

### Approval process

The Department is reaching the end of a period of peak approvals activity for the 2012-13 academic year. Since our last report to Committee we have attended 27 visits, reviewing 87 programmes. The majority of these visits were to social worker programmes (74%) followed by hearing aid dispenser (6%), physiotherapist and occupational therapist programmes (both 5%).

There are currently 3 remaining visits scheduled for 2012-13, reviewing 11 programmes. Again, the majority of these visits are to social worker programmes (73%), followed by chiropodist / podiatrist, local anaesthesia and prescription-only medicines programmes (all 9%).

To date, the Department has scheduled 61 visits (covering 145 programmes) for the 2013-2014 academic year. The majority of these visits are to social worker programmes (79%), followed by AMHP programmes (10%), biomedical science and paramedic programmes (both 3%). Education providers have until December 2013 to request a visit before July 2014.

### Annual monitoring process

The Department undertook the final annual monitoring assessment days for the 2012-2013 academic year this week. It is envisaged that the majority of annual monitoring visitor reports from these assessment days will be considered by the Education and Training Panel in July 2013. Following the peak activity from December 2012 – June 2013, we expect to see a sharp decline in annual monitoring submissions as we move into the summer months.

The following table gives a progress report on all annual monitoring audit submissions.

Method of assessment	Date	Number of programmes considered	Number of decisions complete	Number of decisions outstanding
Assessment day	19 Feb	30	29	1
Assessment day	21 Feb	22	18	4
Assessment day	4 April	45	45	0
Assessment day	9 April	36	34	2
Assessment day	11 April	41	31	10
Assessment day	4 June	36	0	36
Assessment day	6 June	31	0	31
Postal	Oct-12	1	1	0
Postal	Nov-12	1	1	0
Postal	Dec-12	2	2	0
Postal	Jan-13	8	6	2
Postal	May-13	1	0	1

To date, one programme has shown insufficient evidence of meeting our standards and has been referred to the approval process. All other programmes have shown that they continue to meet our standards.

### Major change process

Since our last report to Committee, the Department has received 22 new major change notifications, covering 36 programmes.

### Complaints process

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

The Department has recently undertaken a review of the complaints process to identify potential enhancements and ensure the process continues to be efficient and manageable for education providers and their stakeholders to engage with. As a result of the review the operational process and standard documentation have been updated to ensure efficiency and clarity at all stages.

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

### **Social workers (England)**

There has been some change to the three year schedule of visits for social workers since our last report to Committee. 26 education providers have now confirmed the closure of 62 programmes. However, we have also received requests to visit 12 new programmes. This means we will now be undertaking 85 visits reviewing 235 programmes over the next three years. Education providers have also notified us of two AMHP programme closures. We will still undertake the anticipated 21 visits, which will now be reviewing 27 programmes.

Of the 235 social worker programmes which we will be reviewing between 2013-2015, the current split in the provision of undergraduate and post graduate programmes is 117 undergraduate programmes (50%) and 118 post graduate programmes (50%).

### **Review of operational activities relating to operating department practitioner programmes**

The Department has reviewed the operational activities that have taken place around operating department practitioner programmes from September 2010 to November 2012 in light of the College of Operating Department Practitioners' (CODP) new curriculum document, which was published in April 2011. A paper analysing this data and considering the new curriculum

document in relation to HCPC requirements is included at appendix two.

### **Partners**

Contingency recruitment for therapeutic radiographers, art therapists and drama therapists is planned for October 2013 - March 2014 following unsuccessful recruitment for these visitor roles in 2012-13.

The lay visitor pilot is to be considered by this meeting of the Committee. Should the pilot be approved, recruitment will begin for lay visitors in September 2013.

Refresher training for 90 visitors will take place over 3 days between October–December 2013. 1 new visitor training session is planned for existing professions between January - March 2014 and a further new visitor training session for lay visitors may also take place during this period.

### **Seminars**

The Department has now begun organising the eight education seminars planned for 2013-14. Two seminars will be focused on social work and six seminars will focus on service user and carer involvement. Dates and venues for the seminars are included in the table below.

<b>Date</b>	<b>Location</b>	<b>Area</b>
26 September 2013	London	SW
26 September 2013	London	SU&CI
9 October 2013	Glasgow	SU&CI
22 October 2013	Belfast	SU&CI
5 November 2013	Birmingham	SW
5 November 2013	Birmingham	SU&CI
28 or 29 January 2014	York	SU&CI
4 or 5 February 2014	Cardiff	SU&CI

## **Publications**

Following approval from the Education and Training Committee in March the Education annual report 2012 was published in May 2013. The report covers the last academic year (2011-2012). The Department has undertaken various communication activities to promote the report to our stakeholders, including a blog post, which is available on the HCPC website at: <http://www.hcpc-uk.org/mediaandevents/blog/>

## **Liaison with stakeholders**

The thirteenth issue of the Education Update was distributed to education providers, visitors and other education stakeholders on 7 May 2013 and is available on the HCPC website at: <http://www.hcpc-uk.org/education/update/>

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

- Department for Education - Social Work Entry Team
- Joint University Council Social Work Education Committee
- Department for Education - Initial Training of Educational Psychologists National Steering Group
- The Quality Assurance Agency
- The UK Inter-professional Group
- Department of Health
- Nursing and Midwifery Council
- Academy for Healthcare Science
- Centre for Workforce Intelligence
- The College of Social Work
- Podiatrists practising podiatric surgery stakeholder event
- Higher Education England

## **Education provider survey**

As part of our on-going review of our operational processes and supporting activities we have gathered feedback from our education stakeholders through the use of an online survey tool.

