

### Approval process

The Department has spent the last couple of months organising and attending approval visits for the 2012 – 2013 academic year. In total, 53 visits across 154 programmes have been arranged between September 2012 – July 2013. This includes the 20 required social worker visits for this academic year, the first of which took place last month. The schedule of visits is now closed until September 2012, as we require six months' notice.

The scheduling of all social worker and AMHP visits across the three academic years (2012–13, 2013–14 and 2013–14) has now been finalised.

There has been some change to the three year schedule for social workers. Out of the 85 anticipated visits, 79 have been scheduled. Three education providers have closed their entire social worker provision and therefore removed the need for us to visit. Three education providers only run feeder years and will therefore be grouped together with their validating body for a visit, all of which were already in the schedule as education providers because of their own provision. There have been six cases where visits have switched from their original planned year. In four cases this was due to new provision and in the remaining two due changes in validating bodies.

There has been less change to the two year schedule AMHP visits. Out of the 23 anticipated visits, 22 have been scheduled. One education provider has closed their entire AMHP provision. No visits have switched from their original planned year.

The following tables give an indication of how the confirmed schedules compared to the original schedules drawn up in August 2012. More detailed information on the schedules can be found in appendix one.

Academic year	Social worker programmes		
	Original schedule	Confirmed schedule	Variance
2012-13	20	23	+ 3
2013-14	37	33	- 4
2014-15	28	22	- 6
Total	85	78	

Academic year	AMHP programmes		
	Original schedule	Confirmed schedule	Variance
2013-14	12	12	0
2014-15	11	10	- 1
Total	23	22	

### Annual monitoring process

The Department has spent the past few months finalising and initiating the annual monitoring process for the 2012–13 academic year. The first two assessment days took place on 19 and 21 February 2013, with a further three assessment days scheduled in April and June 2013. As a consequence, it is envisaged that the majority of annual monitoring visitor reports will be considered by the Education and Training Panels in May, June and July 2013.

### Major change process

Since our last report to Committee, the Department has received 39 new major change notifications, covering 38 programmes. The majority continue to be progressed within our service levels.

### Complaints process

The Department has received no new complaints since our last report to Committee. There are currently no outstanding complaints.

See appendix two for more information on the above operational processes.

## Partners

The Department successfully recruited 23 new visitors in autumn 2012. These roles include backfill vacancies in existing professions as well new visitors for independent prescribing and AMHP.

New visitor training for these visitors took place in February 2013. We were unable to recruit therapeutic radiographer and drama therapist vacancies, so further recruitment will take place later in the year now.

## Seminars

Following the delivery of the education seminars between October 2012 – February 2013, the Department has spent the last couple of months co-ordinating participant feedback. The seminars focused on social work, practice placements and student fitness to practise. A feedback summary report is attached at appendix three.

## Publications

The Department has produced the annual report covering the last academic year (2011-12). The draft publication is to be considered by this meeting of the Committee.

## Website

The Department is currently working with the Communications Department and external suppliers to update the register of approved programmes. This update will allow the integration of historically approved programmes into the searchable function.

## Enquiries

The Department uses an enquiries log to capture all general day to day enquiries received through email, telephone and post. The data captured identifies the type of stakeholders, the profession of the enquirer, the method of contact and the nature of the enquiry. Attached to this report is a review of the enquiries

received within the first half of the 2012-13 financial year. See appendix four for more information

## Liaison with stakeholders

The twelfth issue of the Education Update was distributed to education providers, visitors and other education stakeholders in week commencing 28 January 2013 and is available on the HCPC website at: <http://www.hcpc-uk.org/education/update/>

The following articles were included:

- Approval visits in the 2013–14 academic year
- Annual monitoring 2012–13
- Education provider feedback 2012–13
- Social workers in England
- Implementation of revised standards of proficiency for education providers
- Publication of revised standards of proficiency
- Changes to prescribing rights
- Review of approval of hearing aid dispenser education programmes
- Pass list requirements
- Consultation on profession-specific standards of proficiency
- Consultation on criteria for approving AMHP programmes
- Position statement on the NHS Clinical Leadership Competency Framework
- Education and Training Committee Appointments

Members of the Department met with the following groups between November 2012 – March 2013:

- Quality Assurance Agency professional statutory and regulatory bodies forum
- Department of Health
- Northern Ireland Social Care Council
- The Scottish Social Services Council
- NHS Business Services Authority

- Higher Education Data and Information Governance Framework Project Group
- Institute for Public Policy Research
- Department for Education (Early Years and Educational Psychology Division and Social Work Entry Team)
- Initial Training of Educational Psychologists National Steering Group

### **Employees**

Three replacement Education Officers joined the Department in early 2013 to fill vacancies. This included two internal transfers, Louise Devlin (previously in Registrations) and Amal Hussein (previously in Fitness to Practice) as well as one external appointee, Maria Burke.

In addition, changes have been made to accommodate the initiation of the major project and the maternity cover of Abigail Gorringe (Director of Education). Two department members (Paula Lescott and Matthew Nelson) have been seconded to work full-time on the major project between February 2013 and January 2014. Brendon Edmonds (formerly Head of Educational Development) will be Acting Director of Education between February 2013 and March 2014. An updated organisational chart has been included as appendix five.

### **Appendices**

- Appendix 1 Social worker and AMHP visit schedule
- Appendix 2 Education management information statistics
- Appendix 3 Education seminars feedback report
- Appendix 4 Education enquiries log report
- Appendix 5 Department organisational chart  
(February 2012 – February 2014)

Final approval visit schedule for social worker in England programmes

Original academic year grouping	Social work education provider	Confirmed	Comments
2012-2013	Anglia Ruskin University	Yes	
	Burnley FE College	No	Visit not required as provider only runs a feeder programme. Feeder arrangements to be considered as part of visit to validating body.
	Edge Hill University	Yes	
	Kendal FE College	No	Visit not required as provider only runs a feeder programme. Feeder arrangements to be considered as part of visit to validating body.
	Lancaster University	Yes	
	Liverpool Community College	Yes	
	Liverpool Hope University	Yes	
	Liverpool John Moores University	Yes	
	London South Bank University	Yes	
	Manchester Metropolitan University	Yes	
	Open University	Yes	Visit scheduled in September 2013 which is the equivalent to the providers' 2012-13 academic year.
	Sheffield Hallam University	Yes	
	Stockport College of Further and Higher Education	Yes	
	University of Central Lancashire	Yes	
	University of Chester	Yes	
	University of Cumbria	Yes	
	University of East London	Yes	
University of Hull	Yes		
University of Manchester	Yes		

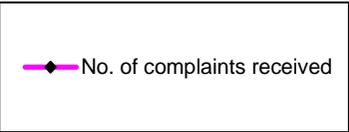
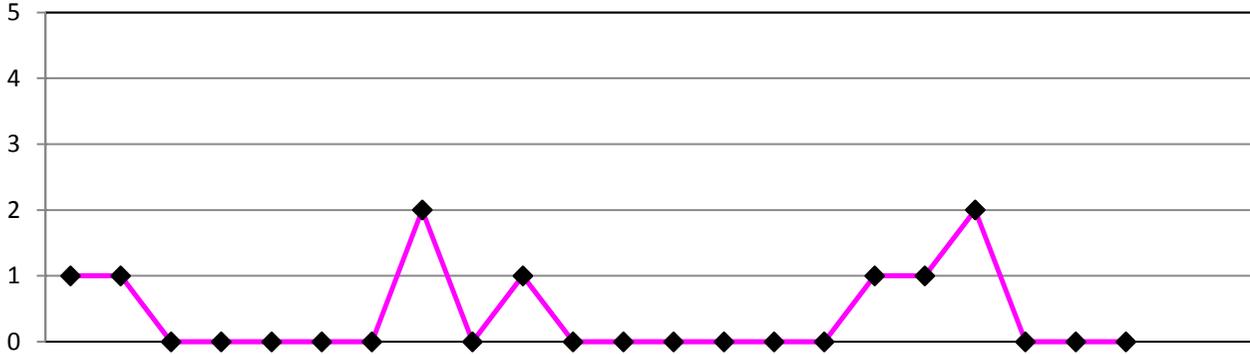
	University of Salford	Yes	
<b>2013-2014</b>	Bradford College	Yes	Moved forward to 2012-2013 due to change in validating body
	Brunel University	Yes	
	Buckinghamshire New University	Yes	
	Canterbury Christ Church University	Yes	
	City College Norwich	Yes	
	Goldsmiths College, University of London	Yes	
	Havering College of Further & Higher Education	Yes	
	Kingston University	Yes	
	Leeds Metropolitan University	Yes	
	London Metropolitan University	Yes	
	Middlesex University	Yes	
	Oxford Brookes University	Yes	
	Royal Holloway, University of London	Yes	
	Ruskin College	Yes	
	South Essex College	Yes	
	Southampton Solent University	Yes	
	University Campus Suffolk	Yes	
	University of Bedfordshire	Yes	
	University of Bradford	Yes	
	University of Brighton	Yes	
	University of Chichester	Yes	
	University of East Anglia	Yes	
	University of Greenwich	Yes	
	University of Hertfordshire	Yes	
University of Huddersfield	Yes		
University of Kent at Medway	Yes		
University of Leeds	Yes		
University of Portsmouth	Yes		

	University of Reading	No	Visit not required as provider has closed all provision
	University of Sheffield	Yes	
	University of Southampton	No	Visit not required as provider has closed all provision
	University of Sussex	Yes	
	University of Sussex / University of Brighton	No	Visit not required as providers have closed their joint provision
	University of West London	Yes	
	University of Winchester	Yes	
	University of Wolverhampton	Yes	
	University of York	Yes	
<b>2014-15</b>	Birmingham City University	Yes	
	Bournemouth University	Yes	
	Cornwall College	No	Visit not required as provider only runs a feeder programme. Feeder arrangements to be considered as part of visit to validating body.
	Coventry University	Yes	Moved forward to 2012-2013 due to proposed new provision
	De Montfort University	Yes	
	Keele University	Yes	
	New College Durham	Yes	Moved forward to 2012-2013 due to change in validating body
	North East Worcestershire College	Yes	
	Northumbria University	Yes	
	Nottingham Trent University	Yes	Moved forward to 2012-2013 due to proposed new provision
	Staffordshire University	Yes	
	Teesside University	Yes	Moved forward to 2012-2013 due to proposed new provision
	University of Bath	Yes	Moved forward to 2013-2014 due to new provision
	University of Birmingham	Yes	
University of Bristol	Yes		

