often queries we had were covered by other parties, in these cases the registrants ensured the answer covered their concerns.”

Lay visitors

“Again, what counts as “just the right amount” might be “not at all” in some circumstances.”

“The amount of time spent on questioning is a function of the adequacy of the documentation, and the appropriateness of the processes described. If the documentation adequately provides evidence that a standards of education and training has been met, then there would be no need to ask questions on that area.”

The team as a whole (including the lay visitor) agreed on the nature and level of questioning required and shared out the questions.”

Registrant visitors

“Between the visitors I felt that sufficient questions were asked to satisfy that the standards of education and training were met and no lines were overstepped regarding this.”

“See my comment above. In addition areas where I did not do any questioning may have been covered by other members of the panel. I suspect that I would not necessarily be aware that I was spending too much time questioning. Others would be able to answer that more accurately.”

“Sorry not sure of the relevance of these questions. If it is being asked whether the lay person inclusion took away valuable time from the other visitors, I wouldn't agree in these circumstance, though the lay person concerned did contribute rather more than might have been expected from a true lay.”

“A little more time spent on placement and design/delivery of the programme probably because it became evident during the visit that the programme had admitted its last cohort in 2010.”

Programme teams

“The involvement of service users with the delivery of the programme wasn't really discussed in any great length.”

The additional costs were worth it

This question was only asked of programme teams. Of the nine teams invited to respond three submitted responses, with scores of two, five and five (in the questionnaire used a score of five indicated neither strong agreement nor strong disagreement.)

The single free text comment received indicated that the only cost to an education provider related to the provision of additional refreshments for the lay visitor.

The additional time spent preparing for the visit was worth it

This question was only asked of programme teams. Of the nine teams invited to respond only three submitted responses with scores of two, five and five (in the questionnaire a score of five indicated neither strong agreement nor strong disagreement),

The single qualitative response received indicated that the involvement of a lay visitor on the HPC visiting panel had no impact on the level or amount of preparation undertaken by the programme team.

At future visits would you feel sufficiently supported if the visiting panel was made up of one registrant visitor, one lay visitor and one education officer?

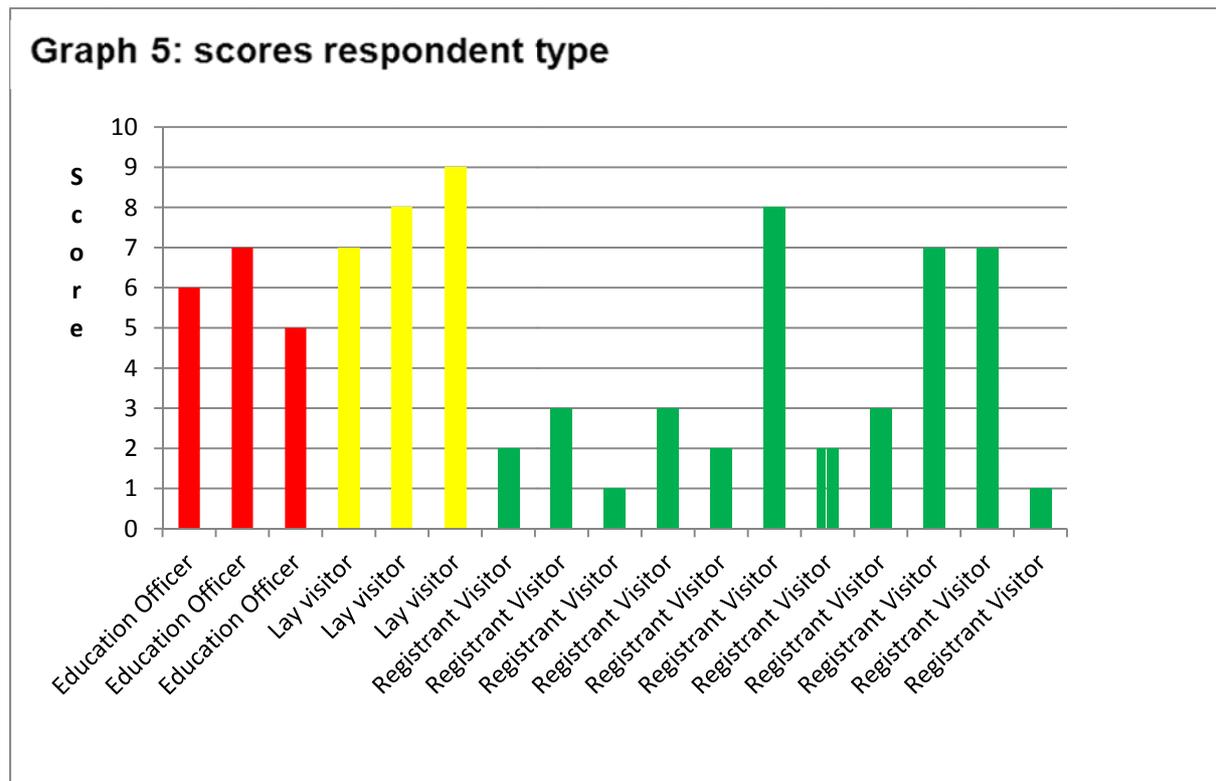
This question was asked of education officers and lay and registrant visitors. Responses were received from 17 participants from a total of 25 that were invited to respond.

Table 4 and graph 5 summarise the quantitative responses received. On average, there was no strong view on this question, although registrants were generally the least positive respondents and lay visitors the most positive (in the questionnaire a score of five indicated neither strong agreement nor strong disagreement).

Table 4

Type of respondent	Average score	Maximum Score	Minimum score
Education officer	6	7	5
Lay visitor	8	9	7
Registrant visitor	3.55	8	1
Total average	5.85		

1 = strongly disagree 5 = neither 9 = strongly agree



Qualitative responses

Lay visitors were most supportive of their involvement, although it was suggested that the successful involvement of a lay visitor might depend on the profession and programme being visited and so might not be a viable option for every visit. Education officers suggested that lay visitors might be able to provide appropriate

support on a visit, but this would require appropriate selection and training; and would probably require the registrant visitor to have both educational and practice experience. There was also some concern that the discussion of professional issues would be limited if only one registrant visitor was present. Registrant visitors indicated that they would generally not feel well supported if they were paired with a lay visitor.