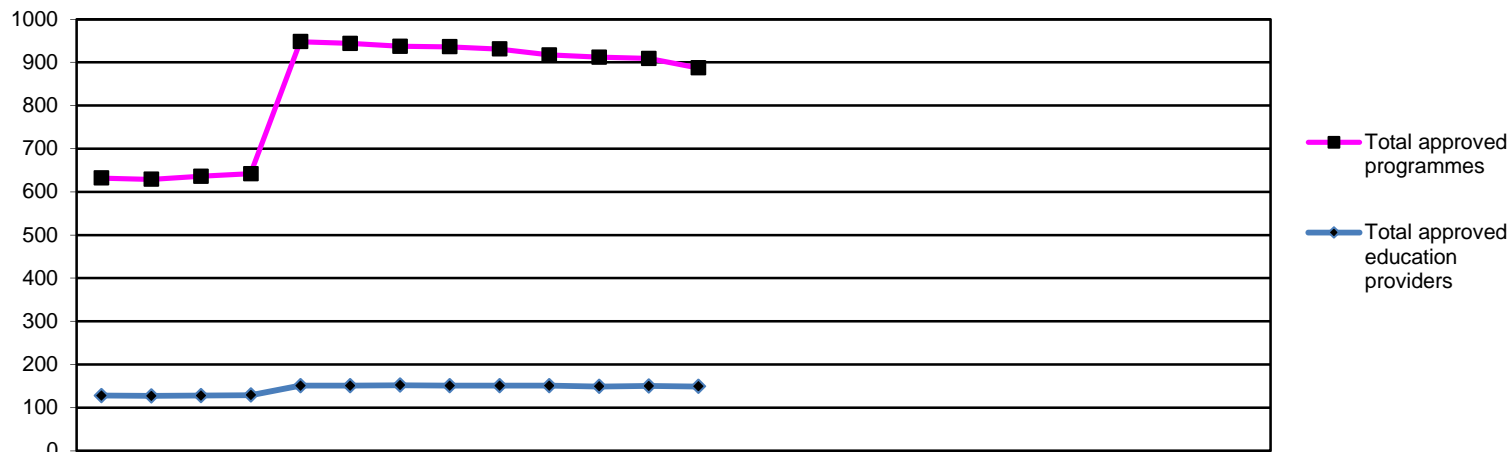
The results have been collated into a summary report which is included at appendix three.

## **Employees**

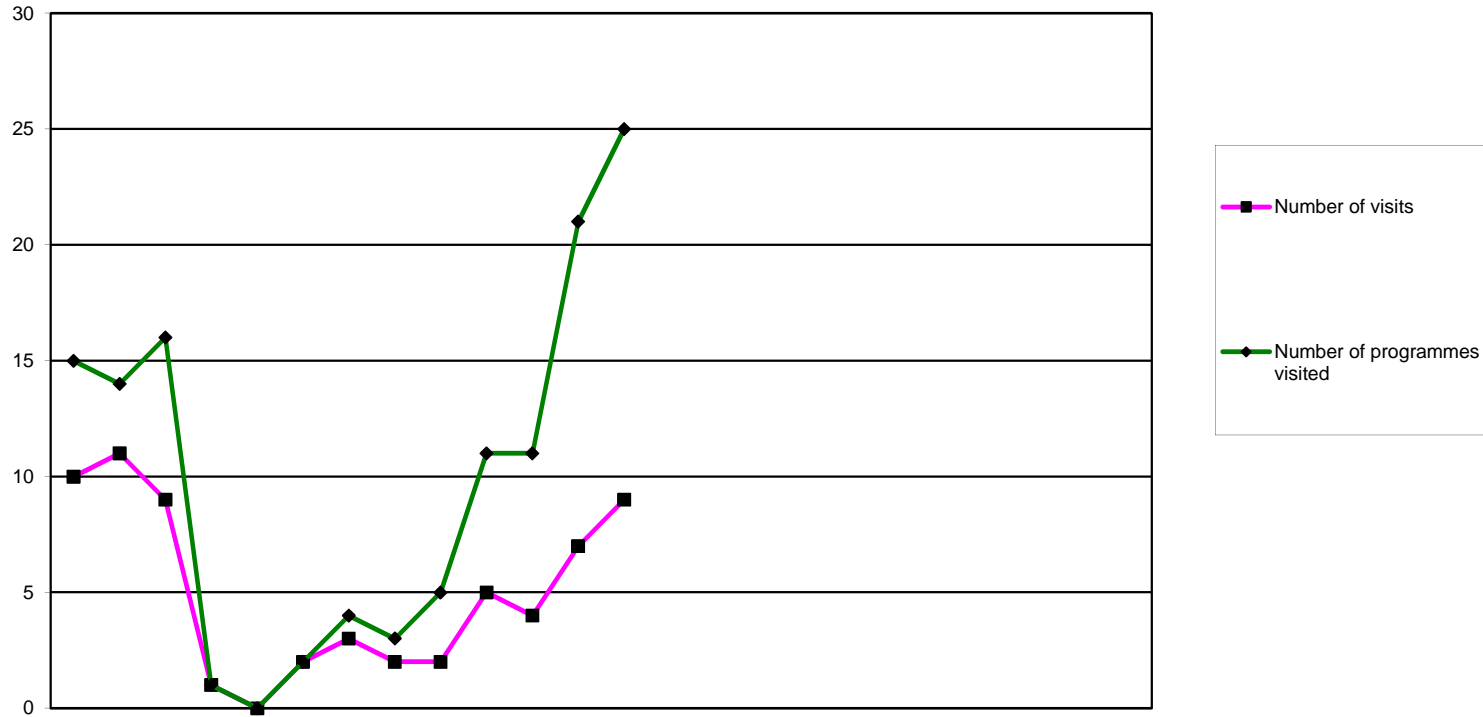
The Department has recruited a replacement Education Officer following Maria Burke's resignation and departure in March 2013. Hollie Latham will be joining the Department on 1 July 2013. This retains the total number of Department employees at 18.

## **Appendices**

- Appendix 1 – Education management information statistics
- Appendix 2 – A review of operational activities relating to operating department practitioner programmes 1 September 2010 – 30 November 2012
- Appendix 3 – Education provider survey – summary report