	University of Derby	Yes	
	University of Durham	Yes	
	University of Gloucestershire	Yes	
	University of Leicester	Yes	
	University of Lincoln	Yes	
	University of Northampton	Yes	
	University of Nottingham	Yes	
	University of Plymouth	Yes	
	University of Sunderland	Yes	
	University of the West of England	Yes	
	University of Warwick	Yes	
	University of Worcester	Yes	
	Wiltshire College	Yes	

Final approval visit schedule for approved mental health professional programmes

Original academic year grouping	AMHP education provider	Complete	Comments
2013-14	Birmingham City University	Yes	
	Bournemouth University	Yes	
	Leeds Metropolitan University	Yes	
	Middlesex University	Yes	Visit to East London Mental Health Training Partnership with Middlesex University as the validating body
	University of Birmingham	Yes	
	University of Bradford	Yes	
	University of Brighton	Yes	
	University of Chester	Yes	
	University of East London	Yes	
	University of Hertfordshire	Yes	
	University of Manchester	Yes	
	University of Wolverhampton	Yes	
2014-15	Anglia Ruskin University	Yes	
	Canterbury Christ Church University	Yes	
	Kingston University	No	Visit not required as provider has closed all provision
	Northumbria University	Yes	
	Sheffield Hallam University	Yes	
	University Campus Suffolk	Yes	
	University of Central Lancashire	Yes	
	University of Cumbria	Yes	
	University of East Anglia	Yes	
	University of Huddersfield	Yes	
University of Lincoln	Yes		



		2011			2012						2013														
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>Complaints outcomes</b>	<b>No. of complaints received</b>	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	0	1	1	2	0	0	0	0	
	<b>Directed visit</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Approval process</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Major change process</b>	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Annual monitoring process</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Withdrawn</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Unsubstantiated</b>	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	2	0	0	0	0	0
	<b>Pending</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	2009/10 FYE	2010/11 FYE	2011/12 FYE	2012/13 YTD
<b>No. of complaints received</b>	6	5	5	4
<b>No. of approved progs</b>	480	623	644	917
<b>% progs affected by complaints</b>	1.3%	0.8%	0.8%	0.4%

## Education and Training Committee

### Appendix to Director of Education report - 2012 – 13 education provider seminars feedback report

#### **1.0 Introduction**

Each year, the Education Department holds seminars for education providers and key stakeholders throughout the UK. In 2012 – 13 the Department developed and delivered seminars covering the following three themes:

- practice placements – discussing HCPC's expectations of how practice placements should be managed and co-ordinated by approved programmes;
- student fitness to practise – discussing the standards and guidance in place to deal with student fitness to practise and discuss the responsibilities of students, education providers and the HCPC; and
- social worker education and training – introducing our approval process to those transitionally approved social work programmes due to be visited over the next three academic years.

The development of these three themes was prompted in part by the number of conditions that continue to be placed on programmes around the area of practice placements (see Education annual report 2011); feedback received from education providers about the most relevant topics; and the joining of social workers in England onto the HCPC Register.

The Education Department worked closely with the Communications Department in planning and organising the seminars. The Communications Department sourced locations, managed relationships with the venue before and on the day and provided advice about the style and content of seminars.

#### **1.1 Seminar location**

In total the Department ran nine education seminars across the UK (three of each theme). To ensure the seminars were accessible to as many stakeholders as possible the choice of location was based on the following criteria:

- at least one seminar to be located in each of the home nations (this did not apply to the social work education and training theme as the HCPC only regulates social workers in England);

- located close to education providers offering HCPC approved programmes;
- have good transport links;
- offer a number of suitable / available venues; and
- consider demand in that region / area from previous years.

Therefore the seminars for each theme were held in the following locations:

- practice placements – Newcastle, Edinburgh and London;
- student fitness to practise – London, Belfast and Cardiff; and
- social work education and training – London, Liverpool and Leeds.

### **1.2 Content and delivery**

The seminars followed the similar model of delivery, structure and ethos to that which was adopted in 2011. In particular the Department adopted an approach that encouraged delegates to engage with a subject, to ask questions and to discuss the theme with their fellow attendees. The seminars were divided into three sessions and were delivered over a three hour period. The length of the seminars had been reduced since 2011 to allow each seminar to be conducted within an afternoon. This was undertaken to reduce the amount of time delegates would need to devote to attending and therefore make the seminars more accessible.

For all seminar themes, session one provided a general introduction to the HCPC, the Education Department and the theme for the seminar. Session two explored the theme in more detail and provided the delegates with an opportunity to discuss case studies with their fellow attendees and share their experiences. Session three was a question and answer session allowing delegates to ask questions of the HCPC representatives. Flexibility was incorporated into these sessions to allow presenters to explore topics of interest in greater depth to the benefits of the delegates in attendance.

### **2.0 Applicant profile**

As in previous years, the seminars were promoted directly to education providers by email using existing contacts held within the education database. We do not hold the contact details of practice placements and asked our education provider contacts to pass on the information to their colleagues within the education provider or practice placements. We also advertised the seminars on the Education Department and Event sections of the website and through the October 2012 edition of Education Update.

In previous years the seminars were capped at 30 delegates. Due to the interest we have received in previous years the number of delegates was increased to 50 for each event.

The interpretation of the data relating to applicants and delegates has been undertaken differently for the three themes and these are outlined below.

## **2.1 Social work education and training seminars**

To provide those transitionally approved programmes who the HCPC expected to visit in the 2012 – 13 academic year with the first opportunity to register to attend the seminars, we emailed this group first. After a short time and once we had felt we had given individuals sufficient time to register, the seminars were opened up to other transitionally approved programmes due to be visited in subsequent years. As such, the vast majority of delegates attending these seminars were registered social workers in England and had a clear link to an approved social work education and training programme.

In total 48 delegates were registered to attend these seminars. This was significantly lower than the proposed 50 delegates for each seminar and will be a consideration when planning the seminars in forthcoming years.

Further analysis of the data shows that the 48 delegates represented 24 different institutions, including 19 education providers. Of these 19 education providers, 79 per cent (15) represented education providers due to be visited in the current academic year. 16 per cent (three) represented education providers due to be visited in 2013 – 14 and five per cent (one) represented education providers due to be visited in 2014 – 15. The remaining five institutions which were represented at the seminars represented local and central government bodies.

The social work education and training seminars will be delivered again in the 2013 – 14 and 2014 – 15 academic years for the transitionally approved programmes due to be visited in those years.

## **2.2 Practice placements and student fitness to practise seminars**

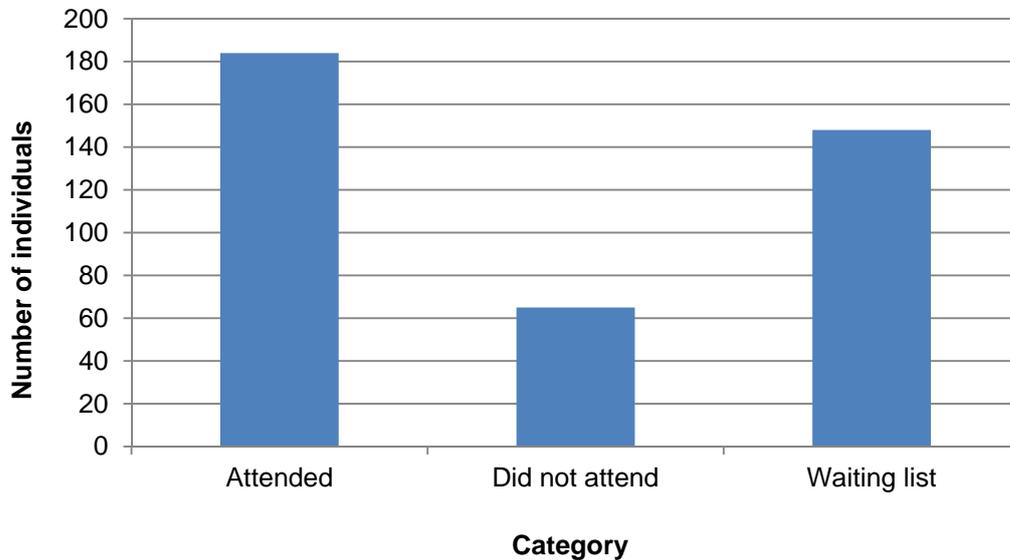
Demand for places at both the practice placement and student fitness to practise seminars was extremely high, building upon the unprecedented demand of 2010 and 2011. Many events reached capacity and had a waiting list despite there being considerably more places on offer in 2012 when compared to previous years. For both themes the seminars in London received the greatest interest. This meant that only 48 per cent and 50 per cent of those interested in the practice placements and student fitness to practise seminars respectively were allocated places in London.

However, overall we were able to provide 259 places for delegates at the practice placements and student fitness to practise seminars this year which accounted for 64 per cent of all applicants. This was a significantly higher figure than in 2011, where only 51 per cent of applicants were allocated a place.

Across the seminars the actual attendance figures were often lower when compared to the numbers which were expected to attend. Two seminars in particular, Cardiff student fitness to practise and London practice placements, only received 55 per cent and 58 per cent respectively of their expected attendance. As mentioned above we were able to allocate 259 places to delegates at these six seminars with 184 delegates attending. This compares to the 150 delegates who attended in 2011.

These figures are summarised within graph one which shows the total number of people who attended, those who were registered to attend but did not and those people who remained on the waiting list.