The qualitative responses received are set out below.

Education officers

“Two of the three visits were extremely positive. Given appropriate recruitment and selection of lay visitors they could support the approval process in the same way as a registrant. Strong visitors were good at getting on with business, very good at looking at threshold standards and not confusing the regulator hat with the professional body hat.”

“If the registrant visitor had both clinical and educational experience and was experienced at doing HPC visits/processes then support would be appropriate. However, the detailed discussion about the profession would be very one sided and lacking in balance with only one registrant.”

Lay visitors

“This might depend on the particular profession, how well established the programme was, and the particular background/experience of the registrant visitor. For some programmes having both clinician and education registrant visitors might be very relevant, for others less so.”

“The team(s) worked well together but would probably have been as effective with one (educationally knowledgeable) lay visitor and one specialist registrant. Both the panels I was on had one registrant from the relevant modality of a profession and one registrant from another modality, which didn't seem to add a great deal (although they were both valuable members of the panel.)”

“My experience as and educationalist and lay partner complemented the experience of the (Hearing Aid Dispenser) registrant visitors very well.”

Registrant visitors

“It is useful and beneficial to have another registrant visitor to consider decisions/queries with.”

“The lay visitor did not provide the expertise that a registrant visitor could.”

“It is more important to have more than one subject expert.”

“I would feel supported as an experienced visitor (since 2003) and 17 years of education experience.”

“If the visiting team is looking at more than one profession where there may be one pair of visitors looking at two professions eg an occupational therapy educator and a prosthetist with practice experience. I would not feel sufficiently supported in terms of

understanding/appreciating some of the specifics of the provision if a lay visitor replaced a registrant visitor.”

“I have only acted so far as visitor to programmes which are in a different modality to the one in which I practise. In such a case working with a lay visitor would not be sufficient.”

The additional benefits of inclusion of a lay visitor outweigh the logistical impacts of co-ordinating a larger panel?

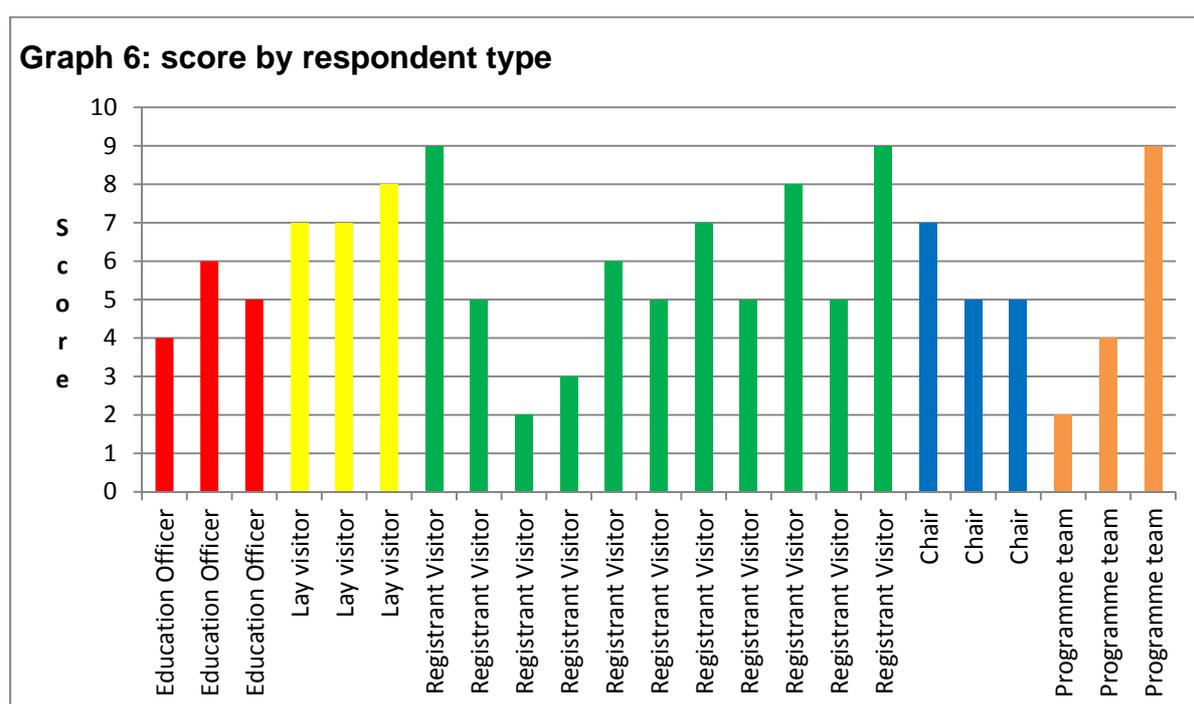
This question was asked of all participants and 23 responses were received. Table 5 and graph 6 summarise the quantitative responses received.

Quantitative responses indicate there was little agreement that the additional benefits of including a lay member outweighed the logistical impacts of co-ordinating a larger panel (in the questionnaires a score of five indicated neither strongly agreement nor strong disagreement).

Table 5

Type of respondent	Average score	Minimum score	Maximum score
Education officer	5	4	6
Lay visitor	7.3	7	8
Registrant visitor	5.82	2	9
Chairs of event	5.67	5	7
Programme team	5	2	9
Professional body	-	-	-
Total average	5.8		

1 = strongly disagree 5 = neither 9 = strongly agree



Qualitative responses

On average, lay visitors were most positive in the response to this question. Comments from Education officers and lay visitors revealed that the role of the lay visitor was unclear and it was not always evident that they brought anything different to the process than a registrant visitor with an educational background. However, no clear consensus emerged. Two of the three education officers who responded did not think that the additional benefits outweighed the logistical impacts, while the third was more positive. The one qualitative comment received from a programme team was very positive about including a lay person in the development and validation of a programme to be essential.

The qualitative responses received are set out below.

Education officers

"I could not see that there were additional benefits from having a third person at a visit."

"I feel new perspective and scope cannot be underestimated. Anything that further enhances transparency can only be a good thing."

