Education and Training Committee – 7 March 2013

Education Department work plan 2013–14

Executive summary and recommendations

Introduction
The attached document is the Education Department's proposed work plan for 2013–14. It details the Department's main areas of work and priorities for the financial year April 2013 – March 2014 and includes a progress report on the 2012–13 work plan

Decision
The Committee is asked to discuss and approve the attached work plan.

Background information
This document is intended to supplement the Council's strategic intent document and sits alongside other departmental level strategy and work plan documents.

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

Resource implications
The resources implications are detailed in the attached work plan and based on assumptions which are already included in the HCPC draft budget 2013–14.

Financial implications
The financial implications are detailed in the attached work plan and based on assumptions which are already included in the HCPC draft budget 2013–14.

Appendices
Education Department draft work plan 2013–14

Date of paper
22 February 2013

Education Department - 2013–14work plan

Introduction

The Education Department work plan details the main areas of work for 2013–14 and sets out how the Department will develop, review and progress.

The work plan is underpinned by the Council's strategic intent and demonstrates how the Department's work continues to contribute towards the achievement of both the objectives of Council and the Education and Training Committee.

The Council's strategic intent

The Council's current strategic intent (2012 to 2015) identifies the organisation's vision for the future and those areas that form the Council's strategic priorities. The document identifies six central objectives; all of which underpin and shape the key areas of work and priorities within this work plan. An example of the objectives and links to this work plan is below.

Objective 1: Good governance
To maintain, review and develop good corporate governance
Example references in this work plan - departmental budget, risk register, departmental forecasting of operational processes, departmental training, committee member training and support.

Objective 2: Efficient business processes
To maintain, review and develop efficient business processes throughout the organisation
Example references in this work plan – review standards, review processes, major project (Education), major project (Partners), major project (Annotation to the register), partner training, ISO accreditation and partnerships with professional and system regulators.

Objective 3: Communication
To increase understanding and awareness of regulation amongst all stakeholders
Example references in this work plan – publications, website, education seminars, partner training, participation in inter-regulatory and higher education forums, Education Update, HCPC in focus, social media, service user involvement in education and training, major project (web deployments).

Objective 4: Build the evidence base of regulation
To ensure that the organisation's work is evidence based
Example references in this work plan – education seminars, annual report, Education Update, enquiries log and service user involvement in education and training.

Objective 5: Influence the policy agenda

To be proactive in influencing the wider regulatory policy agenda
Example references in this work plan – extension of prescribing rights, new professions and voluntary registers.

<u>Objective 6: Engagement in the four countries</u>
To ensure that our approach to regulation takes account of differences between the four countries.
Example references in this work plan – education seminars, annual report, participation in inter-regulatory and higher education forums and partnerships with social work regulators in Wales, Northern Ireland and Scotland.

The Education Department

The Education Department's main responsibilities are:
- assisting the Council in approving programmes which professionals must complete before they can register with us;
- assisting the Council in monitoring programmes which professionals must complete before they can register with us;
- co-ordinating approval visits;
- co-ordinating annual monitoring assessment days;
- co-ordinating the consideration of annual monitoring submissions, by correspondence;
- co-ordinating the consideration of major change submissions, by correspondence;
- publishing visitors' reports from approval visits;
- publishing the register of approved programmes;
- co-ordinating the consideration of complaints about approved programmes;
- assisting in the selection and training of Partner visitors; and
- communicating with education providers and education stakeholders.

This document

This document aims to set out the work priorities for the financial year April 2013 – March 2014, and provide a basis against which the work of the Education Department can be planned and measured.

This work plan attempts to show how the standard operational work, supporting activities, development work and projects have been scheduled to ensure successful completion, given the resources and time restraints. The Education Department is both proactive and reactive in its work. We will revisit and update this work plan throughout the year. The Department will be flexible in the delivery of its work plan in order to respond accordingly to both internal and external factors. This document will be kept under review.

Priorities 2013–14

The main priority for the Department is the day-to-day operation of the approval and monitoring processes. The focus of the work in this area falls into four key areas. Firstly, we will continue to focus on the consequences of regulating social workers in England and the incorporation of both pre-registration and approved mental health professional (AMHP) programmes into our approval process. Secondly, we will continue to focus on the consequences of regulating two recent professions, practitioner psychologists and hearing aid dispensers', and their incorporation into our monitoring processes. Thirdly, we will concentrate on the anticipated extension of prescribing rights and the incorporation of independent prescribing programmes into our approval and monitoring processes.

For social worker programmes in England, the on-going work will include engagement with our approval process as well as on-going communication and relationship building work. The impact of this new profession will be felt over a number of years on our approval and monitoring processes. There are approximately 80 education providers due to be visited over three academic years (2012–13, 2013–14 and 2014–15), which equates to four financial years (2012–13, 2013–14, 2014–15 and 2015–16). We envisage the peak approval visit activity taking place in quarters one, three and four of this financial year (2013–14) and anticipate approximately 40 visits. We anticipate that the next financial year (2014–15) will be on a par with this year. The impact of social workers on our annual monitoring and major change processes will not be felt until the 2014–15 academic year (2014–15 and 2015–16 financial years).