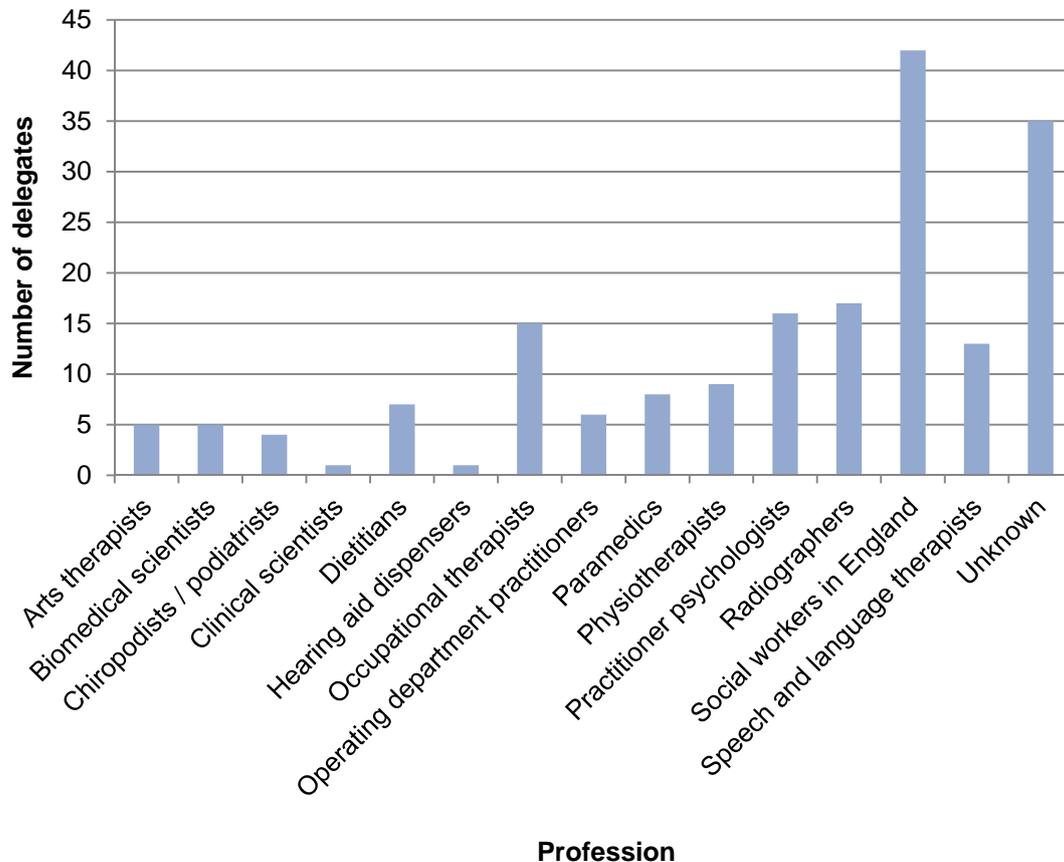
**Graph one – Breakdown of applicants and delegates to the practice placements and student fitness to practise seminars**



Applicants were booked onto seminars in the order which they applied. Once seminar capacity had been reached, we updated the website to show the seminar was fully booked and then reviewed the individuals and organisations interested in attending to ensure that as many different organisations were able to be represented. In total delegates who attended the seminars represented 112 different organisations and of these 18 practice placement organisations were represented.

Graph two below shows the breakdown of professions represented by the delegates to the practice placements and student fitness to practise seminars. This graph clearly indicates the seminars were of particular interest to social workers in England, who have recently joined the HCPC Register.

**Graph two – Breakdown of delegates by profession to the practice placements and student fitness to practise seminars**



42 delegates represented social workers in England. The high attendance rates can be attributed to two influences.

The first influence was the timing of the seminars in relation to when social workers in England joined the HCPC Register and when the Education Department started to visit the transitionally approved programmes. The seminars were held in the six months following the transfer date (1 August 2012) and the first visit to a transitionally approved social work programme took place in February 2013. The practice placement seminars provided an opportunity for education providers to explore how they develop stronger links with employers as per the recommendations made by The Social Work Task Force in 2009. While the student fitness to practise seminars were of interest when considering the implications of the HCPC decision to not register social work in England students. The HCPC Council (June 2012) agreed that the most effective means of assuring the fitness to practise of social work in England students was through the standards of education and training and the approval of programmes. The seminars therefore provided these education programmes with a timely and relevant opportunity to learn more about the HCPC and the Education Department's standards and processes.

The second influence was the number of programmes which transferred from the General Social Care Council. On 1 August 2012, approximately 300 social

work and approved mental health professional programmes transferred to the HCPC which represented a 32 per cent increase in the number of programme approved by the HCPC. This meant that social work in England programmes became the largest professional group in terms of HCPC approved programmes. It was therefore not surprising that social workers in England were the profession represented most at the seminars (approximately 23 per cent of all delegates).

The seminars did not elicit any interest from individuals from some professions regulated by the HCPC; orthoptists and prosthetists / orthotists were not represented at either of these seminars nor were there any individuals on the waiting lists for these professions. For both professions there are only three approved programmes leading to eligibility to apply to the HCPC Register. In total these professions represent less than one per cent of all approved programmes (currently 927) and therefore we did not expect to receive much interest or many delegates from these professions. However, the Department must ensure that all professions have the opportunity to attend the seminars to ensure we can continue to disseminate information to all the programmes we approve.

Based on the information supplied in the booking form, we were unable to identify 19 per cent of delegates as belonging to a HCPC profession. However, it was clear from further analysis of the data that many of these attendees were from education providers working within either an administrative function, such as in quality assurance or admissions, or were practice placement facilitators or co-ordinators within the health and care service.

### **3.0 Analysis of feedback (all themes)**

All delegates were given the opportunity to provide feedback at the end of each seminar. As was the case with the 2011 seminars the delegates did not consistently fill in their name, profession or role. As such the data around who provided what feedback was inconsistent and unreliable. Therefore any breakdown of feedback by role was not possible.

A copy of the 2012 – 13 seminar evaluation form can be found in Appendix one. The evaluation form was divided into four sections:

- pre-event
- location and venue;
- seminar content; and
- final comments.

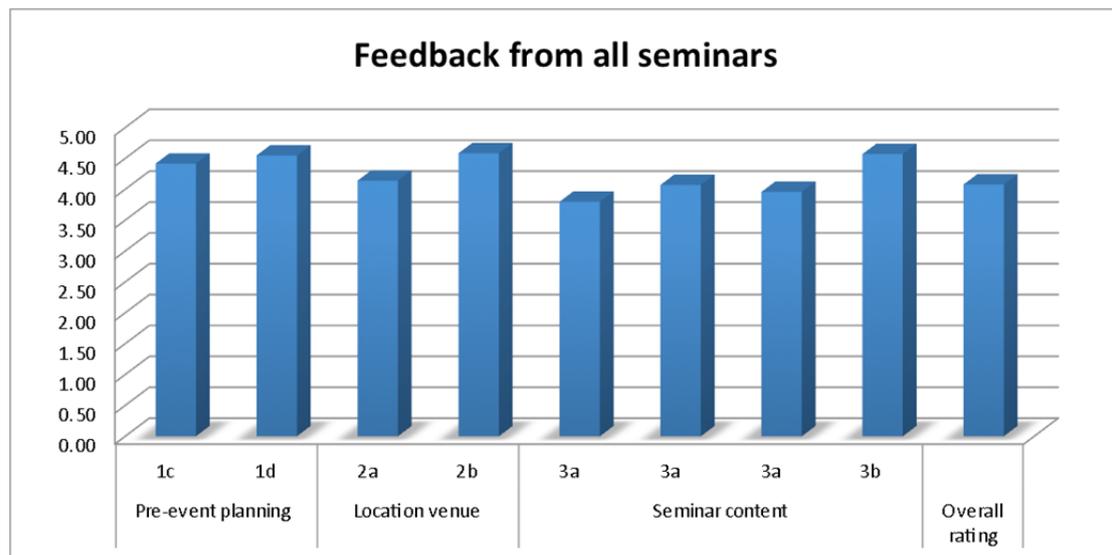
Feedback was received from 81 per cent of the delegates who attended the 2012 – 13 seminars, which was smaller than the percentage of delegates providing feedback in 2011. The feedback from those who attended the seminars was extremely positive with delegates commenting that it was a 'Helpful seminar. Good to meet colleagues across the professions and to share experiences and strategies' and 'Informative and reassuring'.

The high demand for places and subsequent attendance figures this year can be linked to three main factors, as highlighted by the feedback from attendees. Firstly the subject matter of practice placements was highly relevant to our stakeholders as this represents an area where many education providers have conditions set on their programme following approval visits. As mentioned earlier, the joining of social workers in England to the HCPC Register also resulted in high demand. All three seminar themes were of interest to social workers as the subject matter was new and of relevance to them. Finally, as in previous years, delegates were keen to interact with other professionals.

The communication provided by the Department was also highlighted as a key way in which delegates found out about the seminars and provided them with details of the venues, locations and dates well in advance of the events themselves. There was also evidence provided in the feedback that word of mouth among colleagues contributed to the promotion of the seminars.

Graph three below shows the overall average response for each question that the delegates were asked. The detailed results for each seminar can be found in Appendix two.

**Graph three – 2012 – 13 education seminars combined feedback outcomes**



A key performance indicator was set to gauge the success of the seminars, that being; the average feedback received against each question received a rating of 3.50 or above (rating 1-5). When the data from all nine seminars was combined, this rating was achieved across the board. However, there were three instances when feedback received was below this level when averaging out the responses per seminar. Two of these indicated that the content for session one in both the practice placements and student fitness to practise seminars was too general. It should be highlighted that this was only indicated for two seminars, whilst the other seven exceeded the successful level of 3.50. The final lower rating was in relation to session three at a practice

placements seminar, where the feedback indicated that there was not enough time for the question and answer session, and that responses tended to be too general. These areas are discussed in more detail later.

### **3.1 Pre-event planning**

The pre-event planning encompassed sourcing and securing venues, communicating to stakeholders about the seminars and managing the booking process and pre-event communications. Further discussion about the locations and venues selected is contained in the next section of this report.

Graph three above demonstrates delegates were broadly satisfied the organisation of the seminars met their expectations. In particular they were satisfied with the standard of communication prior to the event (question 1c) and the booking process (question 1d). Although demand for places by far exceeded the places available, feedback did not include comments regarding difficulties with the booking process or communication, as was the case in 2011.

Although not evidenced within the delegate feedback the volume of enquiries received by the Education Department relating to the seminars represented 15 per cent of all enquiries received between March and October 2012. The majority of these enquiries were received in the months immediately after the seminars were advertised (September and October) and reflect the speed with which the seminars filled up resulting in waiting lists being put in place - for some of the seminars within the same month as they were advertised.

### **3.2 Venue, location and time**

As per the seminar feedback from 2011, delegates were positive about the seminar locations (question 2a) and the choice of venues (question 2b).