"If it is known from outset then probably not all that different from having three or four registrant visitors for visits through organisation coordinating. Coordinating at the visit itself is always difficult the more visitors you have, for this visit found the lay visitor did make discussion take longer but then did add third person perspective. Logistical impacts for education provider - extra food needed, another set of documents, had to ensure there was a big enough room for meetings - but the panel was a huge one anyway. I wasn't totally sure the education provider saw the point of having a lay visitor - one of them said they use similar experts as part of new education provider regulations although they never got anything hugely useful from them. Overall am not sure that it does outweigh the impacts."

Lay visitors

"Yes, so long as there are reasonable numbers of lay visitors to ask to do visits, and that they have had recent training, the other visitors understand the role of the lay person as a visitor and the education officer helps to ensure that the lay visitor is fully involved in panel questioning to the education provider etc. There was some uncertainty about these conditions for my first visit (but given my lack of recent training or approval experience, limited participation was probably appropriate). Some more thought should, however, be given to what the particular role of a lay visitor is expected to be: if the main function is to represent "service users' interests", the HPC standards of education and training and (judging from the three visits I have done to date) at least some standards of proficiency do not themselves actually offer much scope for this to be considered. So, if this is lay visitors' primary role, then their participation is likely to be quite limited. With experience and training of all concerned, lay visitors should be able to raise many other issues, although they are unlikely to be able to be able to cover all aspects of standards of proficiency in adequate detail."

“As long as the lay visitor has experience of higher education programmes and their delivery then they can provide a useful objective viewpoint to complement the knowledge of specialist requirements and custom and practice with in the specialism.”

“In the instance of a single profession, I think it did though I can see that in a multi-professional visit where there are registrants from a different section of the register fulfilling the roles of educationalist and practitioner that a lay member may not consistently add value.”

Registrant visitors

“Having an additional panel member did not create difficulty with extra numbers.”

“I do not feel they gave any added value to the process.”

“For the pilot I wasn't sure what the lay visitor's emphasis was in relation to my own. If this could be made clear it would help. Also, as the lay visitor had many years of education experience I wasn't totally sure of much difference.”

“I cannot comment fully on the logistical impact of co-ordinating a larger panel as I was not really involved in that aspect of the visit.”

The lay visitor (with an educational background) appeared to look at the programme from a slightly different angle to registrant visitors.

Programme team

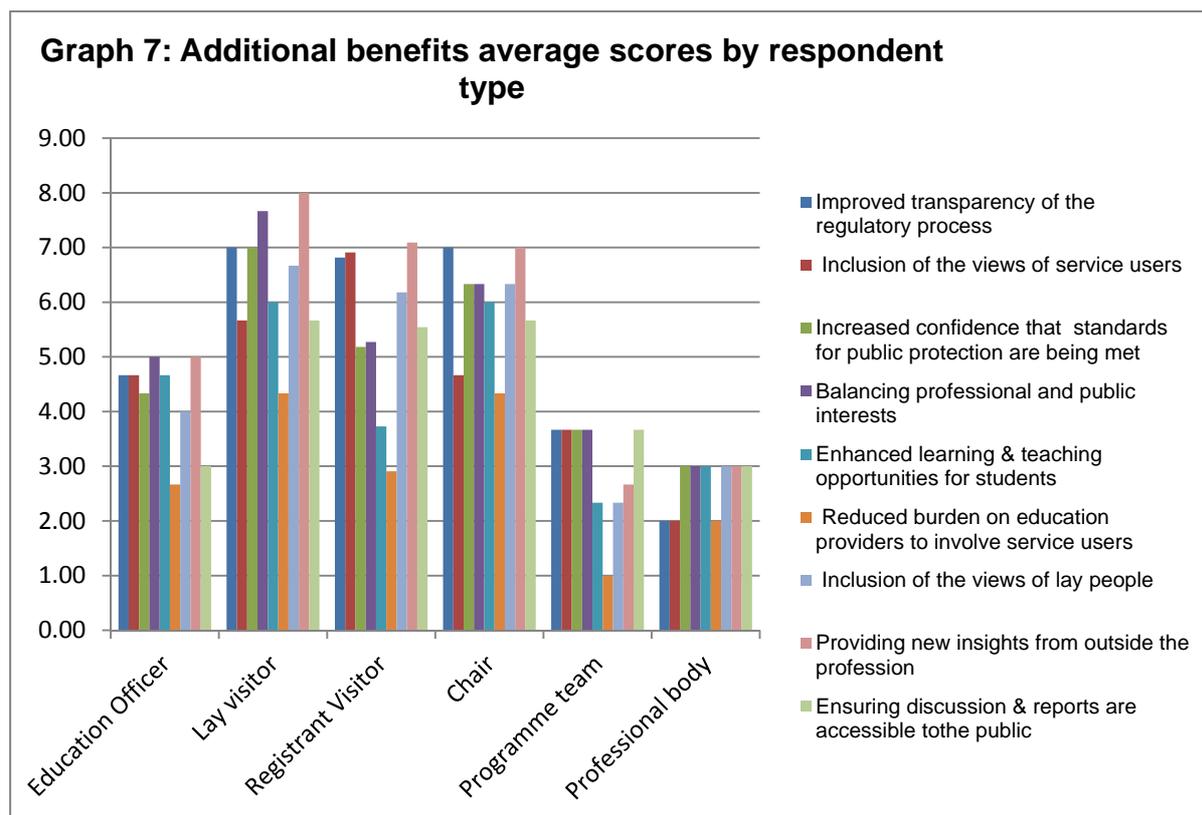
“The team consider the involvement of a lay person in the development and validation of a programme to be essential as they are the consumers of healthcare and ultimately affected by the quality of healthcare training.”

To what extent do you agree that the following are added benefits of the inclusion of lay visitors on all HPC panels?

This question was asked of all participants and 24 responses were received. Graph 7 summarises the average response, by respondent type, against identified additional benefits. the quantitative responses received.

The additional benefits were identified in the questionnaires as: improved transparency of the regulatory process for members of the public; inclusion of the views of service users in the quality assurance of education; increased confidence and greater assurance that the standards of public protection are being met; balancing professional interests with public interests; enhanced learning and teaching opportunities for students; reduced burden on education providers to involve service users in the design and delivery of programmes; inclusion of the views of lay people in the quality assurance of education; providing insights from outside the profession into the review of HPC standards and processes; and ensuring discussion and reports are accessible to members of the public.