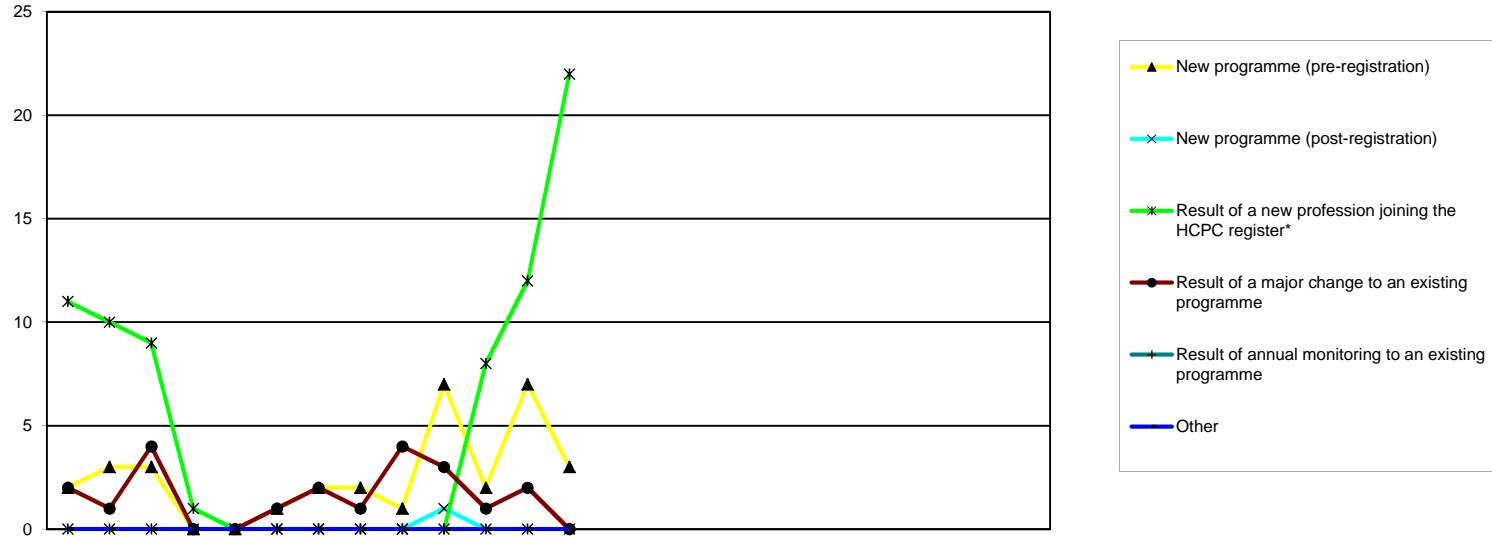


	2012			2013									2014									2011/12	2012/13	2013/14				
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	FYE	FYE	YTD	
Arts therapists	20	20	20	29	29	29	29	29	29	29	29	29	29												21	29	29	
Biomedical scientists	48	51	52	51	51	55	55	54	54	52	60	60	58												49	60	58	
Chiropodists/ Podiatrists	20	20	20	20	20	20	20	19	19	19	18	18	17												20	18	17	
Clinical scientists	1	1	1	1	1	3	3	3	3	3	3	3	3												1	3	3	
Dietitians	33	33	33	33	33	33	32	32	32	32	32	32	32												33	32	32	
Hearing aid dispensers	13	13	14	14	17	17	16	16	16	15	15	15	15												18	15	15	
Occupational therapists	74	74	74	74	74	74	73	73	74	73	73	73	73												74	73	73	
Operating Department Practitioners	32	31	33	33	33	33	33	33	33	33	35	35	35												34	35	35	
Orthoptists	3	3	3	3	3	3	3	3	3	3	3	3	3												3	3	3	
Paramedics	50	48	49	47	48	48	48	48	48	48	48	50	50												50	50	50	
Physiotherapists	65	65	65	65	65	64	63	63	64	64	65	65	65												67	65	65	
Practitioner psychologists	95	94	94	94	94	93	93	93	93	93	91	91	91												95	91	91	
Prosthetists/Orthotists	3	3	3	3	3	3	3	3	3	3	3	3	3												3	3	3	
Radiographers	55	54	54	54	54	54	54	54	53	53	53	53	53												56	53	53	
Social workers in England					271	267	265	264	259	248	237	231	212														231	212
Speech and language therapists	32	31	31	31	31	31	31	31	31	31	31	31	31												32	31	31	
Local anaesthesia	2	2	4	4	4	4	4	4	4	4	4	4	4												2	4	4	
Prescription only medicine	9	9	9	9	9	9	9	9	9	9	9	9	9												9	9	9	
Supplementary prescribing	77	77	77	77	77	77	76	76	76	78	76	77	77												77	77	77	
Independent prescribing																												
Approved mental health professionals					31	27	27	29	28	27	27	27	27														27	27
<b>Total approved programmes</b>	<b>632</b>	<b>629</b>	<b>636</b>	<b>642</b>	<b>948</b>	<b>944</b>	<b>937</b>	<b>936</b>	<b>931</b>	<b>917</b>	<b>912</b>	<b>909</b>	<b>887</b>												<b>644</b>	<b>909</b>	<b>887</b>	
<b>Total approved education providers</b>	<b>128</b>	<b>127</b>	<b>128</b>	<b>129</b>	<b>151</b>	<b>151</b>	<b>152</b>	<b>151</b>	<b>151</b>	<b>151</b>	<b>149</b>	<b>150</b>	<b>149</b>												<b>128</b>	<b>150</b>	<b>149</b>	



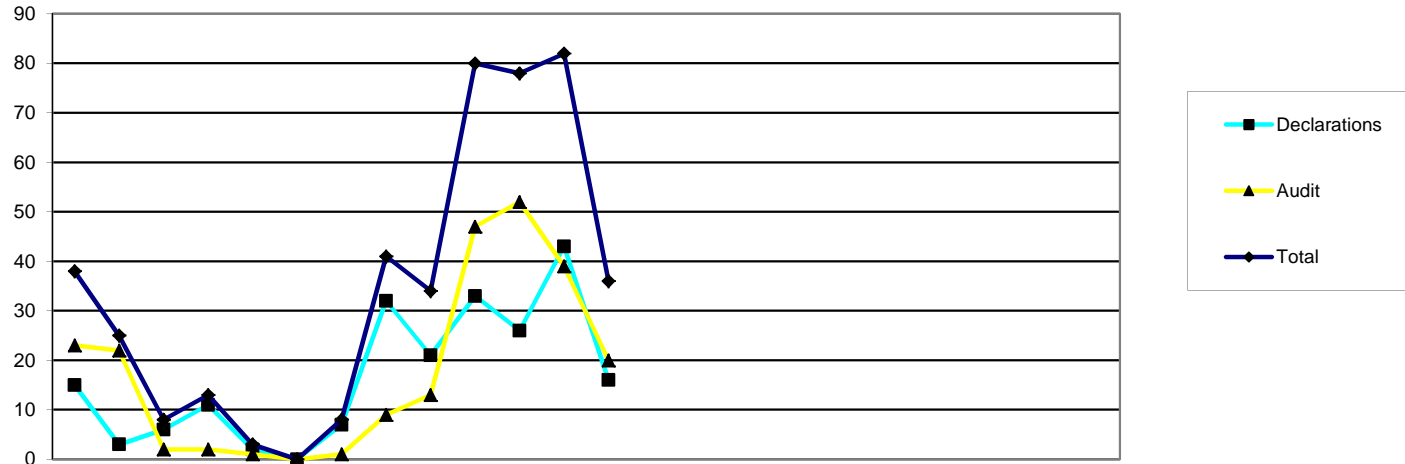
	2012			2013									2014												
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Overview of approval visits																									
Number of visits	10	11	9	1	0	2	3	2	2	5	4	7	9												
Number of programmes visited	15	14	16	1	0	2	4	3	5	11	11	21	25												