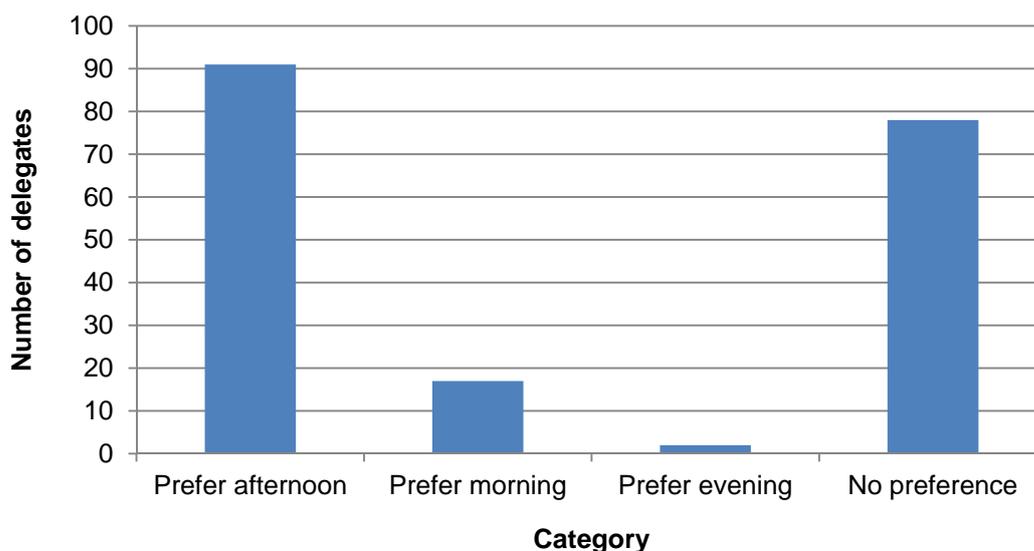
As well as higher capacity seminars running in 2012 to address the increased demand experienced in 2011, these took place in a wide variety of locations across the UK. The decision to hold one seminar of each theme in London proved a popular choice for delegates and the provision of one seminar of each theme here is again justified. In addition to the London seminars Belfast, Cardiff, Edinburgh and Newcastle were also fully booked and had waiting lists attached to them.

Locations were selected on the basis of having good transport links to allow as many delegates to attend as possible. The feedback continues to include comments about the lack of availability both generally and also in regards to particular locations. Some delegates noted in their feedback that a number of their colleagues had been unable to attend due to the waiting lists. Whilst the availability and subsequently the feedback for the 2012 seminars has improved when compared to 2011 the issue of seminar availability will continue to be one for the Education Department to consider in the future.

All the seminars in 2012 – 13 were held in the afternoon, starting at 14.00. Within the evaluation form this year we asked delegates whether the time of day the seminar was held was suitable for them. The results outlined in graph

four below result in showing that 48 per cent of all delegates preferred that seminars were held in the afternoon. This was closely followed by 41 per cent of delegates having no preference as to when the seminars were held. This information will be very helpful to the Education and Communications Departments when planning future seminars and reaching decisions about the frequency and timing.

**Graph four – breakdown of delegate’s preference regarding timing of the seminars**



### 3.3 Quality vs quantity

Delegates were asked a number of questions about the quality of content and the quality of the learning resources. The Department adopted a case study approach to support the delivery of the seminars which enabled specific topics to be further explored and to facilitate debate on certain issues. Sessions were also designed to ensure a balance of presentation and group discussion and materials were designed to support this format. Delegate feedback suggests all three sessions were well received. When responding to question 1b, most delegates commented that the reason they attended the seminar was due to the subject matter and that it related to an area of special interest.

When looking across all the seminars within a particular theme, the average for each session rated over 3.78 and this suggests the content and resources provided delegates with the information they expected or wanted to receive. Whilst this is a slight decrease on the average of 2011, it should be noted that the demographic of delegates has changed over the years and, where appropriate, this is discussed in more detail below.

Session one provided a brief overview to the HCPC, the Education Department, our standards and an introduction to how the standards and processes are applied to the subject matter (be it practice placements, student fitness to practise or social work education and training). In general the feedback for this session was positive, however not all delegates were satisfied with the content. This is a trend experienced in previous year’s

seminars where it is difficult to 'pitch' introductory content at the right level due to the diverse nature of delegates. Since 2009 we have been delivering seminars to a wide range of professions, including professions who have newly joined the HCPC Register (practitioner psychologists 2009; hearing aid dispensers 2010; and social workers in England 2012). Therefore the approach we have undertaken during this time is to provide a short introduction in session one to our role and remit to ensure everyone has a similar foundation level of knowledge. This year a small number of delegates commented that, as part of session one, they would have liked to receive more introductory information. However, a larger number of delegates commented that session one covered similar information that they had been asked to review before the seminar or already knew. Both groups therefore rated session one accordingly depending on their role, experience of working with the HCPC and whether they have attended seminars previously. Going forward the Department must consider the level at which the sessions are 'pitched' so they are informative to more delegates, consider the content and how much prior knowledge is required and consider alternate ways of communicating relevant information.

For the practice placements and student fitness to practise seminars, session two received the highest rate of feedback which was to be expected as this was the main theme of the seminars (4.00). Delegates for all three themes commented that they enjoyed the opportunity to discuss issues raised using case studies as the starting point. They also commented that the opportunity to network and understand the themes of the seminar from the HCPC or another education provider's point of view was beneficial. Some delegates felt this session could have been extended to allow more discussion around particular issues that were raised with many commenting this session felt rushed.

Session three took the form of a question and answer session allowing delegates to ask questions to the HCPC representatives. These could be related to the seminar content or any other issue which was of concern to them. The feedback from these sessions overall was positive, although there were variations across the seminars (details of which can be found on the charts in Appendix two). Session three was rated the highest for the social work education and training seminars (4.20).

The feedback across the three sessions highlights that although the seminar content was relevant, the quantity of content made it difficult to deliver in a meaningful way, within the time allocated. Many delegates wanted to increase the time allocated to the case studies or group discussion. A number of delegates felt that profession specific seminars would be more beneficial allowing them to focus on the specifics of their profession while others welcomed the opportunity to share experiences with delegates from other professions. Striking an appropriate balance for future seminars continues to be a challenge for the Department.

Question 3b asked the delegates to rate the quality of the hand outs and presentations. The feedback received was extremely positive, with no seminar

average being below 4.50 which should be seen as a good achievement for the organising team and also those who presented.

#### **4.0 Future considerations**

The education seminars delivered this year were by far the most popular and well attended in comparison to previous years, which is due in part to the introduction of social workers in England to the HCPC Register. Future considerations for the Department, based on the experience and feedback from the seminars are summarised below.

#### **4.1 Capacity**

Seminars in the future years will need to be designed to cope with increased capacity should a theme prove more popular than first planned for. As part of this the Department must continue to develop mechanisms to ensure as wide a range of professions and organisations are represented at the seminars.

Over the last year, the Department has been working closely with the Communications Department to draw upon their expertise of managing an increase in delegate numbers whilst delivering the same level of quality. This close working relationship has been extremely beneficial and will continue for the seminars to be held in the 2013 – 14 financial year.

The issue of non-attendees identified in 2011 increased during the seminars held in 2012 – 13. Across all three themes 80 delegates who were registered to attend did not attend the seminar at which they had been allocated a place and did not inform the Education Department ahead of the seminar. In cases where delegates were unable to attend and informed us before the seminar, we were able to reallocate their place to individuals on the waiting list. However when we were not informed we were unable to invite people on the waiting list so their place could not be reallocated. This must be an area that is considered when planning the seminars and appropriate actions devised to limit the number of non-attendees in future years.

Due to the increased capacity of the seminars, it will be beneficial for presenters to further develop their chairing / facilitation skills and handling difficult questions for future events.

#### **4.2 Quality vs. quantity**

This issue is not unique, having been raised by delegates in previous years. The Department acknowledges this is a judgement that is made when considering the expected delegates and developing appropriate seminar content.

A number of delegates noted in their feedback that profession specific seminars would be more beneficial, owing to the different challenges presented by the different professions. The HCPC standards of education and training are generic and apply across the 16 professions we regulate. They do not require education providers to set particular training or practice placements models or set profession specific requirements. The HCPC must

therefore consider the best use of its resources to communicate relevant and appropriate messages across all the professions. In general for the Education Department this will mean holding generic seminars except in specific instances such as when a new profession joins the HCPC Register. However other delegates noted the benefits of networking and liaising with colleagues from different professions and again this is a judgement which the Department must consider when developing the seminars.

#### **4.3 Venues**

Venues were sourced by the Communications Department in the 2012 – 13 financial year. This provided a greater level of consistency in venue selection for seminars and relationship management with the venue leading up to the seminar and on the day. The Communications Department drew on existing networks of venue suppliers to expedite this process. A representative from the Communications Department attended all the seminars and provided on the ground support and liaison with the venue which meant that the presenters and observers from the Education Department could focus on networking with education stakeholders and preparing for their presentations. This relationship will continue into the forthcoming financial year and the departments will take into account the feedback received from this year when planning the forthcoming seminars.

#### **4.4 Bookings**

The feedback regarding the booking process was positive, with little indication of the prevalence of problems experienced in previous years. With the increase in the number of approved programmes and the number of delegates we expect to attend the seminars in future it is important the Department continues to look at making the booking process easier for the Department to manage while retaining the ease and reliability for the delegates. We will continue to discuss this process with the Communications Department to determine the best course of action for subsequent years.

#### **4.5 Feedback**

How to gather timely and appropriate feedback is an area which the Education Department should look into to determine ways of effectively capturing this data for subsequent years. The Department is currently undertaking an online survey, Education provider feedback, using Survey Monkey. Once this survey has been finalised, the Department should use their experience to determine whether an online feedback form would be an appropriate feedback mechanism for the seminars and effectively capture data; allow delegates more time to complete and reflect on the seminar; easier analysis of data; and promote the Department's paper saving policy.

## Appendix one – Education seminar evaluation form

### HCPC education seminar - VENUE - DATE Evaluation form

Thank you for attending this HCPC education seminar. The seminars have been designed specifically for stakeholders seeking to learn more about the standards with a focus on practice placements.

Therefore, we want to make sure that they have been useful to you and if there are any areas in which we can make improvements. It would be helpful if you could take the time to complete this evaluation form so that we can determine how to make the seminars better in the future.

Thank you for your time and participation.

**What is your job title?**

\_\_\_\_\_

**What rating would you give the seminar overall?**

Poor	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Very good
------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------

#### 1 Pre-event planning

a. How did you hear about the seminar?

--

b. What was your motivation for attending this seminar? (eg location/cost/subject matter)

--

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

No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes
----	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----

d. Did you find the booking process for the seminars satisfactory?

No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes
----	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----

## 2 Location, venue and time

a. Was the choice of location to hold this seminar appropriate for you?

No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes
----	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----

b. Was the venue and the room in which the seminar was held satisfactory?

No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes
----	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----

c. Was the time of day this seminar was held suitable for you? (tick all that apply)

Suitable, as I prefer an afternoon seminar	I would have preferred a morning seminar	I would have preferred an evening seminar	I do not have a preferred time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3 Seminar content

a. How informative did you find the sessions?

	Not informative 1	2	3	4	Very informative 5
Session one	<input type="checkbox"/>				
Session two	<input type="checkbox"/>				
Session three	<input type="checkbox"/>				

b. Was the quality of the hand-outs and presentations at the seminar satisfactory?

No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes
----	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----

c. If you could improve one thing about the seminar what would it be?