Generally, quantitative responses from chairs of events, registrant and lay visitors demonstrated most agreement with the identified additional benefits arising from the inclusion of a lay visitor on all HPC panels. Generally, professional body representatives and programme teams demonstrated least agreement.



Qualitative responses

It is difficult to draw out any firm conclusions from the qualitative responses received to this question due, in some cases, to the low number of responses received. Registrant visitors expressed no strong view, with one feeling that any visitor should be able to bring an objective view to the visit process. Programme teams that responded suggested that all the benefits identified could be achieved with or without the inclusion of a lay visitor.

The qualitative responses received are set out below.

Education officers

“The benefits listed above I would not consider to have great impacts. The visitor did not seem to include any of these points into discussion with the programme team or amongst ourselves.”

Lay visitors

“In my view, lay visitors should not be expected to act as substitutes for education providers involving service users in programme delivery nor for HPC officers' and all visitors' ensuring reports etc are accessible to the public.”

“It may be easier to take a role as an informed outsider as a lay person with some insight into professional cultures of HPC registrants than is possible from members of similar regulated profession or professions that would normally work side by side. Within professions there can be 'group think' that is unlikely with a lay partner, so there is less chance of making unwarranted assumptions born out of shared custom or experience. Sometimes this can get deeper say into values that have to be

elaborated to a lay person without either parties feeling embarrassed by posing or answering an ostensibly 'easy' question."

Registrant visitors

"The lay visitor is an excellent idea but I would be concerned if it was at the expense of two professional visitors as there is a great deal of standards of education and training concerned with process."

"It was useful to have a lay visitor to have an objective opinion of process and a service user perspective."

"I can understand the theoretical view that it is about an objective and 'outsider' view, but actually I think a visitor should be professionally able to do this whatever profession they are from. The very nature of the standards of education and training means an understanding of the whole education experience is necessary."

"The evaluation form is not user friendly and some of the sections are difficult to respond to without having had any prior warning that they would be featuring in the evaluation. The amount of time spent on questioning is not perhaps the most relevant issue. The appropriateness/nature of the questioning in general and more in depth consideration of logistical issues may be more relevant."

Programme teams

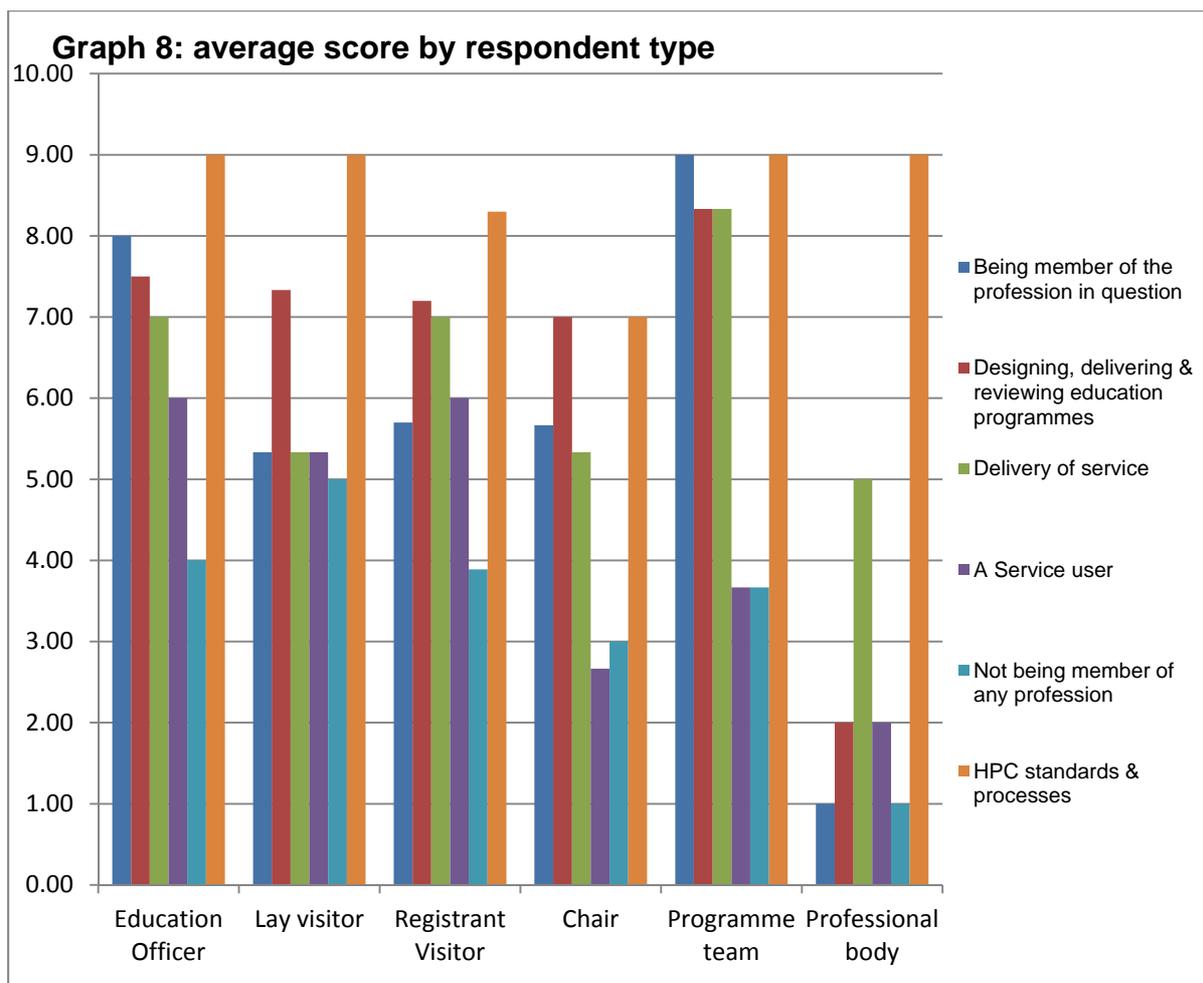
"These would be covered by any good panel without any lay visitor being present. The views of one person with a 'voice' do not constitute those of the 'public'."