2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
FYE	FYE	FYE	FYE	FYE	FYE	FYE	FYE	YTD
0	101	63	42	38	58	59	56	9
27	117	68	84	80	101	112	103	25



Reason for programme visited	2012			2013												2014																	
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	2005/6 FYE	2006/7 FYE	2007/8 FYE	2008/9 FYE	2009/10 FYE	2010/11 FYE	2011/12 FYE	2012/13 FYE	2013/14 YTD
New programme (pre-registration)	2	3	3	0	0	1	2	2	1	7	2	7	3												0	18	32	21	25	29	17	30	3
New programme (post-registration)	0	0	0	0	0	0	0	0	0	1	0	0	0												7	29	1	7	1	0	2	1	0
Result of a new profession joining the HCPC register*	11	10	9	1	0	0	0	0	0	0	8	12	22												5	16	4	0	7	31	32	51	22
Result of a major change to an existing programme	2	1	4	0	0	1	2	1	4	3	1	2	0												5	32	26	53	42	37	57	21	0
Result of annual monitoring to an existing programme	0	0	0	0	0	0	0	0	0	0	0	0	0												5	1	3	3	3	4	2	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0												5	21	2	0	2	0	0	0	0
<b>Total</b>	<b>15</b>	<b>14</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>11</b>	<b>21</b>	<b>25</b>												<b>27</b>	<b>117</b>	<b>68</b>	<b>84</b>	<b>80</b>	<b>101</b>	<b>110</b>	<b>103</b>	<b>25</b>

\* - Practitioner psychologists July 2009 - July 2012  
 - Hearing Aid Dispensers April 2010 - July 2012  
 - Social workers in England August 2012 - July 2015

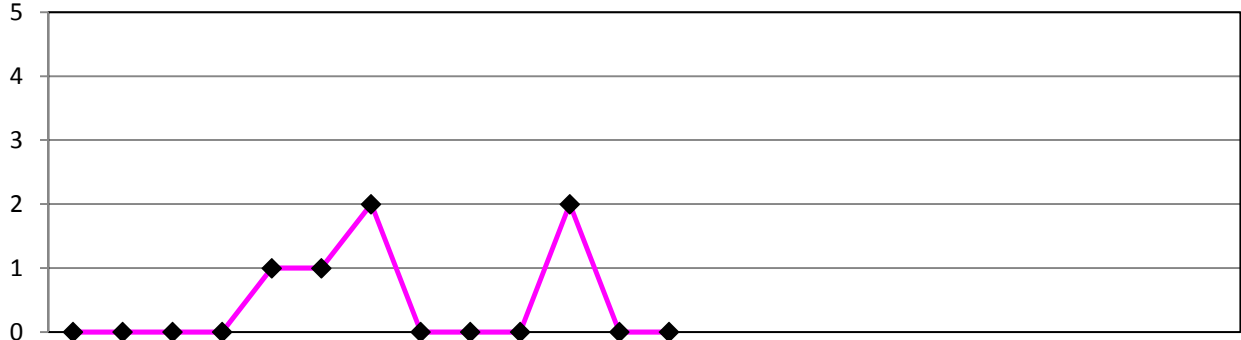


	2012			2013									2014		
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Annual monitoring submissions</b>															
<b>Declarations</b>	15	3	6	11	2	0	7	32	21	33	26	43	16		
<b>Audit</b>	23	22	2	2	1	0	1	9	13	47	52	39	20		
<b>Total</b>	38	25	8	13	3	0	8	41	34	80	78	82	36		

2005/6 FYE	2006/7 FYE	2007/8 FYE	2008/9 FYE	2009/10 FYE	2010/11 FYE	2011/12 FYE	2012/13 FYE	2013/14 YTD
113	94	143	167	105	232	232	199	16
51	184	135	136	123	257	147	211	20
164	278	278	303	228	489	379	410	36







◆ No. of complaints received

		2012			2013							2014														
		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>No. of complaints received</b>		0	0	0	0	1	1	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Complaints outcomes</b>	<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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Major change 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	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	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	0
	<b>Unsubstantiated</b>	0	0	0	0	1	1	2	0	0	0	2	0	0	0	0	0	0	0	0	0	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	0

	2009/10 FYE	2010/11 FYE	2011/12 FYE	2012/13 FYE	2013/14 YTD
<b>No. of complaints received</b>	6	5	5	6	0
<b>No. of approved progs</b>	480	623	644	909	887
<b>% progs affected by complaints</b>	1.3%	0.8%	0.8%	0.7%	0.0%

## **A review of operational activities relating to operating department practitioner programmes 1 September 2010 – 30 November 2012**

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# 1. Introduction

## 1.1 About this document

The College of Operating Department Practitioners (CODP) is the professional body for operating department practitioners (ODPs). In April 2011 the CODP launched a new curriculum framework which recommended that all pre-registration training programmes move from Diploma of Higher Education level to an Honours Bachelor Degree (England, Northern Ireland and Wales) or a Bachelor Degree (Scotland). The HCPC currently has 33 approved ODP programmes, four of which are Honours Bachelor Degrees and one a Bachelor Degree.

This paper is split into two sections. The first summarises the CODP curriculum document and considers the potential impact of the document on the HCPC Education Department. The second looks at the operational activities (programme approval visits, major change submissions and annual monitoring) associated with ODP programmes from 1 September 2010 to 30 November 2012 to explore what, if any, impact the new CODP curriculum document has had on ODP programme activities. The review will also look at the way we have dealt with any changes linked to the new CODP curriculum document to ensure that the processes and decision making has been consistent.

The evidence base for this report includes:

- quantitative and qualitative reviews of Education Department records of ODP programme operational activities; and
- quantitative and qualitative reviews of major change notification forms submitted by ODP programmes.