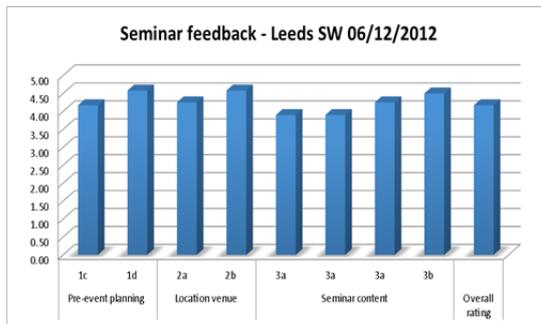
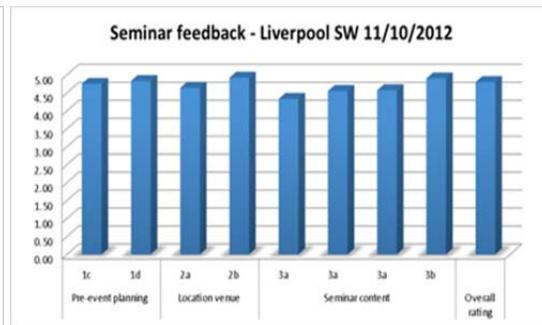
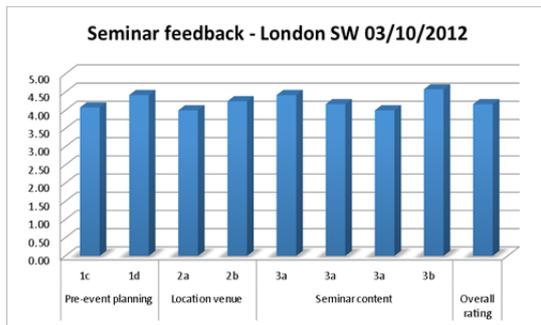
## **4 Final comments**

**a. Are there any other comments you wish to make?**

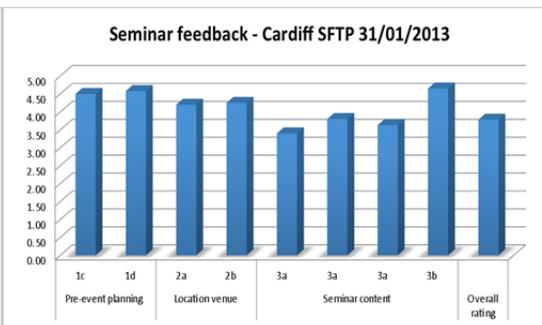
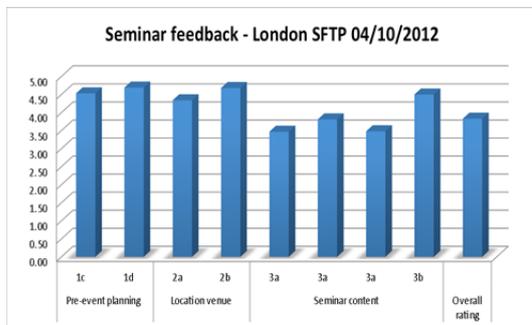
**Please hand your completed form to one of the HCPC facilitators and have a safe journey home.**

## Appendix two – Education seminar feedback by location

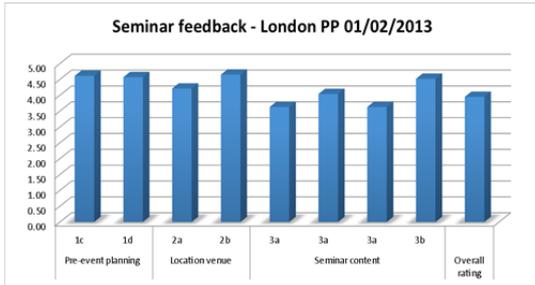
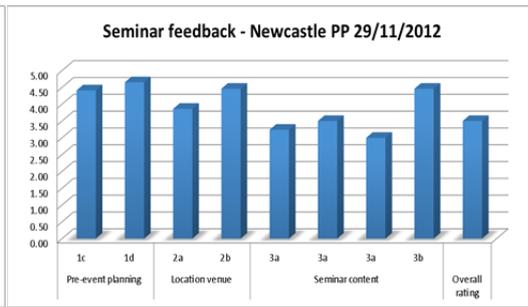
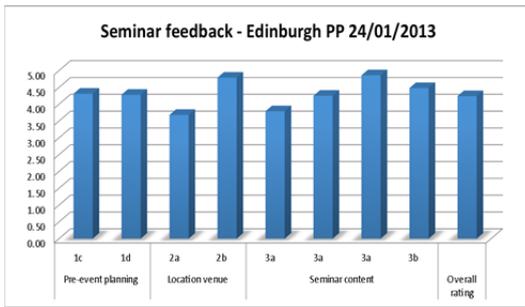
### Social work education and training seminars (SW)



### Student fitness to practise (SFTP)



## Practice placements (PP)



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**Appendix 1**

**Education Department enquiries log report for March to October 2012**

**Contents**

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## **Introduction**

The enquiries log is a tool used by the Education Department as a means to record all general enquiries received through the different communication channels. The data captured identifies the type of stakeholders, the profession of the enquirer, the method of contact and the nature of the enquiry.

The enquiry log enables the Department to:

- highlight messages to our stakeholders which require more clarity to improve effectiveness and reduce enquiries.
- influence decisions about future work and priorities to be included in the Department work plan for each financial year.
- highlight areas of change relating to specific professions and policies which have resulted in an increase in enquiries.
- determine whether any further developmental work is required for our operational processes, supporting activities or projects.

The data captured and included in this report covers an eight month period, March to October 2012. As the period covered was less than one year, and does not cover multiple years, seasonal patterns were not identifiable. However, once one year's data has been collated, it will be possible to make comparisons and identify seasonal trends.

## **Sources of evidence**

### **Enquiries log**

The Education Department has recorded information about the number and type of enquiries it has received since the academic year 2007-08. In November 2010, the Education and Training Committee (ETC) received an Enquiries log report for February – August 2010. Unfortunately due to the different time frames covered by the two reports, it has not been possible to draw similarities and determine trends in all cases.

The stakeholder categories continue to reflect the stakeholders who contact the Department. The stakeholder categories are:

- education provider;
- professional body;
- general public;
- student;
- registrant;
- overseas enquirer; and
- other organisation.

In March 2012, a redesigned enquiries log was implemented which changed the way in which the Department recorded and analysed the data. The main change was to the categories against which the nature of the enquiry was recorded. A system to code each enquiry was developed, where a letter represents the nature of the

enquiry. This coding system was designed to allow a single entry which meant that each enquiry was summarised and treated as a single enquiry. Therefore when an enquiry was received, the relevant code which represented the nature of enquiry was recorded against the stakeholder group and method of contact. This ensured there were no occurrences of double counting, which would have resulted in the distortion of the number of the enquiries received.

The code, categories and descriptions below were developed based upon previous enquiries. However, they were expanded to more accurately reflect the nature of the enquiry. This remains a flexible list so that as and when new enquiry topics start to be received, a decision can be reached as to whether this should be recorded separately. An example of this was the independent prescribing category which was added in response to the government's announcement in July 2012.

<b>Code</b>	<b>Category</b>	<b>Description</b>
A	Register of approved programmes	Queries about which programmes have HCPC approval
B	Programme advertising	Advertising guidelines for HCPC approved programmes
C	Major change	Queries related to our major change process
E	SCPEs	Our standards of conduct, performance and ethics and how they link to the approval of programmes
F	Overseas programme approval	Queries about whether collaborative or franchised overseas programmes can be approved
H	Outside HCPC remit	Issues not related to HCPC's function or regulation
I	Independent prescribing	Relating to the recent government announcement to extend independent prescribing rights
L	Approval	Queries related to our approval process
M	Annual monitoring	Queries related to our annual monitoring process
N	SP / LA / POM / AMHP	Queries about Supplementary prescribing / Local anaesthetic / Prescription-only medicine / Approved mental health professional programmes
O	Other	Related to Education Department work but not linked an operational process e.g. seminars or Education Update
P	SOPs	Our standards of proficiency and how they link to the approval of programmes
Q	Post-registration qualifications	Queries about continuing professional development programmes to undertake
R	Student research	Research for coursework
S	Registration	Joining the HCPC Register
T	SETs	Guidance regarding our standards of education and training
U	Modernising Scientific Careers	Career pathways for the healthcare science workforce
X	Complaints	Our complaints process for HCPC approved programmes

Enquiries received and which were outside the direct remit of the Education Department were forwarded to the relevant HCPC department and were not recorded within the enquiries log. In addition, enquiries received for or by the operational teams within the Education Department relating to a programme specific enquiry were not included within the enquiries log.

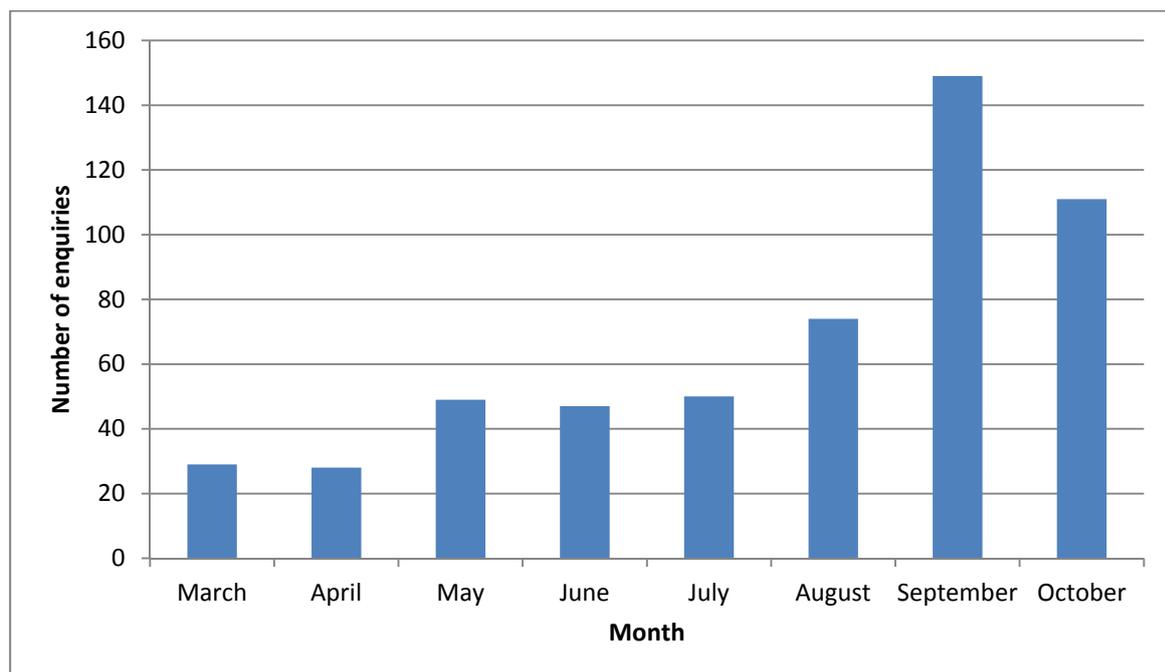
### Reflective observations

The enquiry log is a tool that was designed and implemented by the Education Team Administrator, as the first point of contact within the Department, based on the analysis of the types of enquiries previously received and changes to the professions that are regulated by the HCPC. The log records the enquiries on a monthly basis and provides a summary, in numerical and graphical format, of the enquiries received. This allows the Education Team Administrator to easily monitor the enquiries received and suggest amendments to communication channels as appropriate.