"These would be addressed by any good panel without any lay visitor involvement."

Rate the qualities of an HPC visitor based on their importance in ensuring that education programmes produce individuals fit to practise

This question was asked of all participants. Responses were received from 23 participants. Graph 8 shows the average scores, by respondent type, against the identified qualities. The qualities identified in the questionnaire were knowledge, understanding and experience of the following: being a member of the profession in question; designing, delivering and reviewing education programmes; service delivery; not being a member of any profession; and HPC standards and processes.

Generally, across all respondents knowledge, understanding and experience of HPC standards and processes was considered highly important. The quantitative responses from the programme team members showed that they also placed great importance on being a member of the profession, designing, delivering and reviewing education programmes and service delivery. Most respondents thought that not being a member of any profession was the least important quality. However, being a service user was rated lowly, particularly by chairs of events, programme teams and the sole professional body representative.

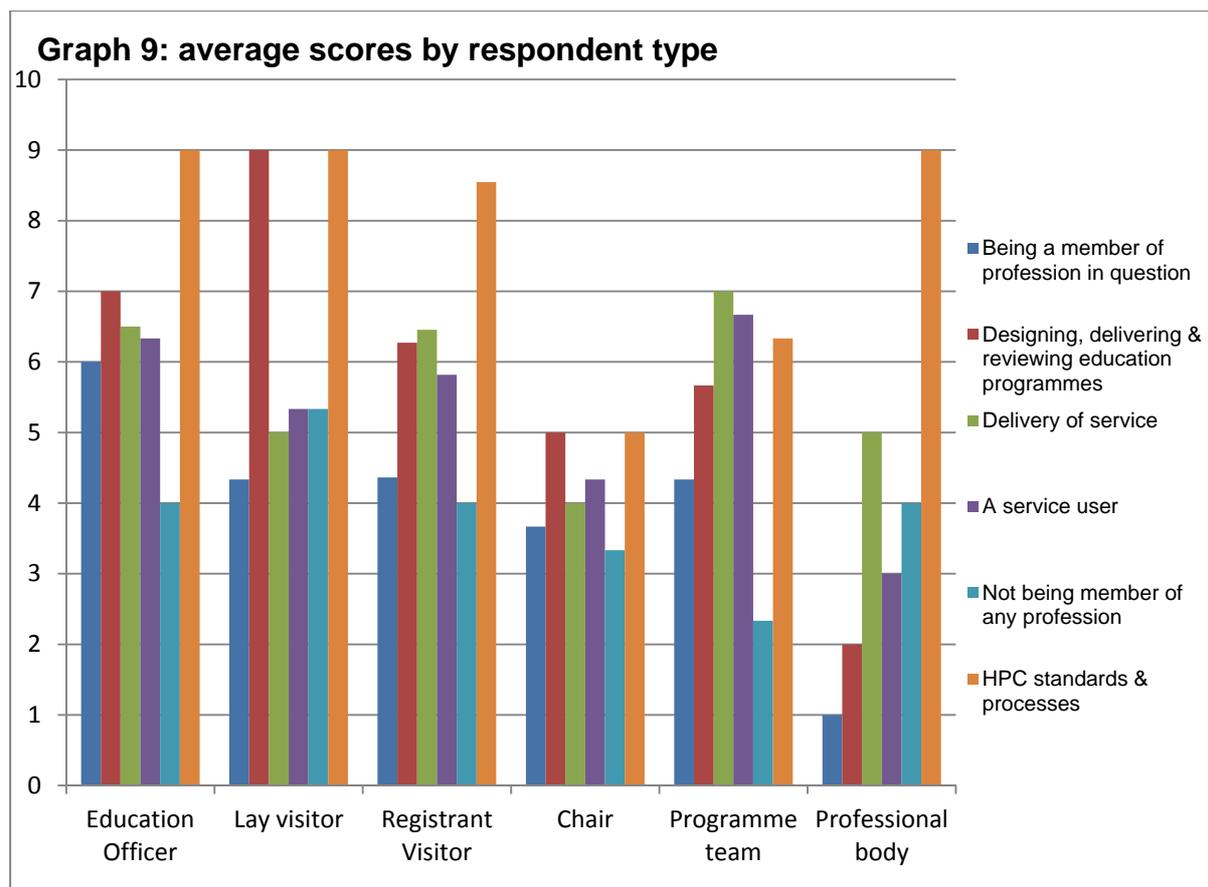


Respondents were not given the opportunity to provide any qualitative comments in this part of the questionnaire.

Rate the qualities of an HPC visitor based on their importance in enhancing the quality of an education programme

This question was asked of all participants and 24 responses were received. The qualities were the same as those identified in the previous question. Graph 9 shows the average scores, by respondent type, against the identified qualities.

Generally, across all respondents knowledge, understanding and experience of HPC standards and processes was considered highly important. Quantitative responses from education officers and lay visitors indicated that designing delivering and reviewing education programmes was also considered an important quality. Quantitative responses from programme teams indicated that playing a role in service delivery and being a service user were considered important qualities. Most respondents thought that not being a member of any profession was not an important quality.



Respondents were not given the opportunity to provide any qualitative comments in this part of the questionnaire.

Additional comments on the lay visitor pilot

All the questionnaires provided a final opportunity for respondents to offer further comments. Comments were received from eleven participants, with the largest contributions being from registrant visitors (five) and education officers (three). While there was no clear consensus, some themes did emerge from these comments.

The single response from the chair of an event suggested that the lay visitor had minimal impact on the visit. However, the views of other participants were more mixed, one education officer felt that the impact was really on the perception of the visit and approval process rather than on its substance. However, another education officer felt that lay visitors could play a significant role, as did lay visitors and some registrant visitors.

The responses indicated that the quality of the input that could be expected from lay visitors depended on clarity about:

- the role the lay visitor is expected to play on an approval visit; and
- the skills and expertise required to undertake this role successfully.

Various opinions about who could undertake the role of a lay visitor were expressed, including: individuals with no professional or training expertise, service users, students from the profession or related profession and individuals with knowledge of

education and training. Different respondents indicated that all such individuals could play a role in the process, but that they would bring different strengths and skills to bear.