## 2. Overview of The College of Operating Department Practitioners curriculum document

### 2.1 Rationale for new curriculum document

In April 2011 the CODP launched a new Honours Bachelor / Bachelor Degree curriculum framework document<sup>1</sup>. The document was designed to reflect developments that had taken place, future changes in the profession and to ensure that future practitioners would be equipped with the skills needed for practice both at the point of registration and for future professional practice and development.

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<sup>1</sup> CODP curriculum guidance April 2011:  
[http://www.codp.org.uk/documents/BSc%20Curriculum\\_April%202011.pdf](http://www.codp.org.uk/documents/BSc%20Curriculum_April%202011.pdf)

## **2.2 Curriculum educational philosophy**

The educational philosophy of the curriculum is to ensure that students become autonomous and self-directed learners who will promote continuous improvement in care delivery.

The new CODP curriculum document recommends that all pre-registration training programmes move from a Diploma of Higher Education to an Honours Bachelor Degree / Bachelor degree. The curriculum's core philosophy is based around the integration of theory and practice and the recognition of practice in professional education.

## **2.3 Teaching and learning**

The teaching and learning approaches in the CODP curriculum document can be summarised as follows:

- learning and teaching must actively emphasise the integration of theory and practice and encourage the need to transfer knowledge and skills between different elements of the curriculum and between different professional settings and situations;
- the programme must reflect the main areas of practice in which an ODP is expected to function;
- programmes must be a minimum of three academic years in length, with students undertaking at least 60 per cent of the programme hours in clinical practice to be given appropriate time and learning opportunities in practice to achieve associated learning outcomes;
- simulation should be seen as complimentary to clinical practice experience, not a replacement; and
- inter-professional learning should inform and enrich the experience of ODP students, but should do so without compromising the development of specific ODP knowledge, understanding and skills.

## **2.4 Programme requirements**

The curriculum is made up of 18 competencies that represent a minimum standard and that are categorised under professional autonomy and accountability, professional relationships or clinical practice. Some of the competencies include indicative time frames designed to help education providers maximise placement opportunities.

The CODP believe that students must be supervised at all times by a registered practitioner competent in that area of practice. Those in the role of mentor, practice educator or clinical supervisor must have undertaken formal preparation training and complete the cycle of mentor development every two years.

The CODP state that there should be a registered ODP in the role of programme leader. Entry requirements are set at a minimum of 220 UCAS points or equivalent.

### **3. CODP curriculum document and HCPC requirements**

We normally expect that the threshold level of qualification for entry to the ODP Register will be a Diploma of Higher Education. We expect that most of the programmes on our approved programme list will be at, or above, the threshold level. However, we realise that there may be some exceptions and note that any programme that meets our standards of education and training (SETs) and standards of proficiency (SOPs) may be approved regardless of the qualification level.

In 2008–2009, the SETs were reviewed and there was no substantial evidence from the public consultation to suggest that SET 1 was not fit for purpose. The SOPs for ODPs were reviewed in 2007–2008 and a number of small changes were made and became effective in November 2008. The SOPs for ODPs are due to be reviewed again in April 2013 with revised standards expected to be published in December 2013. We will also determine if any SETs require revision in light of the SOPs review. Any decision to raise the threshold level of qualification for entry to the Register (SET 1) would be formally taken after the SOPs have been agreed and this would include a public consultation.

Our standards do not prevent the CODP recommending an academic level higher than a Diploma of Higher Education. A small number of programmes have already been approved by us at a level higher than this. As long as all programmes deliver the SOPs at (or above) the threshold level, the variation of academic levels does not present a problem for us. In a number of other professions that we regulate, we already approve a range of programmes at differing academic levels. There is a realisation (and anticipation) from the HCPC that any curriculum guidance or framework goes beyond our threshold standards and includes new or emergent areas of practice, as well as examples and expectations of best practice. Our SETs tie in with professional curriculum guidance. SET 4.2 expects the programme to reflect the philosophy, core values, skills and knowledge base articulated in the curriculum guidance. Where programmes do not reflect the curriculum guidance, they are expected to detail how students are still able to practise safely and effectively upon completion of the programme.

## 4. Approval visit activities to ODP programmes from 1 September 2010 to 30 November 2012

### 4.1 Approval process

We have a statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to the HCPC Register. Our approval and monitoring processes ensure that programmes and education providers meet the SETs. The approval process involves an approval visit and an initial decision as to whether a programme meets the SETs. A programme is approved on an open-ended basis, subject to satisfactory monitoring.

### 4.2 Approved programme numbers

We currently approve 37 ODP programmes, which are noted at appendix 1 - list of current HCPC approved ODP programmes. Nine of these programmes are at Bachelor or Honours Bachelor Degree level. Two out of the nine Bachelor and Honours Bachelor Degree programmes were already approved before the new CODP curriculum guidance was issued in April 2011. In addition to the 37 approved ODP programmes there are also currently three ODP programmes that are closed to new intakes but still have students on the programme.

**Table 1 – Breakdown of HCPC approved ODP programmes by qualification**

		Number of programmes open before April 2011	Percentage of approved programmes	Number of programmes approved after April 2011	Current number of approved programmes	Percentage of approved programmes
Level of qualification	Bachelor Degree	0	0%	1	1	3%
	Honours Bachelor Degree	2	7%	6	8	21%
	Diploma of Higher Education	26	90%	1	27	73%
	Foundation Degree	1	3%	0	1	3%

Table 1 shows that the majority (76%) of ODP programmes currently approved by the HCPC are Diplomas of Higher Education or Foundation Degrees. However, of the eight programmes approved after 1 April 2011 only one was at this level, the other five programmes were Bachelor or Honours Bachelor Degrees.

We have seen a slight increase in the number of ODP programmes approved between 1 September 2010 and 30 November 2012. Existing programmes are anticipated to close as a result of the new programmes being approved at Bachelor Degree level,

particularly at education providers who currently have Diploma level programmes. Closure of programmes occurs at a slower pace compared to the more rapid pace of new programmes becoming approved and taking on students. The reason for the slow pace of programme closure is associated with the duration of the programmes. This means that as one programme is superseded by another, there are likely to be students still enrolled on the previous version of a programme. We continue to monitor programmes which still have students enrolled on them.