For AMHP programmes in England, the on-going work will include engagement with our approval process as well as on-going communication and relationship building work. The impact of this new responsibility will be felt over a few years on our approval and monitoring processes. There are approximately 20 education providers due to be visited over two academic years (2013–14 and 2014–15), which equates to three financial years (2013–14, 2014–15 and 2015–16). We envisage the peak approval visit activity taking place in quarters three and four of this financial year (2013–14) and anticipate approximately 10 visits. We anticipate that the next financial year (2014–15) will be on a par with this year. The impact of approving AMHP programmes on our annual monitoring and major change processes will not be felt until the 2015–16 academic year (2015–16 and 2016–17 financial years).

For practitioner psychologists and hearing aid dispensers' programmes, the on-going work will focus on their continuing integration into our monitoring processes and associated communication work. For these professions, their approval visits transcended three academic years (2009–10, 2010–11 and 2011–12) which equated to four financial years (2009–10, 2010–11, 2011–12 and 2012–13). Their integration into our monitoring processes is phased over a number of years dependent upon the timing of their original approval visit. A number of practitioner psychologists programmes complied with annual

monitoring for the first time in the last financial year (2012–13). We envisage a more significant group engaging with annual monitoring for the first time in this financial year (2013–14) with peak activity taking place in quarters one, two and four. We anticipate that the next financial year (2014–15) will be on a par with this year and will be the final year of integration.

We anticipate a change in legislation in quarter one of this financial year (2013–14) which will allow physiotherapists and chiropodists/podiatrists to independently prescribe. Consequently, we are preparing to approve a number of independent prescribing programmes, primarily in quarters one and two. We envisage some of these programmes being new and others being adaptions of existing supplementary prescribing programmes that we already approve. We are preparing a modified approval process that will allow us to consider up to 80 programmes ahead of the start of the 2013–14 academic year.

Over the last five years we have seen our priorities and resources increasing in the area of communication and relationship management. This year, we intend to balance our commitment to all professions and stakeholders in this area against the need to tailor and focus on our message to social workers in England as they are still relatively new to our model of regulation.

This year, the Department will continue to participate in much of the education focussed development work outlined in the Policy and Standards work plan. It is envisaged that the majority of the collaborative working between the two departments will fall into three broad categories, namely changes to prescribing rights, service user involvement in education and training and post registration annotations.

This year, the Department anticipate that its project work will focus primarily in the area of major projects. One project in particular, the 'Education Systems Build' project will take precedence for the Department. This project is due conclude towards the end of this financial year (2013–14) and will see a new back office information system being implemented which will necessitate a degree of business change for department employees. The Department will also participate in a number of other major projects to varying degrees. Due to the resource intensity related to the major projects, there will be very few small and business-as-usual (BAU) projects this year.

Resources

Financial resources

This work plan is based on the assumption of a team of 21 Education Department employees and an overall budget of approximately £1,050,000. The work plan assumes that the HCPC is able to manage a maximum of 20 approval visits per month and monitoring relating to approximately 1000 approved programmes at any one time. Additionally, the workplan assumes that the three academic year visit schedule for social workers and AMHP programmes in England is relatively fixed and that the changes to prescribing are the only other profession/entitlement wide modification expected. There is an underlying assumption that the HCPC approves pre-registration programmes in sixteen professions and post-registration entitlement programmes in five areas.

The Department budget of £1,050,000 is based on an estimated 71 approval visits, 2 prescribing assessment days, 8 annual monitoring assessment days, 30 annual monitoring assessments by correspondence and 90 major changes submissions. These predicted figures are based partly on the operational levels in the last few financial years and partly on the new requirements related to practitioner psychologists, hearing aid dispensers, social workers, AMHP and prescribing.

The budget for the 'Education Systems Build' project is managed separately, outside of the Education Department, as part of the organisation's project portfolio. The budget includes two seconded roles.

Human resources

There are twenty-two employees in the Education Department; however one of those employees, the Director of Education, is on maternity leave for the majority of this financial year (2013–14). This has resulted in the following temporary structure being in place until 28 February 2014.

Acting Director of Education
PA to Director

Team 1
Education Manager
Education Officer x 4
Education Administrator

Team 2
Education Manager
Education Officer x 4
Education Administrator

Team 3
Education Manager
Team Administrator
Temporary Administrator

Team 4
Education Manager
Education Officer x 1 (New in Q3)

Major project - secondments
Project lead - Education Manager
Senior User - Education Officer

During the last financial year (2012–13), the Department recruited six replacements (two as a result of internal promotions) comprising of one Education Manager and five Education Officers. We also recruited to three new roles (one Education Manager and two Education Officers) and two secondment roles (one Education Manager and one Education Officer). At the end of 2012–13, there were two vacancies (backfill) as a result of the secondments. Recruiting and retaining employees, in order to work effectively and proactively, will continue to be a focal point and challenge for the Department management in 2013–14 and thus will remain a risk for this financial year. This is captured in the HCPC's risk register.

Responsibilities

The Acting Director of Education is responsible for the overall management of the Department, the development and implementation of the strategy and work plan and the development of new projects. The Acting Director of Education reports to the Chief Executive and sits on the executive management team.

The PA to the Director provides direct support to the Acting Director of Education.