Similarly, respondents indicated that lay visitors would require detailed training and briefing to ensure that they understood HPC's standards and the nature and purpose of the role they were expected to play. In addition, education officers and registrant visitors would need to be briefed about the role and purpose of lay visitors to ensure that during a visit their knowledge and skills were deployed appropriately.

A couple of respondents indicated some criticisms of the questionnaires used, including difficulty completing some parts and ambiguity surrounding the wording of some questions.

The qualitative responses received are set out below.

Education Officers

"More information and training for the lay visitors might have been helpful. However, the pilot was worthwhile and in the main the education providers saw the pilot as a positive and saw it as a move in the right direction for the HPC."

"I found this questionnaire difficult to engage with so will conclude with some general comments and perceptions. Two out of three of my lay visitors offered clear, professional and valuable contributions to the process. I would not, however, suggest they bring anything extra to the table if comparing with strong registrant visitor. They were well received by education providers and did aid the perception that HPC is progressive and prepared to try new ways of working and continue to evolve. I do see the value in having an extra experienced visitor at new profession visits and this could be either registrant or lay. I feel lay visitors should be involved in approval process but the exact nature and scope I have no strong opinion. I feel that the lay visitor could contribute in an almost auditor type fashion forming part of a panel on randomly selected visits. They should contribute to the report outcomes but could also be required to do some work on feeding back on the approval process."

"I can see how having a lay visitor on the panel looks good for people looking at what we do and it shows we are an evolving body but can't see any other benefit. If the lay visitor role was a student from a professional programme - similar or different I can see the benefits of their point of view looking at the programme from a student's perspective. Likewise if the lay visitor was a service user of that professional I can see their perspective being useful. Many of the programmes already have a variety of assessors for their own internal/external panels which include students, service users and those outside the profession. At visits you can see these people come with specific issues they would like to pursue and contribute to the conditions/recommendations made by internal panels at the end. If lay visitors are to be a permanent part of the panel guidance for them should be produced letting them know the angle which they are approaching the standards of education and training from as it can't be from the profession angle as they are not supposed to have any profession knowledge as lays."

Lay visitors

"I did not find some of the questions in the evaluation exercise easy to answer, because of ambiguity in the wording eg if, under the questions about "defining the lay visitor" I rate "being a member of the profession in question" as "very important", this seems to be saying that having a lay visitor is always inappropriate. If I say it is "unimportant", then this seems to be saying that there does not need to be a registrant visitor on a course approval visit- which would be nonsense. The point is, surely, that one needs a range of qualities in the different visitors on the team.

For my three visits, all the registrant visitors were highly experienced as HPC visitors, all directly involved in delivering related professional training programmes, and involvement with HPC approval either as education providers or in standards of proficiency development. Given this context, it was perhaps not surprising that it took me, as a lay visitor, without any previous HPC course approval experience, and no refresher training since 2009, a while to find my feet and "voice" in the formal meetings.

On balance, by the third visit, I think I did make a valuable contribution to the formal meetings with the education provider, but in the first visit my participation was mainly in the private meetings of the HPC team, partly owing to the interpretation of my role as "an observer" by one of the registrant visitors. I accepted this partly because my lack of recent training meant I was not very familiar with the HPC's current approval procedures. More detailed briefing of all the members of HPC teams (and refresher training in my case) about the lay visitor role before the first meeting would have been helpful and, with hindsight, I was too reticent in the full meetings with the education provider side. For my second visit, the two registrant visitors, although very good, dominated the questioning, including covering most of the areas provisionally allocated to me- with the result that, although the independent chairman specifically invited me to raise issues at several points, there was generally little left to raise without wasting others' time and/or going beyond the HPC team's agreed agenda. This was not an issue for my third visit, which was very well structured and for which the other two visitors were more in tune with what I think were HPC expectations, were not from typical higher education institution educational backgrounds and I was more confident and experienced.

So, in my view, if the "pilot" is turned into permanent policy, ideally all lay visitors participating should have been recently (re)trained, and registrant visitors and education officers should be prepared to allocate to lay visitors areas beyond the specific ones of "service users" involvement. More generally, it might be appropriate for explicit consideration of the role of lay visitors in the HPC approval process to be part of all future visitor training: ie the HPC would need to define more clearly it sees as the role of lay visitors, and this might, in the long term, require consideration of how the lay/service user perspective is currently incorporated into standards of education and training and standards of proficiency and whether this needs any modification."

"Thank you for the opportunities the pilot provided me - it has been interesting and educational and enjoyable to my professional development and supplements my insights into professions that I can take into the work I do around fitness to practise."

Registrant visitors

“I think having a lay visitor was useful to have an outside objective opinion and to ensure that discussion did not get too technical. I am aware that there cost implications to having another visitor and I am not sure as to whether it is a justifiable cost.”

“In my experience from just one visit I cannot say it enhanced the quality assurance process or added to the visit in any tangible way.”

“The utility of using lay visitors is entirely dependent on the quality of the lay visitor. The one I worked with was highly professional and has relevant professional training; I could foresee a problem if the person didn't receive sufficient orientation to the role and HPC regulations.”

“The definition of 'lay' needs clarification. If it is an interested member of the public without direct experience of the profession or of training then it could bring a freshness of question (to the visitors) and be an accountability measure. In the recent experience the lay person had much relevant experience and therefore acted as a quasi-registrant visitor - asking questions of the education provider. There is a need for a more explicit balance between the two roles of lay here.”

“I personally enjoyed the experience of working with someone from outside my own part of the register and found it interesting and beneficial that the lay visitor could look at the programme from more of an educational standpoint.”

Chairs

“The inclusion of a lay visitor had a minimal effect on the conduct of the validation exercise.”

The additional costs to HPC of including a lay visitor on visiting panels

The inclusion of a lay visitor on each visiting team would increase the costs to HPC of the visits programme considerably. Tables 6, 7 and 8 show the anticipated impact on budgeted costs of including a lay visitor as an additional member on each visiting panel. The inclusion of a lay visitor would increase the budgeted partner costs by 50% per visit (£1340 < £2010) and by 41% for budgeted partner and employee costs for a visit (£1340+£310 < £2010+£310).