### **4.3 Approval visits**

There are two main reasons for the Education Department to conduct approval visits. The first reason is the initial approval of new programmes. The second reason is the monitoring of currently approved programmes which may be undergoing significant change. Possible changes that could trigger this kind of visit include institutional change, changes to local service delivery, national changes in policy or the law and changes emerging from the development of a profession's curriculum guidance. These two main reasons for conducting approval visits ensure that programmes meet and continue to meet all of our SETs.

Appendix 2 shows a list of the HCPC ODP approval visits that took place between 1 September 2010 and 31 August 2012. For the academic year 2010–11 there were three ODP programme visits. The reasons for these visits were an equal mix of major change to a programme, new programme and new education provider / new programme. For the academic year 2011–12 there were four ODP programme visits. Two of these visits were to new programmes, with the remaining two visits to currently approved programmes that informed us of significant changes through the major change process.

Overall we visited seven ODP programmes in the period from 1 September 2010 to 31 August 2012. Three of these visits were to approved programmes that submitted changes to us through the major change process. As a result of a review of the changes submitted, the Education Department determined that these programmes required an approval visit to review the changes. All programmes were approved by the Education and Training Committee.

Appendix 3 shows a list of the ODP approval visits scheduled for the current academic year (2012–13). In this academic year we have visited five ODP programmes with one further programme visit scheduled. Four of the programmes visited are at Honours Bachelor Degree level (two of these are to bring the current Diploma programmes run by education providers in line with the CODP curriculum document). All programmes that have been visited in this academic year have been approved by the Education and Training Committee.

Although there are currently more Diploma and Foundation Degree level approved programmes running than Bachelor Degree programmes, we have seen an increase in new Bachelor and Honours Bachelor Degree programmes being created since the CODP curriculum document was published in April 2011.



## 5. Major change process activities from ODP programmes from 1 September 2010 to 30 November 2012

### 5.1 Major change process

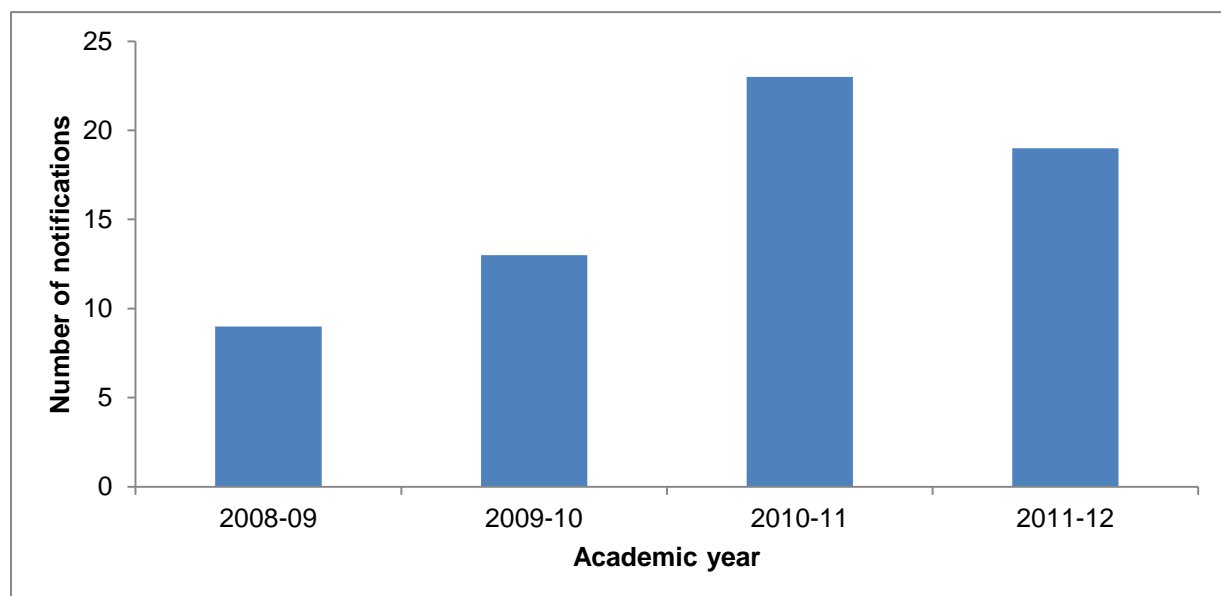
The major change process asks education providers to tell us about any significant changes to their programmes, whether prospective or retrospective. Education providers must inform us of these changes by submitting a major change notification form.

### 5.2 Major change notification numbers

Graph 1 shows the number of major change notification forms we have received in relation to ODP programmes over the last four academic years. We can see from this that major change notification form submissions increased over the last two academic years compared to the previous academic years. 23 notifications were received in 2010–11 and 19 notifications were received in 2011–12.

From a review of the number of major change notifications we received across all of the professions we regulate, in the 2010–11 academic year ODP major change notifications made up eight per cent of all notifications submitted. In 2011–12 they made up six per cent of all notifications that we received. This amount of major change notifications is reasonable in relation to the number of ODP programmes that we approve. At the end of 2011–12, ODP programmes made up approximately five per cent of all the programmes that we approve across the fifteen professions we regulated at the time.

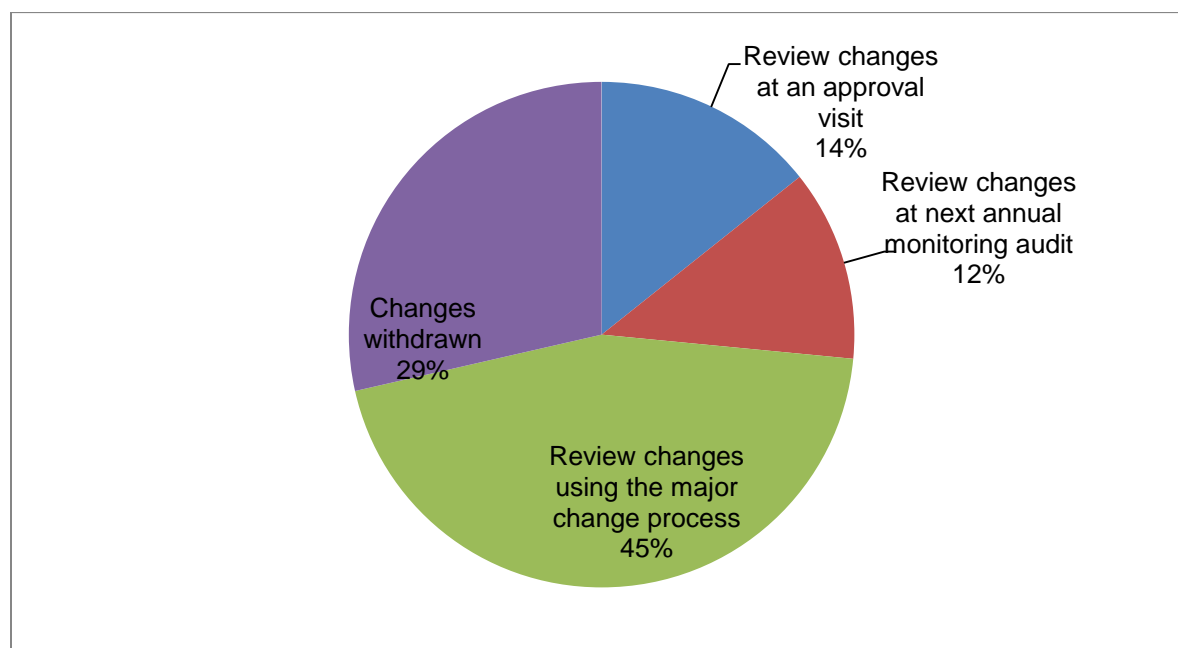
**Graph 1 – Number of major change notification forms received by ODP programmes over the last four academic years**