The Education Managers have management responsibility for the development and management of their team including work allocation, process planning and development. The operational process work is divided up on a regional basis and allocated to teams one and two. The majority of the supporting activity work is allocated to team three and development work allocated to team four. The Education Managers report to the Acting Director of Education.

The Education Officers implement and maintain the main operational processes and contribute to the delivery of the supporting activities and small and business-as-usual projects. This includes coordinating and attending approval visits, annual monitoring assessment days and education seminars. The Education Officers report to an Education Manager.

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

The Team Administrator provides support to the department across its supporting activity work as well as office and financial administration. This includes responding to all generic education requests for information and publications and the logging and tracking of all department invoices. The Team Administrator reports to an Education Manager.

The Education Manager on secondment is responsible for leading and managing the 'Education Systems Build' major project. They report to the Acting Director of Education, in their role as project sponsor.

The Education Officer on secondment is responsible for providing user experience, advice and guidance to the 'Education Systems Build' major project. They report to the Education Manager on secondment.

Risk management

The Education Department manages those organisational risks that are primarily concerned with:

- Employees within the Education Department (issues such as turnover, skills development and managing performance); and
- Education providers (issues such as compliance with our processes, communication and support).

Activities outlined in this work plan also help mitigate organisation risks managed by other departments. Key areas include project management and the recruitment, training and on-going support of both employees and partners.

References to the risk register are integrated throughout this work plan in the relevant sections. The table below provides a summary of the links between the HCPC's risk register and this work plan.

Risk		Significance (Feb 2013)	Probability (Feb 2013)
7.1	Failure to detect low education providers standards	Low	Low
Mitigations: Main operational processes; education providers' complaints process; supporting activities; projects; training of employees and partners.			
7.2	Education providers refusing visits or not submitting data	Low	Low
Mitigations: Legal powers (HPSWO 2001) and supporting activities (publications, website and seminars).			
7.3	Inability to conduct visits and monitoring tasks	Low	Low
Mitigations: Adequate resourcing and training; hire staff to backfill or clear backlogs of work; department growth; main operational processes; supporting activities (partner visitor recruitment, selection and training and committee) and major projects (education & partners systems and process reviews)			
7.4	Loss of support from education providers	Low	Low
Mitigations: Main operational processes; supporting activities (publications, website, seminars, partner visitor recruitment, selection and training and liaison with stakeholders); and development work (service user involvement, prescribing standards, AMHP criteria).			
7.5	Education database failure	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; major project for longer term mitigation			
7.6	Loss or significant changes to funding, commissioning and placement opportunities for approved programmes	Low	Low
Mitigations: Main operational processes; supporting activities (partner visitor training and liaison with stakeholders), training of employees and partners			
6.1	Inability to recruit and/or retain suitable Partners	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)			
6.2	Incorrect interpretation of law and/or SI's resulting in PSA review	Low	Low
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)			
6.4	Partners poor performance	Low	Low

Risk		Significance (Feb 2013)	Probability (Feb 2013)
Mitigations: (Education Department only) Supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)			
6.5	Incorrect interpretation of HPSWO in use of Partners	Low	Low
Mitigations: (Education Department only) Operational processes; supporting activities (publications, website and partner visitor recruitment, selection and training) and major project (Partners systems review)			
Mitigations: (Education Department only) Main operational processes and major project participation			
11.1	Loss of key HCPC employees	Low	Low
Mitigations: (Education Department only) Employee training and development			
11.2	High turnover of employees	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; APDRs; hire staff to backfill or clear backlogs of work; Department growth and major project.			
11.3	Inability to recruit suitable employees	Low	Low
Mitigations: (Education Department only) Adequate resourcing and training; hire staff to backfill or clear backlogs of work; Department growth and major project			

Equality and diversity

The Education Department will continue to scrutinise and monitor all activities in this work plan with a view to identifying and where possible, mitigating any adverse impact to some groups, compared to others.

In 2012–13, the Department accomplished the following action points as part of the wider organisation's Equality and Diversity Scheme;

- We published and reviewed a number of publications (with the Communications Department).
- We changed the format and content of the annual reports to improve accessibility and clarity (with the Communications Department).
- We trained a number of new visitors in equality and diversity (with the Partners Department).
- We ensured our Education Update publications adhered to house style.
- We organised a number of education seminars in venues with disabled access and identified and accommodated any additional needs highlighted at an early stage.
- We considered equality and diversity implications and build these into the requirements gathering and tendering phases of the major project.
- We updated the on-line searchable list of approved programmes (with the Communications Department) for social workers and AMHPs.

During 2013–14, the Department will continue to aim to improve accessibility to their work and ensure that they take into account any issues that could have an adverse impact and mitigate against this. This work will primarily be undertaken as part of the major project.

Information security

The Education Department will continue to scrutinise and review all activities in this work plan in line with the wider organisation's preparations for the adoption of ISO27001 (information security). We intend to identify and where possible, mitigate any key information security risks.

In 2012–13, the Department accomplished the following points as part of the wider organisation's commitment to creating an information security management system;

- We trained a number of new employees in information security issues (with the Business Process Improvement Department).
- We continued to promote our expectations around electronic and on-line submission and storage above paper based documents (therefore reducing the associated risks with storage and transfer).
- We considered information security implications and build these into the requirements gathering and tendering phases of the major project.
- We participated in information security major project.