### Analysis of data

#### Enquiry volume

The graph below details the number of enquiries received on a monthly basis by the Education Department for the period March to October 2012.

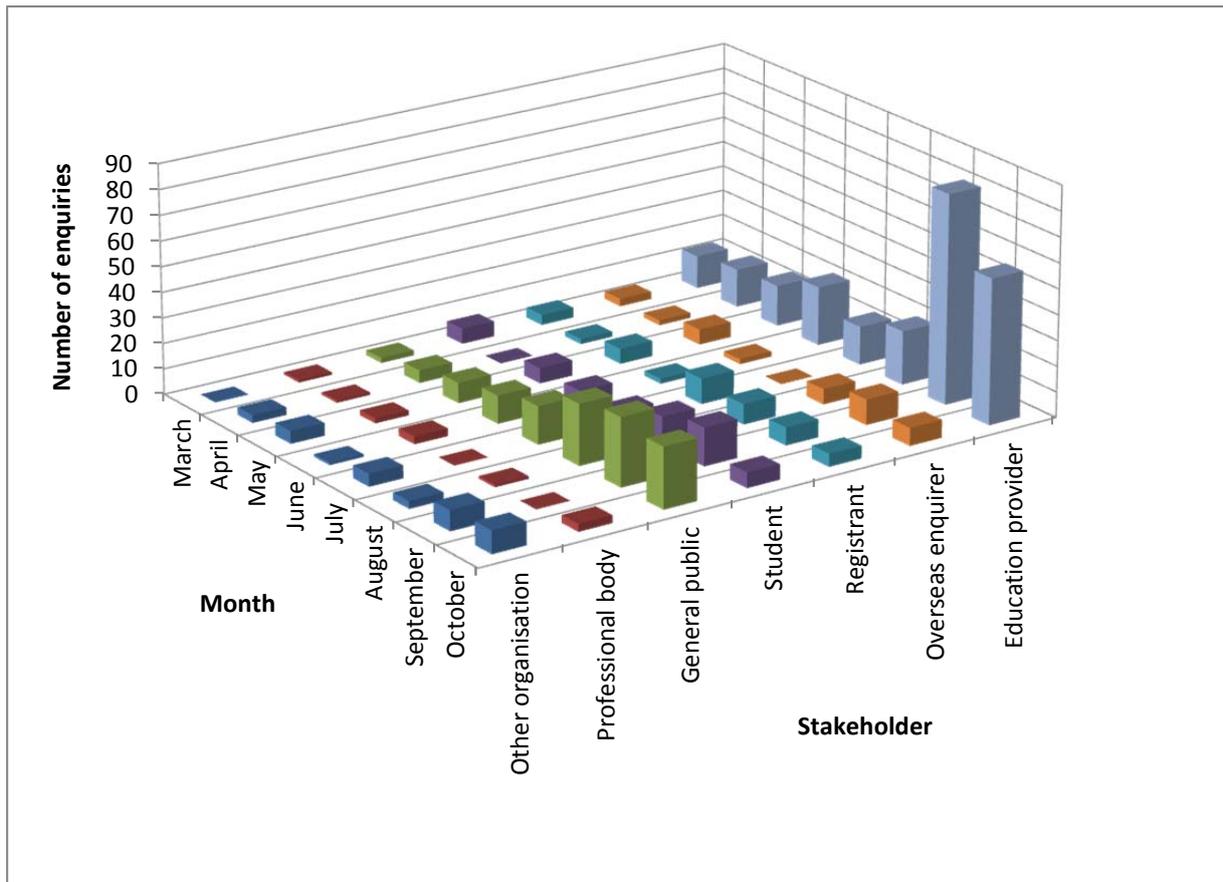


The Department received a total of 537 enquires over the period. The peak month for activity was September with 149 enquiries received which equates to 28 per cent of the total enquiries received. The data highlights the peak period of activity being between August and September which differs from previous years (the peak period of activity from February - August 2010 was May to August). The reason for the peak period activity in 2012 can be attributed to three factors. The first influence on this was the start of the academic year commencing in September 2012 and this follows a similar pattern to previous years. The second influence on these figures was due to

the opening of the HCPC Register for social workers in England on 1 August 2012 and as discussed later, social workers represented two fifths of all enquiries received by the Department from March to October 2012. The final influence on these figures was the advertisement of a series of education seminars across the UK, running from October 2012 to February 2013. This influence is discussed in more detail later in this report.

### Type of stakeholder

The graph below shows the enquires received on a monthly basis by the type of stakeholder for the period March to October 2012.



The broadest classification for recording enquiries is by type of stakeholder. 77 per cent of all enquires were received from three stakeholder groups – education providers; the general public; and students and these are discussed below.

### Education provider

The primary enquiry source for the Education Department was education providers running an approved HCPC programme, or seeking the approval of a new programme. From March to October 2012 45 per cent of all enquiries were from education providers and in general there was an upward trend for this stakeholder through the period. In September there was a peak in activity and 55 per cent of all enquiries received in that month were from education providers.

This peak correlated with the advertisement of nine seminars to be held in autumn and winter 2012–13. The seminars covered three different topics as outlined below:

- Social work education and training programmes – discussing our approval process with those social work education providers who are due to be visited by the HCPC in the academic year 2012–13.
- Practice placements – discussing our expectations of how practice placements should be managed by education providers and how the standards of education and training are applicable to them. Open to all education providers.
- Student fitness to practise – discussing our standards and guidance in place to deal with student conduct, performance and ethics and who is responsible for ensuring this. Open to all education providers.

Following the social workers in England joining the HCPC Register in August 2012, the number of approved programmes rose to 935. The promotion of the seminars through our pages on the website and Education Update worked well and they quickly filled up which meant that reserve lists were implemented. This caused a spike in activity for the Education Team Administrator with many of the enquiries related to individuals confirming their attendance at a seminar; clarity about alternative seminars dates or topics and how to sign up for a seminar.

Following the completion of the seminars, the Department will analyse the enquiries log and the delegate feedback received after attending a seminar to determine if there are alternate ways in which we can communicate and run the seminars. This will include activities to manage the seminars, for example, advertising of the seminar, how to sign up and correspondence when an individual has successfully gained a place. As part of developing the work plan, the Department will also consider the number, topic and timing of seminars.

### **General public**

Over the period March to October 2012, 22 per cent of all enquiries received were from the general public. There has been a steady growth in enquiries from the general public and the high point was in September. The peak period of activity for this stakeholder ran from July to October with 50 per cent of the enquiries in these months relating to gaining clarification about the purpose of our register of approved programmes; for example, where to find out which programmes to undertake in order to join the HCPC Register. This coincides with the start of the impending academic year 2012–13 and was to be anticipated.

We also received enquiries outside the remit of the HCPC which related to professions we do not regulate, or to roles and functions not within the remit of the HCPC. In these instances our role was briefly clarified and if appropriate, or if we were able, the caller was provided with another source of information.

### **Students**

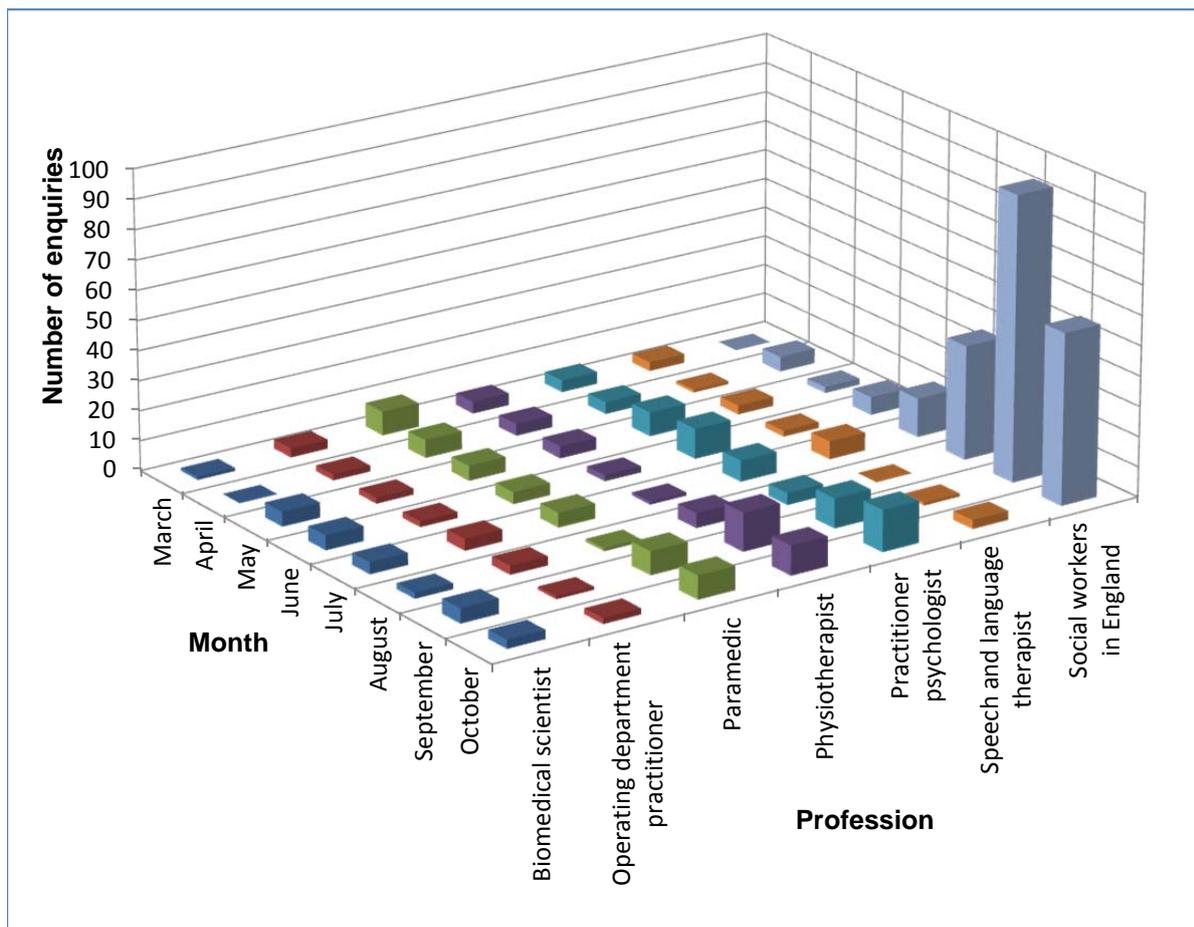
The level of enquiries received from students has been variable over the stated period, with a total of 10 per cent of all enquiries received during the period. The rise in enquiries in the period August to September was partly due to the opening of the Register for social workers in England (38 per cent of all enquiries were from social work students). Further analysis of the data for students shows over half of the enquiries received from social work students were outside of the HCPC remit. These enquiries related to the following areas:

- Clarity about which programmes transferred from the General Social Care Council (GSCC) to the HCPC when the Register opened for social workers in England.
- Seeking information about the administration of the social work education grant which transferred from the GSCC to the NHS Business Services Authority.
- Seeking information about the qualification verification process which transferred from the GSCC to The College of Social Work (TCSW).