### 5.3 Major change notification recommendations

All submissions are initially reviewed by the Education Department and a decision is made about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Department chooses either the approval or annual monitoring process, the education provider is informed and further arrangements are made to arrange a visit or receive an audit submission at the appropriate time. Between 1 September 2010 and 30 November 2012 we received 49 ODP programme major change notification forms (a full list of these can be found in appendix 4). Graph 2 shows the decisions that were made by the Education Department.

**Graph 2 - ODP major change notification decisions from 1 September 2010 to 30 November 2012**



45 per cent of the major change notification forms received were dealt with through the major change process and looked at by visitors through a documentary review. All were found to be meeting the SETs following this review. 29 per cent of the changes submitted were withdrawn from the major change process.

14 per cent of the changes were channelled directly through to an approval visit as they impacted on a significant number of the SETs. From these major change notifications, two programmes proposed to move from their current Diploma level programme to a Bachelor Degree level in line with the new CODP curriculum document. These programmes are due to be visited in 2013.

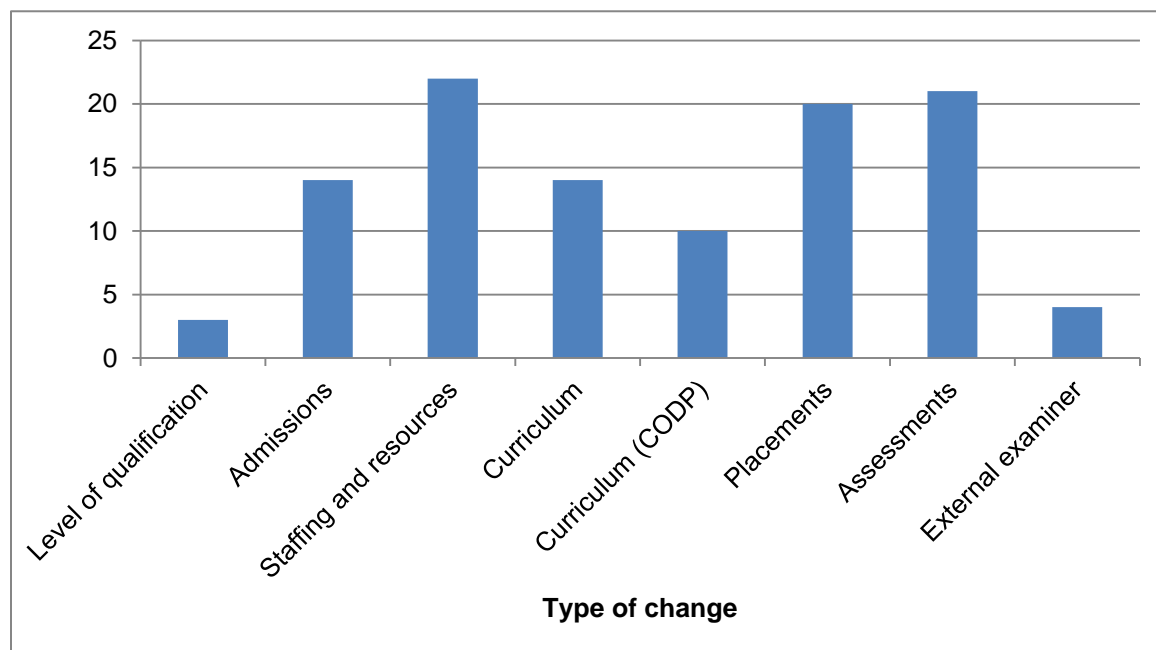
12 per cent of the changes were channelled to the annual monitoring process for review as part of the programme's next audit submission.

In comparison to the number of major change submissions being withdrawn from the process across all programmes in 2011–12 (16%), there were a higher number of ODP major change submissions withdrawn (24%). For the ODP programmes this was mostly due to changes being submitted by education providers without the required documentation available to make an assessment, or because the education provider decided not to make changes to the programme following their submission to us. This could be indicative of education providers knowing that they wish to make changes to their programmes far in advance without knowing the details of the changes they wish to make. There were also a greater percentage of major change submissions directed to an approval visit for the ODP programmes (14%) in comparison to programmes from other professions (10%). This higher number is expected if education providers are proposing to change the qualification level of their programme or making wholesale changes to a programme as a result of new curriculum guidance.

#### 5.4 Types of ODP programme changes received

Graph 3 shows the main types of change to ODP programmes submitted by education providers from 1 September 2010 to 30 November 2012. Appendix 4 provides further detail on the changes highlighted by individual programmes.

**Graph 3 - Types of ODP programme changes received between 1 September 2010 and 30 November 2012**



The majority of changes submitted to us related to staffing and resources, curriculum, assessment and placements. Changes to the curriculum were most commonly mentioned, though only ten of 24 submissions mentioned these changes were directly related to the new CODP curriculum. In reality, more of the changes that were

submitted to us could have been related to the new curriculum document being published.