During 2013–14, the Department will continue to identify and where possible, mitigate any key information security risks, primarily as part of the major project.

Main operational processes

There are four main processes which generate the bulk of the Department's work and are the top priorities. The following paragraphs summarise these activities.

Approval process
The approval of programmes will continue to be the crux of the Department's work. In 2013–14, we are planning to undertake approximately 71 visits. The number of visits is higher than the last three financial years and linked to the number of social worker and AMHP programmes in England requiring a visit. We anticipate social worker and AMHP programmes in England accounting for approximately 65% of the total number of visits across the year. There will be high concentrations of approval visits to these programmes in quarters one and four of this financial year.

Due to the overlap of academic and financial years, the Department will also engage in significant pre visit planning in quarters three and four for visits that will take place in quarter one of the next financial year (2014–15).

As with previous years, it is likely that the peak months for visits will be April - June 2013 and February - March 2014 as the majority of approval visits are concurrent with education providers' internal events which take place at these times.

In 2013–14, the Department anticipate a one-off piece of work related to the approval of independent prescribing programmes. It is anticipated that we will hold two assessment days in summer 2013 to consider modified approval applications from education providers who already run approved supplementary prescribing programmes.

During this year, the Department will ensure that the approval process remains fit for purpose, by addressing any urgent feedback or shortcomings. The process will be reviewed in its entirety as part of the major project. This review will focus on the back office/implementation of the process and not alter the principles or policy of the process.

Annual monitoring process
The annual monitoring process will complete its eighth cycle and begin its ninth cycle in 2013–14. In 2013–14, we expect to put almost 500 approved programmes through this process. This is an increase from recent years and linked to the number of practitioner psychologist and hearing aid dispenser programmes subject to annual monitoring for the first time.

The eighth cycle of the process, which began in January 2013, is the second cycle to assess practitioner psychologist programmes and the first cycle to assess hearing aid dispenser programmes. These programmes would have been visited by the now HCPC in the 2010–11 academic year (2010–11 and 2011–12 financial years). The ninth cycle of the process, which will begin in

January 2014, will see a further increase in numbers as last group of practitioner psychologist and hearing aid dispenser programmes join annual monitoring.

As with previous years, it is likely that the peak months for annual monitoring activity will be April - August 2013 and January - March 2014, as this is when most education providers' internal monitoring processes are complete, so they are ready to submit documentation to us.

We plan to hold eight annual monitoring assessment days to consider the majority of audit submissions. This is a 33% increase on the last financial year and linked to the inclusion of practitioner psychologist and hearing aid dispenser programmes for the first time. We intend to hold three assessment days in April 2013; two assessment days in June 2013; two assessment days in February 2014 and one assessment day in March 2014.

Approximately 30 annual monitoring submissions will be considered by correspondence to ensure a timely turnaround. . This number is consistent with the last financial year as we intend to use assessment days to consider the majority of practitioner psychologist and hearing aid dispenser programmes.

Due to the overlap of academic and financial years, the Department will undertake a substantial planning process in quarter two of this year (2013–14), ahead of the 2013–14 academic year.

During this year, the Department will ensure that the annual monitoring process remains fit for purpose, by addressing any urgent feedback or shortcomings. The process will be reviewed in its entirety as part of the major project. This review will focus on the back office/implementation of the process and not alter the principles or policy of the process.

Major change process
The major change process will begin its fifth cycle in the 2013–14 financial year. The 'notification stage', which means that not all submissions continue through to the full major change process, continues to filter out submissions into either the annual monitoring or approval process at the earlier opportunity, if applicable. Approximately 35% of submissions are filtered out at the notification stage.

We anticipate the numbers going through the process being consistent with the last financial year. In 2013–14, we expect to put approximately 90 submissions through the full major change process. An additional 20 submissions will be filtered out at the initial notification stage and will therefore only involve executive resource.

The major change workload continues to be difficult to predict in terms of peaks and troughs. It is expected to be fairly consistent throughout the year

with a slight increase between April – June 2013 as education providers make changes ahead of the 2013–14 academic year.

During this year, the Department will ensure that the major change process remains fit for purpose, by addressing any urgent feedback or shortcomings. The process will be reviewed in its entirety as part of the major project. This review will focus on the back office/implementation of the process and not alter the principles or policy of the process.

Education provider complaints process
The education provider complaints process will complete its fourth cycle and begin its fifth cycle in the 2013–14 financial year. In 2013–14, we expect to put approximately 8 complaints through the full education provider complaints process. It is likely that we will deal with a further 10 enquiries. These numbers are consistent with the last financial year.

The complaints workload is expected to be fairly consistent throughout the year with a slight increase between June – October 2013 as this when the majority of assessment related decisions are made by education providers.

During this year, the Department will ensure that the major change process remains fit for purpose, by addressing any urgent feedback or shortcomings. The process will be reviewed in its entirety as part of the major project. This review will focus on the back office/implementation of the process and not alter the principles or policy of the process.

Supporting activities

There are seven activities which support the main operational processes. These activities aim to raise awareness of our processes amongst key education stakeholders and help promote an open, transparent and collaborative approach to approval, monitoring and raising concerns.