To give an indication of budget to actual spend for the nine visits included in the pilot, the budget for these visits would have been £20,880 (£2010+£310 x 9) and the actual spend was £20,844.

Table 6 – Budgeted partner costs for a standard* visit with two visitors

	Cost per unit	Frequency of unit	Number of visitors	Total cost
Fees	£180	2	2	£720
Accommodation	£125	1	2	£250
Subsistence	£35	1	2	£70
Travel	£150	1	2	£300
Total cost				£1340

Table 7 – Budgeted partner costs for a standard* visit with three visitors

	Cost per unit	Frequency of unit	Number of visitors	Total cost
Fees	£180	2	3	£1080
Accommodation	£125	1	3	£375
Subsistence	£35	1	3	£105
Travel	£150	1	3	£450
Total cost				£2010

Table 8 - Budgeted employee costs for a standard* visit

	Cost per unit	Frequency of unit	Number of employees	Total cost
Accommodation	£125	1	1	£125
Subsistence	£35	1	1	£35
Travel	£150	1	1	£150
Total cost				£310

* - Assumed two day visit, including one overnight stay.

Table 9 shows the anticipated impact on of including lay visitors on the partners approval budget for the 2011 – 12 and 2012 – 13 financial years. The draft budget for 2012 – 2013 currently only has provision for using lay visitors in quarters three and four. Due to the phasing of visits only approximately 25% of all the anticipated visits fall in these quarters, so the lay visitors provision is just under £20,000.

Table 9 - Impact on overall budget for partner costs for approvals

Financial year	Partners approval budget (without lay visitors)	Partners approval budget (with lay visitors)	Variance
2011 - 2012	£129,695	£194, 543	£64,848
2012 – 2013*	£116,940	£175, 410	£58,470

In addition to the direct costs associated with including lay visitors on visiting panels, there would also be costs associated with their recruitment and training. Table 10 shows that the costs of initial recruitment and training would be in the region of £34,000 with average annual ongoing costs for training of £4,500.

Table 10 – Recruitment and training costs for partners

	Cost per unit	Number of visitors	Total cost
Initial recruitment	£1000	20	£20,000
Initial training	£700	20	£14,000
Refresher training (every two years)	£350	20	£7,000
Refresher recruitment (5% a year)	£1000	1	£1,000
	Total cost (start up / one off)		£34,000
	Total cost (average annual)		£4,500

The production of visitors' reports

In order to form a view of the impact that including a lay visitor had upon producing a visitors' reports and the content (in terms of the number and focus of conditions and recommendations) this information was compared across visits which included lay visitors and an equal number of registrant only visits conducted during the same period.

In terms of the time taken to produce visitor reports, it is not evident that the inclusion of a lay visitor had a significant impact. The HPC aims to send visitors' reports to education providers for observations within 28 days of a visit. All but one visitors' report in the pilot were sent to the education provider within this 28 day period. This was also the case in the comparator group. In both groups the average number of days taken to send the report to the education provider was just over 24.

The number & focus of conditions & recommendations included in reports

Of the visit carried out as part of the pilot seven were the result of new profession (practitioner psychologist or hearing aid dispenser) joining the register, one was due to new programmes being developed and one as a result of programmes undergoing changes. Of the registrant visitor only visits for the same period, four were due to programmes undergoing changes, four because of new professions joining the register and one because a new programme had been developed.

All the visits included in this analysis, whether they included a lay visitor or not, resulted in the approval of programmes with conditions. This is in line with our data set for visits since the 2005-06 academic year, which suggests that approval is more likely to be subject to conditions being met than not. On average 93% of programmes visited are recommended for approval subject to conditions being met

The 2010 education annual report reported that the average number of conditions per programme in 2009-10 was 8. Tables 11 and 12 below show that reports for visits in the pilot had a total of 83 (an average of 9) conditions compared to 64 (an average of 7) conditions in reports for registrant only visits for the same period. Previous annual reports show that the reason for the visit and the profession of the programme affect the number of conditions.

The breakdown against standards of education and training (SETs) also varied, with a significantly higher number of conditions against SETs 3 and 5 in reports included in the pilot. The 2010 education annual report compared the number of conditions by SET over the past 5 years showing that the majority were applied to SET 5. The annual report also noted that visits to new programmes (as opposed to existing programmes going through a change, or new professions on the register) attracted the highest number of conditions. In addition, practitioner psychologist programmes also had a high number of conditions on applied to SET 5.

Table 11

Lay visitor pilot – number of conditions	
Average no conditions	6.55
Total no. conditions SET 2	9
Total no. conditions SET 3	25
Total no. conditions SET 4	12
Total no. conditions SET 5	21
Total no. conditions SET 6	16
Total	83

Table 12

Registrant visitors only – number of conditions	
Average no. of conditions	4.92
Total no. of conditions SET 2	13
Total no. of conditions SET 3	14
Total no. of conditions SET 4	5
Total no. of conditions SET 5	14
Total no. of conditions SET 6	18
TOTAL	64

Similarly, the average number of recommendations per report varied slightly between reports for visits included in the lay visitor pilot and those outside the pilot, see tables 13 and 14 below. Reports for visits in the pilot had a total of 29 recommendations compared to 40 recommendations for registrant only visits. The breakdown against standards of education and training also varied with significantly more recommendations set for SET 5 at visits involving registrant visitors only.

Table 13

Lay visitor pilot – number of recommendations	
Average no. recommendations	3
Total no. recommendations SET 2	4
Total no. recommendations SET 3	8
Total no. recommendations SET 4	6
Total no. recommendations SET 5	9
Total no. recommendations SET 6	2
TOTAL	29

Table 14

Registrant visitors only – number of recommendations	
Average no of recommendations	3.33
Total no. of recommendations SET 2	4
Total no. of recommendations SET 3	8
Total no. of recommendations SET 4	4
Total no. of recommendations SET 5	18
Total no. of recommendations SET 6	6
TOTAL	40

Evaluation methodology

For each of the pilot's aims the following measurable impacts were identified.