As part of the Department's activities relating to the opening of the Register for social workers in England, information was provided both through direct communications with education providers and via the Education Department pages on the website. This information communicated the topics outlined above however there may be some further work for us to do in communicating these messages to students through our established communication channels with education providers or via the student pages on the website.

### Profession specific

The table below shows the enquiries received on a monthly basis for the professions which contacted the Department most frequently for the period March to October 2012.



Although the enquiries received by the Department were spread across the 16 professions which the HCPC regulates; the data identified the seven professions above as the professions we received the most enquiries from. These enquiries accounted for 80 per cent of all the enquiries we received during the period and are discussed below.

### **Biomedical scientists**

The enquiries received from this profession accounted for 5 per cent of all enquiries received during the period. The majority of these enquiries were to determine whether a programme was an approved programme and to seek clarification about the different routes to the Register for biomedical science. The nature of the queries received during this period was similar to previous years however, the data included within the Enquiries log report for February – August 2010 showed that, during these timescales, enquiries received from the biomedical science profession accounted for 13 per cent of all enquiries. There has obviously been a reduction in the number of enquiries received from this profession and the Department will continue to provide clear explanations of the different biomedical science routes to the HCPC Register and monitor the level of these enquiries.

### **Paramedics**

Queries received from this profession accounted for 8 per cent of all enquiries received during the period and the majority of enquiries were received from education providers and the general public. Many of the enquiries received were seeking clarification about whether a specific programme was approved, whether it met the SETs and therefore whether it provided a route to the Register. In these instances an explanation of our standards and approval and monitoring processes was provided.

### **Physiotherapists**

Enquiries from this profession represented 8 per cent of all enquiries received over the stated period. From July 2012, the Department started to receive enquiries relating to the government's announcement on 24 July 2012 that legislation would be amended to extend independent prescribing rights to appropriately trained chiropodists / podiatrists and physiotherapists. The type of enquiry received related to the processes to be used to approve the programmes, when the programmes could gain approval and therefore when the first cohorts could start the programme.

As the regulator, we will set standards for independent prescribing and approve the training that chiropodists / podiatrists and physiotherapists must complete to become independent prescribers. The Department anticipates that the number of enquiries from physiotherapists and chiropodists / podiatrists about this legislative change to their professions will continue to increase over the next few months.

The Department has developed standard correspondence to respond to these enquiries and updated the Education Department pages on the website. The Department will continue to communicate the latest developments regarding the approval and monitoring of independent prescribing programmes through the Education Update newsletter and other appropriate HCPC communications channels.

We also saw a small rise in the number of enquiries we received from chiropodists / podiatrists over this time period.

### **Practitioner psychologists**

Enquiries from this profession represented 11 per cent of all enquiries received over the stated period. From reviewing this data further, it is clear that the main stakeholders who contacted us were education providers and the general public (31 and 24 per cent respectively of the total enquiries received from practitioner psychologists). The enquiries received from education providers were, in the main, seeking clarification about the SETs and the Department's approval and monitoring processes. During the period covered by this report, the Department completed the final approval visits to the practitioner psychologist programmes which transferred from the British Psychological Society (BPS) on 1 July 2009 and this level of enquiries was to be anticipated by the Department. The enquiries received from the general public were, in the main, seeking clarification about which programmes were approved and if successfully completed, would lead to eligibility to apply to the HCPC Register.

### **Social workers in England**

Enquires from social workers in England represented 40 per cent of all enquires received during the period covered by this report. The Department started to receive enquiries in April 2012 primarily from education providers seeking clarification on the HCPC approval process.

On 1 August 2012, approximately 300 social work and approved mental health professional (AMHP) programmes transferred from the GSCC to the HCPC. This represented a 32 per cent increase on the number of programmes approved by the HCPC. The Department therefore anticipated an increase in the number of enquiries and that enquiries would increase the nearer to the transfer date. As such, education providers were written to in June 2012 to introduce our standards and processes. In August 2012, the Department wrote to education providers again to inform them about which academic year we expected to visit their transitionally approved programme to ensure the programme was meeting the SETs. The first visits to the social work programmes will start in February 2013 and it is anticipated the Department will continue to receive enquiries particularly relating to the SETs and operational processes until the visits to the social work programmes have concluded (academic year 2014–15).

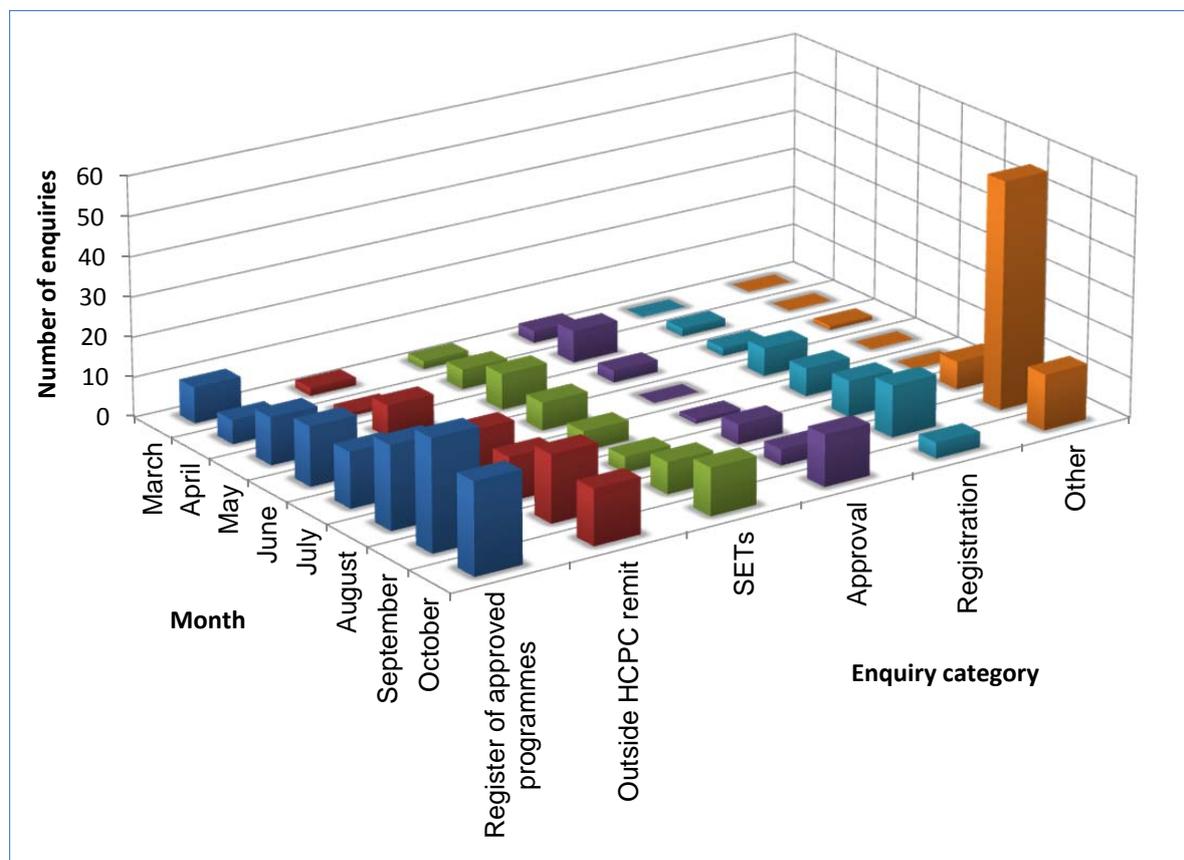
The first visits to the AMHP programmes will start in September 2013 and the Department is currently working with the Policy and Standards Department to develop criteria against which the AMHP programmes will be approved. Currently the enquiries received from the AMHP programmes are not recorded separately but it anticipated that enquiries will increase from this stakeholder and as such, they should be clearly recorded within the log to capture the type of enquiry and number.

### **Speech and language therapists and Operating department practitioners**

Both of these professions accounted for 4 per cent of all the enquiries received by the Department within the time period. This roughly correlates to the percentage of the total number of approved programmes each of these two professions represents.

## Nature of enquiry

The table below shows the enquiries received on a monthly basis for the six enquiry categories most frequently asked of the Education Department from March to October 2012.



The enquiries received by the Department were spread across the 18 categories outlined earlier in this report. However, analysis of the data clearly shows the six categories outlined above as the most frequently asked and represent 76 per cent of all the enquiries the Department received during the stated period. Some of these areas are discussed in more detail below.

### Register of approved programmes

This type of enquiry represented 24 per cent of all enquiries received during the stated period. Further analysis of this data shows that social workers in England, practitioner psychologists and paramedics were the professions which contacted us most frequently regarding clarification about whether a programme appeared on the register of approved programmes and was approved by the HCPC.

### Standards of education and training (SETs)

Queries relating to the SETs accounted for 10 per cent of the total number of enquiries received. These enquiries tended to be specific to individual standards or group of standards and the responses were tailored accordingly. Education providers applying our standards sometimes needed additional guidance on how to interpret the standards, for example regarding their equality and diversity policies.

Alternatively, education providers needed clarification on the role and purpose of the standards; for example, in relation to SET 5 Practice Placements that the education provider is ultimately responsible for practice placements and meeting all the standards in order to gain approval or retain ongoing approval.