Whilst these activities provide a solid and desirable foundation onto which to operate our main operational processes, at certain times of the year they do not take priority and some activities, may, if resources are stretched need to be revisited in their totality. The following paragraphs summarise these activities.

Publications
In 2013–14, the Department intend to carry out limited work on the suite of education specific publications, as they were all revised and updated as part of the name change major project in the last financial year.

The Department will continue to produce and publicise their annual reports. The seventh annual report, covering the 2011-12 academic year, is due to be published in quarter one of the financial year. It is anticipated that the eighth annual report, covering the 2012-13 academic year, will be drafted during quarters three and four of the financial year.

The Department intend to work with the Policy and Standards Department to produce, review and publicise a number of new and updated publications including 'A disabled person's guide to becoming a health professional', 'Criteria for AMHP programmes', 'prescribing standards' and the standards of proficiency.

Website
The Department is responsible for the online register of approved programmes as well as the online information about our processes and communication work.

In 2013–14, the Department will continue to monitor and update education information on a rolling basis. Specific updates will made to both the online register and information pages around independent prescribing, service user information in education and training and standards of proficiency.

The Department will also engage with a series of web upgrades and enhancements as part of a major project (web deployments). It is envisaged that these structural changes will then allow the Department to update the online register of historically approved programmes, so that it has increased functionality and accessibility.

Seminars

The Department is responsible for running a series of regional events for education providers. These include presentations as well as more interactive and facilitative sessions.

In 2013–14, the Department intend to run nine seminars in total. This is a decrease from the last year when we ran additional seminars targeted at social workers prior to the transfer.

The Department intend to run three seminars for social worker education providers in autumn 2013. These will follow a similar format to those delivered in autumn 2012 and will focus on the approvals process. We will specifically target those social worker and AMHP education providers due to undergo an approval visit in the 2013–14 academic year. The Department intend to repeat these seminars one last time in autumn 2014, for those due to undergo an approval visit in the 2014–15 academic year.

The Department intend to run six seminars for all its professions. It is envisaged that these seminars will be focused on service user involvement in education and training.

Partner visitor recruitment, selection and training

The Department is responsible, along with the Partners Department, for ensuring that we have an appropriate quantity and quality of trained visitors to deliver our operational processes.

In 2013–14, the focus of partner activity will be split evenly between recruitment and training. The overall workload will be significantly less than in the last financial year as there are no new professions or entitlements which require extending the visitor pool.

The recruitment activity in 2013–14 will focus on maintaining appropriate numbers for all of our professions and entitlements. It is envisaged that the Department will need to recruit approximately ten replacement visitors from across the entire pool. This recruitment is likely to take place September – November.

The training activity in 2013–14 will focus primarily on refresher training for existing visitors. It is anticipated that there will be three refresher visitor training sessions, reaching approximately 50% of visitors (i.e. 90 individuals). There is likely to be just one new visitor training sessions this year for the ten replacement visitors. This training is likely to take place February 2014.

There will be some form of supplementary training for existing visitors (social workers, chiropodists/podiatrists, paramedics, physiotherapists and radiographers) who need specific updates before engaging with the new prescribing and AHMP standards in 2013–14. It is likely that this training will be documentary.

The recruitment and training activity also includes provision to recruit a number of new lay (service user and carer) visitors, following Education & Training Committee's consideration of their role and a pilot in March 2013.

Towards the end of this year, the Department intend to prepare for the large number (60%) of agreements due to expire during the following year (2014–15). This is likely to involve considering succession planning and the reappointments process.

In addition to the above supporting activities, the Department will also continue to engage in a full scale process and system review of the Partners Department in 2013–14, as part of the partners' major project.

Information systems (database and electronic records)
The Department is responsible for maintaining a number of information systems and interfaces (e.g. education database, netregulate, shared drive).

In 2013–14, the Department intend to carry out minimal work on the existing systems, as they are all due to be revised as part of the major project.

Committee work
In 2013–14, the Department will balance their commitment to supporting the Education & Training Committee alongside the anticipated governance changes to Council and Committees.

The Department will continue to work with the Secretariat Department on the training and strategy sessions for Education and Training Committee and its Panels. We will also continue to monitor the operating effectiveness of the Education and Training Panels.

The Department will contribute to discussions on new governance arrangements for Council and Committees. These contributions will particularly focus on ensuring that the new arrangements allow for a comparable decision making role to that current Education and Training Panels.

Liaison with stakeholders
In 2013–14, the Department will continue to work with stakeholders (e.g. general public, professional bodies, partners and educational bodies) in the broad area of education. We will also continue to commit a significant amount of time to engaging with new social work stakeholders (e.g. employers, educators, professional bodies, commissioning and funding organisations).

The Department will continue to publish Education Update (our electronic newsletter directed at all of our stakeholders). It is circulated three times a year to approximately 1000 contacts, and also available on-line. The outputs of the review in 2012–13 will be rolled out.

The Department will continue to the Communications Department to raise the profile of education with registrants, the public and external stakeholders. It is envisaged that we will continue to produce content and highlight opportunities for inclusion in HCPC In-Focus, social media, RSS feeds, online news articles and press releases.