To assess the effect of lay visitor input into the approval process

This aim sought to determine what would be different for HPC as a result of the introduction of lay visitors on all visiting panels. It was intended to measure the impact of the pilot on the following aspects of the approval process as follows:

- Discourse at the event (was it affected and can all issues be covered?);
- Perception of impartiality (was there enhanced transparency?);
- Outcomes in the report (were the conditions materially different?);
- Duration of making recommendations (did it take longer to make decisions);
- Cost of approval visits (were these increased unreasonably?); and
- Logistics of organising visits (did it take longer or increase the risks associated with this work).

To assess the ability of lay members to review programmes using HPC standards

This aim sought to address issues related to the additional functions that a lay visitor would perform as part of the visiting panel, whether there were any special or different requirements that should be sought from lay visitors and whether or not there are characteristics that can be developed through training. Broadly the following questions were considered:

- What was the role of the lay visitor at an approval visit and how did it differ from the role of the registrant visitor?
- What criteria for the role brief were required to represent a lay visitor?
- Could a lay visitor come from an educational / professional background?
- What training would be needed assist lay visitors to work with registrant visitors or make recommendations?

To assess the impact to education providers of including lay members on visiting panels

As well as determining the impact of the inclusion of a lay visitor on visiting panels for HPC, we also sought to evaluate the impact on education providers. It was possible to measure the impacts using the same aspects of the approval process as above:

- Discourse at the event (were the other QA process stifled or enhanced?);
- Perception of impartiality (was the external perception of transparency improved?);
- Outcomes in the report (were the outcomes materially different and are education providers being asked to do things differently?);
- Duration of making recommendations (did the size of the joint panel inhibit effective decision making?);

- Logistics of organising visits (were education providers likely to spend an unreasonable period of time in preparation and were the physical resources appropriate to the panel sizes?); and
- Cost of approval visits (were education providers going to suffer unreasonable increased costs of hosting a larger panel?).

Consideration was also been given to the evaluation criteria identified by the Education and Training Committee.

The first four criteria were included to ensure that lay visitors would be able to operate within the requirements of the role brief. Since the pilot used existing lay visitors (which was not a certainty at the time the criteria were drafted) who met the requirements of the role brief and had received initial and refresher training there was no need to explicitly measure these since they would be considered performance issues if they had not been met.

The fifth criterion sought to measure the added transparency that a lay visitor might bring. This was captured in the aims sufficiently and included in the analysis.

The sixth criterion sought to measure the added benefits from the inclusion of a lay visitor on visiting panels. This is not captured within the aims and so has been subject to specific analysis.

Appendix 2

Sample questionnaire: form used by lay visitor participants

This form is designed to be completed electronically.

To complete the questionnaire you are asked to choose a rating from a scale in response to either an assertion or question. An explanation for each scale is provided alongside the assertion or question.

You can also provide additional comments on some of your responses or at the end of the questionnaire. Your comments can be related to anything you think might be useful to the evaluation exercise.

The logistical impact of an additional visitor

The size of the HPC visiting panel was appropriate.								
1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 = Strongly disagree			5 = Neither			9 = Strongly agree		
Comments								

At a future visit would you feel sufficiently supported if the visiting panel was made up of one registrant visitor, one lay visitor and one education officer?								
1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 = Strongly disagree			5 = Neither			9 = Strongly agree		
Comments								

All parties had sufficient time to address their areas of questioning.								
1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 = Strongly disagree			5 = Neither			9 = Strongly agree		
Comments								

The additional benefits of inclusion of a lay visitor outweigh the logistical impacts of co-ordinating a larger panel.								
1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 = Strongly disagree			5 = Neither			9 = Strongly agree		
Comments								

The role of the additional visitor

Rate the following by the amount of time (roughly) that you spent asking questions on differing areas of the programme(s).									
1 = Not at all			5 = Just the right amount				9 = Too much		
Admissions criteria and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme management	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources available to the programme	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placements	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment standards and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and delivery of the programme with service users	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student experience	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The service user experience of interacting with students or registrants who trained on this programme	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional issues (eg professional suitability or conduct and ethics)	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were there other areas of questioning and how would you rate them?									
Any other comments?									

Rate the following by the amount of time (roughly) that the **registrant visitors** spent asking questions on differing areas of the programme(s).

1 = Not at all 5 = Just the right amount 9 = Too much

Admissions criteria and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Programme management	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
The resources available to the programme	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
The curriculum	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Practice placements	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Assessment standards and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Design and delivery of the programme with service users	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
The student experience	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
The service user experience of interacting with students or registrants who trained on this programme	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Professional issues (eg professional suitability or conduct and ethics)	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								

Were there other areas of questioning and how would you rate them?

Any other comments?

Defining the lay visitor

These questions are not about the specific lay visitor that was at the approval visit. You are asked to consider the knowledge, skills and experience are necessary for any visitor to achieve the aims stated below.

Rate the following qualities of an HPC visitor based on their importance in enhancing the quality of an education programme:									
1 = Not important at all					9 = Highly important				
Knowledge, understanding and experience of:									
Being a member of the profession in question	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Designing, delivering and reviewing education programmes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Service delivery	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Being a service user	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Not being a member of any profession	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
HPC standards and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Rate the following qualities of an HPC visitor based on their importance in ensuring that education programmes produce individuals fit to practice :									
1 = Not important at all					9 = Highly important				
Knowledge, understanding and experience of:									
Being a member of the profession in question	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Designing, delivering and reviewing education programmes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Service delivery	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Being a service user	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Not being a member of any profession	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
HPC standards and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								

The additional benefits of the lay visitor

To what extent do you agree that the following are added benefits of the inclusion on lay visitors on all HPC panels:									
1 = Strongly disagree	5 = Neither				9 = Strongly agree				
Improved transparency of the regulatory process for members of the public	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Inclusion of the views of service users in quality assurance of education	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Increased confidence and greater assurance that the standards for public protection are being met	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Balancing professional interests with public interests	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Enhanced learning and teaching opportunities for students	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Reduced burden on education providers to involve service users in design and delivery of programmes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Inclusion of the views of lay people in the quality assurance of education	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Providing new insights from outside the profession into the review of HPC standards and processes	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Ensuring discussion and reports are accessible to members of the public	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>								
Are there other benefits not listed here and how would you rate them?									

Any other comments

Please use the space below if you have any other comments to make on the lay visitor pilot that you feel may be useful for the evaluation exercise.

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