### **Outside our remit and Other**

28 per cent of all enquiries received over the stated period were classified as either outside our remit (13 per cent) or classified as other (15 per cent). On initially viewing this figure it would appear that over a quarter of all the enquiries received by the Department were not related to one of our operational processes or within the remit of the Department. However, further analysis shows there were two influencing factors on these categories.

The first is the number of enquiries received from social workers in England over the period. As outlined earlier in the report, many enquiries were received which related to the functions previously undertaken by the GSCC and the different organisations that these functions had been transferred to. It is expected that with time the number of these enquiries will reduce.

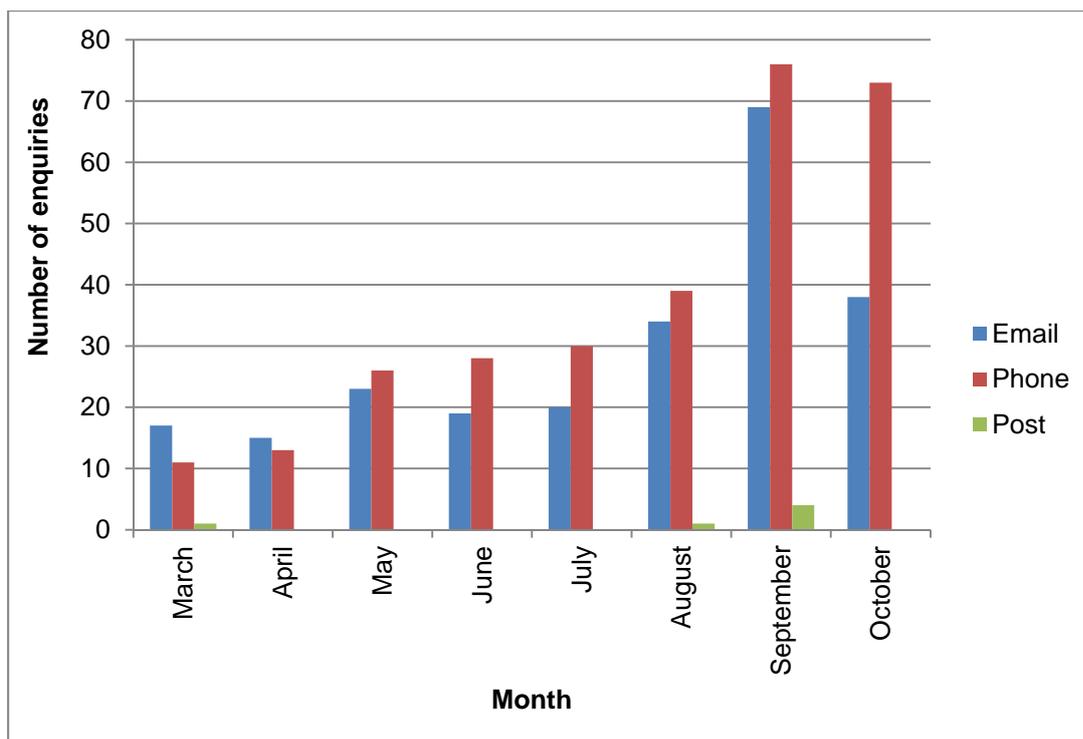
The other influence on this figure was the high number of enquiries related to the advertisement of the seminars in autumn and winter 2012–13. As mentioned elsewhere the Department will be reviewing the enquiries received through the enquiries log and the feedback received from the attendees at the seminars to determine ways to improve the sign up process and reduce the number of enquiries received within this category.

### **Registration**

This type of enquiry represented 8 per cent of all the enquiries over the stated period. In March 2011 the Registration Liaison Portal was developed between the Education Department and Registrations Department. This shared resource outlines which department has responsibility to respond to certain types of enquiries and provides a resource tool of frequently asked questions to assist the Registrations Department in responding to enquiries and to train new members of staff. Some of the enquiries recorded within this category span across the two department's responsibilities and to reduce transferring the caller, the enquiry has been dealt with by the Education Department. Other enquiries are from prospective students who are seeking general information about the programmes they need to undertake in order to join the HCPC Register. The Registrations and Education Departments meet regularly to discuss how the portal is working and to determine whether there are any new topics which are being raised by enquiries. While the number of enquiries received within this category is small, it should continue to be monitored to ensure that enquiries are dealt with by the appropriate department as per the Registration Liaison Portal.

### **Communication channels**

The table below shows on a monthly basis the methods of communication used to contact the Education Department from March to October 2012.



The enquiries were predominantly received via the Education Department inbox, or by telephone and these communication methods represented 44 and 55 per cent respectively of the total number of enquiries received during this period. Postal communication remains extremely rare and when a letter was received, it was often from a secondary school pupil seeking careers advice.

Communications received via the education inbox tended to seek clarification in response to specific enquiries. In these instances the Education Team Administrator was able to utilise standard paragraphs, tailoring where necessary, to respond to the enquiry. The standard paragraphs continue to be reviewed and updated on a regular basis with any relevant information.

Enquiries received by telephone can be more speculative in nature. For example, the enquirer may not be familiar with the scope of the health profession they are enquiring about, or the HCPC regulatory functions. In these instances the Education Team Administrator provided answers, or helped them to navigate the HCPC website to locate the information which was relevant to their enquiry. In most instances, the enquiries were met at source without any further work required. In a small number of occasions the enquiry needed further clarification or investigation to provide a satisfactory answer, using the stakeholders preferred method of communication.

### **Implications for further work**

The report findings provide a synopsis of the enquiries received by the Education Department over the stated period. As this data was collated in a new log a comparative analysis with the previous enquiries log report was restricted.

The enquiry log enables a comparison of broadly similar items, which enables the planning and development of information to be provided, and also the communication channels to be used. Based on the findings, which may be unique for the period covered, or in the future may show that this is a trend, we can accommodate the periods of extra demand for information via our various communications channels.

### **Enquiries log**

The enquiries log was updated in March 2012 to provide a more in depth collation of data, particularly in relation to the enquiry categories. This resulted in the development of 18 categories against which the nature of the enquiry was recorded. As six categories represented 76 per cent of all the enquiries within this report, the number and descriptions of the categories included within the enquiries log could be refined to allow a more representative analysis of data.

The enquiry log will continue to enable the Education Department to review which professions are contacting us and the matters that are raised on a regular basis. Utilising this analysis, and in order to reduce the level of resources dedicated to answering these enquiries, we will continue to tailor our standard correspondence. This standard correspondence provides guidance to Education Department members of staff when responding to telephone calls, and can serve as a training / induction tool. Future reviews and the creation of new correspondence will be required to provide clear and up to date information. Areas for updates identified within this report are:

- Independent prescribing.
- Information for students about social work programmes, funding and verification.
- Criteria for approving approved mental health profession (AMHP) programmes.

### **Information transfer within the organisation**

Due to the nature of the regulatory function of the HCPC, and the processes involved, the Department is involved in work which has an impact across the organisation, such as professions joining the Register, independent prescribing rights and AMHP programmes. The Education Department will continue to liaise with the Registration Department, and the Policy and Standards Department, to ensure that the work of each department is supported and we are not duplicating the work and remit of the distinct departments. We will liaise with these departments to ensure that we understand (and vice versa) their processes, the information they provide and the implications for the education programmes that are involved in the approval and monitoring processes. In association with the Registrations Department we will continue to review the Registration Liaison Portal to ensure that it is working in a clear and efficient manner and that all are aware of the roles and responsibilities.

### **Communications**

The majority of individuals who seek information from the Education Department are either education providers, the general public or are current or prospective students. The Department should utilise the data captured within the enquiries log to modify the website pages to ensure the key enquiry categories identified are easy to locate,

are clear, and kept up to date. Topical information, such as independent prescribing and the approval process for AMHP programmes will require more regular updates and will be available for a fixed time period. The Education and Communications Departments are working together to promote the role and responsibilities of the Education Department both internally and externally. Part of this will involve making our stakeholders aware of the information that is readily available to them on our website.

Our thrice yearly newsletter, Education Update, provides our main stakeholder with a timely and specific communication channel. Within the work plan for 2012–13 the Department undertook a review of the Education Update to ensure the process for producing the newsletter was efficient and that it communicated appropriate information in a timely manner. The revised newsletter will roll out in May 2013 and will utilise the data captured within the enquiries log to help inform the content of articles.

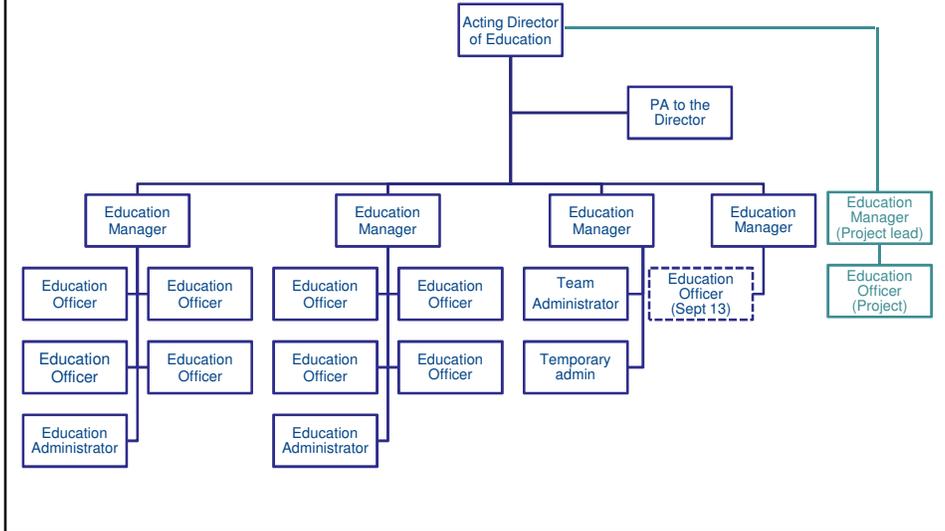
### **Education seminars**

The overall aim should be to reduce the number of enquiries received regarding the seminars and therefore reduce the associated time spent on responding to these enquiries. Therefore the Department will consider different means to handle the enquiries relating to this area of work in the future. In doing so, we will consider how information is disseminated; the sign up process plus the frequency and topic of the seminars.

### **Peak activities**

To close a project the Department undertakes an exercise to ensure that all lessons learnt within the project are taken into consideration the next time we undertake a similar project. The Department regularly conducts reviews of the Education pages on the website and holds seminars each year. Closing and planning for the activities should take the data captured within the enquiries log into account.

Education Department temporary structure 25 Feb 13 – 28 Feb 14



Education Department temporary structure employees (as of 25 Feb 2013)