The Department will continue to participate in inter-regulatory forums and meetings with bodies such as Quality Assurance Agency and the Council of Deans. There are a plethora of forums and with finite resources we will continue to prioritise our attendance based on the relevancy of agendas and competing priorities.

The Department will continue to work with internal stakeholders to raise the profile of education and its connectivity with other departments. The Department will continue to hold regular meetings with the Registrations Department to ensure the interfaces between programme approval and registration are unified. The Department will also engage in a new major project that intends to review the processes and systems used in the registration process.

Development work

Over the last few years, the Department has spent an increasing proportion of its time and resources working in new and expanding areas. This is now captured in the Department's work plan. All of the development work relates to our changing and extending role in professional regulation.

In 2013–14 it is anticipated that our developmental work will focus primarily on changes associated with current professions rather than the new professions or groups. It is also likely that most of the changes will be internally driven. However, it is also the area of work which is most likely to be affected by external factors, so we will remain flexible. For the majority of work in this area, the Department will continue to work collaboratively with the Policy and Standards Department.

The following lists summarises some anticipated areas of development;

Current professions
- Standards of proficiency review (profession specific phase);
- Standards of conduct, performance and ethics;
- Extension and changes of prescribing rights;
- Service user involvement in education and training;
- Lay (service user and carer) visitor pilot;
- Changes to post registration LA & POM entitlements;
- SET 1 (level of qualification for entry to the Register);
- Student fitness to practice;
- Language testing; and
- Law Commission research.

New professions or groups
- Practitioners of herbal medicine (medical herbalists and traditional Chinese medicine practitioners);
- Public health specialists;
- Annotation of qualifications in podiatric surgery; and
- Adult social care workforce in England.

Projects

The work plan uses the organisational wide terminology when categorising project work. There are three broad categories;

Major projects are those that use large amounts of resources, have a high risk or significant consequences.

Small projects are those that use small amounts of resources, involve minor changes to business processes, focus around a distinct body of work and normally affect more than one internal department.

Business-as-usual projects are those that use minimal amounts of resources, involve minor changes to business processes, focus around a distinct body of work and normally affect just one internal department.

Major projects
In 2013–14, it is anticipated that the majority of the Department's project work will be through major projects. This will be the third year where the majority of the Department's project work will be in major projects.

The Department will continue to take the lead the 'Education Systems Build' major project in 2013–14. This project is pivotal to the future running and management of the Department. It will run for the majority of the year and has two employees seconded to work on it full-time. It is important that this project is progressed, both on time and on budget. Consequently, priority will be given to this project compared to all other projects.

In addition, the Department will have varying levels of involvement in a number of other major projects. The actual initiation and priority of these major projects will be determined by the Executive Management Team. It is anticipated that members of the Department will contribute to and be part of the project team for the following major projects:

- HR & Partner systems and process review (on-going from 2012–13);
- Annotation of the register (on-going from 2012–13);
- Web deployments (on-going from 2012–13);
- Netregulate changes 2012–13 (on-going from 2012–13);
- Professional indemnity insurance;
- HR & Partner systems build;
- Medical herbalists;
- Web platform review;
- Fees review
- Registration process and system review; and
- Finance process and system review.

Small projects
In 2013–14, it is not anticipated that the Department will undertake any small projects.

Business-as-usual projects
In 2013–14, there are five business-as-usual projects in the work plan. This is lower than in the last few years and reflects the priority given to operational processes and major projects this year.

Most of the business-as-usual (BAU) projects have evolved out of operational or developmental work in previous years. All of them aim to enhance our work at an operational level by providing information and clarity for key stakeholders. Whilst it is important that these BAU projects are completed, there is less of an urgency to complete them in a specific time period. Consequently, all of these projects will be scheduled for implementation in the quieter periods of 2013–14. A number of these projects are on-going from last year (2012–13). If resources become stretched at any point, then we will revisit the viability of running these BAU projects to the proposed timescales.

The following lists summarises the anticipated BAU projects;

1) Watch list clarification
   – Produce further guidance for education providers around the 'watch list system' (building on health and character guidance and student voluntary registration and fitness to practice consultation).
   – On-going from 2012–13
   – Medium priority

2) Education provider feedback
   – Biennial survey to education providers seeking feedback on our operational processes and supporting activities.
   – On-going from 2012–13
   – High priority

3) Education Update review
   – Review of the format, content and audience of Education Update. Review to align itself with the Communications strategy and Communications Department work on e-communications.
   – On-going from 2012–13
   – Medium priority

4) Partnerships with professional and system regulators
   – Review current stakeholder relationships with regulators within the health, care and education sectors, with a view to establishing memorandums of understanding / agreements that focus on mitigating shared risks within common academic and placement setting. Organisations such as the Quality Assurance Agency, Ofsted, Care Quality Commission, Local Government Association,

Teaching Training Agency, Office of the Independent Adjudicator and the Higher Education Better Regulation Review Group could be included.
- On-going from 2012–13
- Medium priority

5) AMHP module/unit clarification
   - Liaise with employers and education providers, prior to the AMHP approval visits commencing, to provide advice around the packaging of modules/units which are designed to meet the AMHP criteria.
   - Medium priority

2012 –13

Update on the 2012–13 work plan

The following table summarises the progress in achieving the key areas included in the 2012–13 work plan. As anticipated, the Department had to adopt a flexible approach to the delivery of last year's work plan in order to respond accordingly to internal and external factors.

Area of work	Start Date	End Date	Progress report (25 February 2013)
Operational processes			
Approval process	April 2012	March 2013	Estimated 65 approval visits in 2012-13 Actual number of approval visits = 53 (-18% variance)
Annual monitoring process	April 2012	March 2013	Estimated 6 annual monitoring days in 2012-13 Actual number of days = 4 (-33% variance) Estimated 30 postals in 2012-13 Actual number of postals = 35 (+17% variance)
Major change process	April 2012	March 2013	Estimated 119 notifications in 2012-13 Actual/Estimated* number of notifications = 143 (+20% variance) (* = estimated for months of February & March 2013) Estimated 95 submissions in 2012-13 Actual/Estimated* number of submissions = 92 (-3% variance) (* = estimated for months of February & March 2013)
Complaints process	April 2012	March 2013	Estimated 8 complaints in 2012-13 Actual number of complaints = 5 (-38% variance)
Approval process review	April 2012	March 2013	Complete • Administrative changes to internal documents and template emails/letters • Improved guidance to executive around negotiating conditions deadline with education providers • Final notification letters to be sent electronically to all education providers from September 2012 onwards

Area of work	Start Date	End Date	Progress report (25 February 2013)
Annual monitoring review	April 2012	March 2013	On track for completion by end of March 2013
Major change review	April 2012	March 2013	On track for completion by end of March 2013
Complaints process review	April 2012	March 2013	On track for completion by end of March 2013
Supporting activities			
Annual report 2011	April 2012	Sept 2012	Complete • Published and circulated in September 2012
Annual report 2012	Oct 2012	March 2013	On-going in 2013-14 • Content drafted and analysed between September 2012 – February 2013 • Draft report to Education & Training Committee in March 2013 • Publication to be published and disseminated in quarter 1 of 2013-14

Education process documents
  − SETs & SETs guidance
  − Approvals supplementary information
  − Annual monitoring supplementary information
  − Major change supplementary information
  − Introduction to education
	April 2012	August 2012	Complete
			• Re-published in August 2012

Advertising guidelines	April 2012	August 2012	Complete • Re-published in August 2012
A disabled person's guide	April 2012	March 2013	Deferred to 2013-14 within the Policy & Standards workplan
Website review and maintenance	April 2012	March 2013	Complete • New information for social workers in England in August 2012 & Feb 2013 • New information for AMHPs in August 2012 • New information for prescribing in

Area of work	Start Date	End Date	Progress report (25 February 2013)
			Jan 2013
Education seminars	April 2012	Feb 2013	Complete • 9 seminars held in second half of 2012-13 • Summary feedback report to Education & Training Committee in March 2013
Visitor recruitment & selection (existing professions)	Sept 2012	Dec 2012	Complete • 4 visitors (RA, OT & CS) were recruited in second half of 2012-13 (2 CS/1 RA/1OT) • Vacancies in RA (therapeutic), AT and DT carried over to 2013-14
Visitor recruitment & selection (social workers)	April 2012	Aug 2012	Withdrawn • No contingency recruitment needed in 2012-13
Visitor recruitment & selection (independent prescribing)	Sept 2012	Dec 2012	Complete • 9 visitors were recruited in second half of 2012-13
Visitor recruitment & selection (AMHP)	Sept 2012	Dec 2012	Complete • 4 visitors were recruited in second half of 2012-13 • 6 social worker visitors identified as being able to act as AMHP visitors as well
Visitor training (new – existing professions)	Jan 2013	Mar 2013	Complete • 8 visitors attended training sessions in Feb 2013 • 1 new visitors currently untrained
Visitor training (refresher)	Sept 2012	Dec 2012	Complete • 62 visitors attended training sessions in Oct & Nov 2012 • 23 visitors still require training (i.e. were trained more than two years ago now) – carried over to 2013-14
Visitor training (independent prescribing)	Jan 2013	Mar 2013	Complete • 9 visitors attended training sessions in Feb 2013 • Existing visitors (PA/CH/PH/RA) who are eligible to act as IP visitors will have supplementary training (by correspondence) in 2013-14

Area of work	Start Date	End Date	Progress report (25 February 2013)
Visitor training (AMHP)	Jan 2013	Mar 2013	Complete • 4 visitors attended training sessions in Feb 2013 • The 6 social worker visitors identified as being able to act as AMHP visitors will have supplementary training (by correspondence) in 2013-14
Education & Training Committee (support & training)	April 2012	March 2013	Complete • Away day session held on 14 November 2012 • New member training held on 14 November 2012
Education & Training Panel (support & training)	April 2012	March 2013	Withdrawn • No Education & Training Panel training needs identified in 2012-13
Education update	April 2012	March 2013	Complete • Three editions circulated in May 2012, October 2012 and Jan 2013
HCPC organisation wide communications – HCPC In-Focus – RSS feeds – Online news articles / press releases – Social media	April 2012	March 2013	Complete • Articles around annual report, social workers, independent prescribing and education seminars included in HCPC in-focus • Online news articles / press releases around prescribing changes & implications for education providers • Article around HAD approval visit findings in external professional journal • Social media activity around seminars, social workers in England and education survey
Stakeholder meetings	April 2012	March 2013	Complete • Regular meetings and presentations with education stakeholders • New meetings held with The College of Social Work, the three Care Councils in Scotland, Northern Ireland and Wales & DfE/DH (social work teams) in England
Development work (current professions)			
SET 1	April	March	Deferred to 2013-14 within the Policy &

Area of work	Start Date	End Date	Progress report (25 February 2013)
	2012	2013	Standards workplan
New post registration qualifications/annotations to the register	April 2012	March 2013	On-going in 2013-14 • Limited operational work for Department in 2012-13 • Communicated key decisions to education providers
Standards of proficiency (profession specific phase)	April 2012	March 2013	On-going in 2013-14 • Communicated consultations & outcomes to education providers • Operational implementation agreed by Education & Training Committee in Nov 2012
Extension and changes to prescribing rights	April 2012	March 2013	On-going in 2013-14 • Communicated consultation & outcome to education providers • Operational implementation agreed by Education & Training Committee in Nov 2012 • Preparations underway for amended approval process in summer 2013
Student voluntary registration and fitness to practice	April 2012	March 2013	Complete • Communicated consultation & outcome to education providers • Social work suitability scheme launched in August 2012
Student engagement strategy development	April 2012	March 2013	Deferred to 2013-14
Service user involvement in education and training	April 2012	March 2013	On-going in 2013-14 • Communicated consultation to education providers
Development work (new professions)			
Social workers in England	April 2012	Aug 2012	Complete • 280 programmes transferred from GSCC in Aug 2012 • Communicated approval arrangements to 80+ education providers in Aug 2012 • 3 introductory seminars held prior to Aug 2012 • 3 approval focused seminars held in autumn 2012 • Scheduled 80+ visits over next three academic years • Worked with The College of Social

Area of work	Start Date	End Date	Progress report (25 February 2013)
			Work to co-ordinate approval visits
Approved mental health professionals	April 2012	March 2013	On-going in 2013-14 • Communicated interim approval arrangements to education providers in Aug 2012 • Communicated consultation on AMHP criteria to education providers
Medical herbalists	April 2012	March 2013	Deferred to 2013-14 • Awaiting legislation/government policy before engaging in any development work in this area
Public health specialists	April 2012	March 2013	Deferred to 2013-14 • Awaiting legislation/government policy before engaging in any development work in this area
Projects (major projects)			
Education systems and processes review	April 2012	Sept 2012	Complete • Day to day processes & 'back office' systems reviewed • Requirements for new IT system agreed • Tendering process to find supplier & new system complete
Education system build	Oct 2012	March 2013	On-going in 2013-14
Organisational name change	April 2012	Sept 2012	Complete • Education products updated and name change communicated to education providers and stakeholders
HR & Partner systems and process review	Sept 2012	March 2013	On-going in 2013-14
Annotation to the Register	Sept 2012	March 2013	On-going in 2013-14
Information security	April 2012	Sept 2012	Complete
Web deployments	Sept 2012	March 2013	On-going in 2013-14
Student voluntary registration	April 2012	March 2013	Withdrawn
Netregulate changes 2012-13	Jan 2013	March 2013	On-going in 2013-14 • The remit of the original project has been broadened to include closer

Area of work	Start Date	End Date	Progress report (25 February 2013)
			integration within information systems between approved programmes, modalities and registration records and cards.
Projects (business-as-usual projects)			
Welsh language scheme	Oct 2012	March 2013	On track for completion by end of March 2013
Hearing aid dispenser approval review	Oct 2012	March 2013	Complete • Report to Education & Training Committee in Nov 2012 • Communicated to education providers in Jan 2013 • Integrated into annual report 2012
Practitioner psychologists approval review	Oct 2012	March 2013	On track for completion by end of March 2013 • Report to Education & Training Committee in March 2013 • Integrated into annual report 2012
Watch list clarification	Oct 2012	March 2013	Deferred to 2013-14
Education provider feedback	Oct 2012	March 2013	On-going in 2013-14 • On-line survey for education providers running between January – March 2013
Education update review	Oct 2012	March 2013	On-going in 2013-14 • Internal review of format and production of tri-annual newsletter between October 2012 – March 2013
Partnership with professional and system regulators	Oct 2012	March 2013	On-going in 2013-14
Lay visitor	Oct 2012	March 2013	On-going in 2013-14 • Paper to Education & Training Committee in March 2013

2014 – 15

It is likely that 2014–15 will be a year, similar to this year, where the Department's work will continue to be shaped greatly by the impact of regulating new professions and entitlements. The operational activities will continue to focus and be skewed heavily by social workers and AHMPs in England.

Internally, the Department's work will be shaped greatly by the outcomes of the 'Education Systems Build' major project. The Department anticipates working with a new information system and under a new structure.

In 2014–15, it is likely that our development work will build on areas in the current year. The operational activities are likely to begin to focus on assessing changes in programmes related to our revised standards of proficiency and new requirements for service user involvement in education and training.

Additionally, we will work with the Policy and Standards Department around the review of the standards of conduct, performance and ethics and its related guidance on conduct and ethics for students. Initial preparatory plans will also begin for the next review of the standards of education and training.