The types of programme change in graph 3 broadly relate to the six areas of the SETs:

- **SET 1** – Level of qualification for entry to the Register
- **SET 2** – Programme admissions
- **SET 3** – Programme management and resources
- **SET 4** – Curriculum
- **SET 5** – Practice placements
- **SET 6** – Assessment

With new curriculum guidance released by the professional body we would expect to see a large amount of changes that relate to SET 4 and 6 as programmes make changes to bring them in line with professional body guidelines.

## **6. Annual monitoring process activities from ODP programmes from 1 September 2010 to 30 November 2012**

### **6.1 Annual monitoring process**

The annual monitoring process is a retrospective yearly process by which we determine whether a programme continues to meet all of the standards of education and training. Education programmes are required to submit either a declaration or an audit submission in alternate years. The audit submission consists of standard documentation and details any changes that have been made to the programme since the programme was last reviewed by us.

### **6.2 Annual monitoring audit submissions for ODP programmes**

In the last two academic years (2010–11 and 2011–12) all ODP programmes that have been required to submit an annual monitoring audit have provided sufficient evidence to show that they continue to meet the SETs. Therefore, there have not been any visits required for ODP programmes as a result of an annual monitoring submission from 1 September 2010 to 30 November 2012.

Annual monitoring is very infrequently the reason for an approval visit taking place. Relatively small numbers of programmes do not have approval reconfirmed during the annual monitoring process. Following annual monitoring audits, education providers have the opportunity to submit further documentation if our visitors are not satisfied that there is enough evidence that the programme continues to meet the SETs. This usually gives education providers enough opportunity to demonstrate that they continue to meet the SETs via documentary evidence.

The fact that there have been no approval visits to ODP programmes as a result of the annual monitoring process indicates that education providers are using the approval and major change processes appropriately to tell us about new programmes being created and to inform us about significant changes to approved programmes (such as changes in programme level) rather than waiting until the next annual monitoring audit submission.

## **7. Overview of ODP programme operational activities**

### **7.1 Conclusions**

It could be considered that the publication of the new COPD curriculum document has had a small impact on the operational processes relating to ODP programmes. There has been an increase in approval visits to ODP programmes over the last two academic years. However, these have resulted in a very small increase in approved programme numbers so far. Since April 2011 we have seen an increase in the number of Degree level ODP programmes. However, the majority of programmes still remain at Diploma level currently.

The major change process has seen an increase in the number of major change notification submissions for ODP programmes over the last two academic years compared to the previous two academic years, although this number is consistent with the number of ODP programmes that we approve. We are seeing a greater percentage of these changes being withdrawn and channelled through to the approval process compared to changes across all other professions.

None of the ODP programmes that have been required to submit an annual monitoring audit over the last two academic years have given insufficient evidence that they are meeting the SETs resulting in the requirement of an approval visit. This indicates that education providers are using the approval and major change processes appropriately to notify us of new programmes and significant changes to ODP programmes. Annual monitoring can be considered an additional measure to ensure that any changes to a programme do not affect the programme's ability to meet the SETs. As it is a retrospective process, annual monitoring for 2012–13 will also include the period during which the CODP curriculum was published.

A review of the operational activities for ODP programmes from 1 September 2010 to 30 November 2012 indicates that we are making consistent decisions across our approval and monitoring processes in relation to ODP programmes and the various changes that education providers are informing us about.

Whilst we have seen an increase in the number of Degree level ODP programmes from 1 September 2010 to 30 November 2012, we have not seen a large number of programmes move from Diploma level towards this higher level of qualification. This is

to be expected as the move from a two year education programme to three years at a higher qualification level involves considerable resources and planning, which has associated financial impacts on education providers and students. We may see the current level of activities around ODP programmes continue for many years as the programmes gradually move towards this level of qualification.

## 8. Appendices

### Appendix 1 – List of current HCPC approved ODP programmes

<b>Education Provider</b>	<b>Programme</b>	<b>Mode</b>
Anglia Ruskin University	DipHE Operating Department Practice	Full time
Bangor University	Dip HE Operating Department Practice	Full time
University of Bedfordshire	Diploma of Higher Education Operating Department Practice	Full time
Bournemouth University	Diploma of Higher Education Operating Department Practice	Full time
Buckinghamshire New University	Dip (HE) Operating Department Practitioner	Full time
Canterbury Christ Church University	DipHE Operating Department Practice	Full time
Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full time
Cardiff University (Prifysgol Caerdydd)	Dip HE Operating Department Practice	Full time
Birmingham City University	DipHE Operating Department Practice	Full time
University of Central Lancashire	Diploma of Higher Education Operating Department Practice	Full time
University of Central Lancashire	BSc (Hons) in Operating Department Practice	Full time
Coventry University	Diploma of Higher Education Operating Department Practice	Full time
University of East Anglia	DipHE Operating Department Practice	Full time
Edge Hill University	BSc (Hons) Operating Department Practice	Full time
Edge Hill University	Dip HE Operating Department Practice	Full time
Glasgow Caledonian University	DipHE Operating Department Practice	Full time
Glasgow Caledonian University	BSc in Operating Department Practice	Full time
University of Huddersfield	DipHE Operating Department Practice	Full time
University of Huddersfield	BSc (Hons) Operating Department Practice	Full time
University of Hull	DipHE Operating Department Practice	Full time
University of Leicester	Dip HE in Operating Department Practice	Full time

London South Bank University	BSc (Hons) Operating Department Practice	Full time
London South Bank University	DipHE Operating Department Practice	Full time
Northumbria University at Newcastle	Diploma of Higher Education Operating Department Practice	Full time
The Open University	Diploma in Higher Education in Operating Department Practice	Part time
The Open University	Foundation Degree in Operating Department Practice	Part time
Oxford Brookes University	Dip HE Operating Department Practice	Full time
Oxford Brookes University	Dip HE Operating Department Practice	Part time
Oxford Brookes University	BSc (Hons) Operating Department Practice	Part time
Oxford Brookes University	BSc (Hons) Operating Department Practice	Full time
University of Plymouth	DipHE Operating Department Practice	Full time
University of Plymouth	BSc (Hons) Operating Department Practice	Full time
University of Portsmouth	Dip HE Operating Department Practice	Full time
Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full time
Staffordshire University	DipHE Operating Department Practice	Full time
Staffordshire University (validated by Keele University)	DipHE Operating Department Practice	Full time
University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full time
University of Surrey	Dip HE Operating Department Practice	Full time
Teesside University	DipHE Operating Department Practice	Full time
University of West London	DipHE Operating Department Practice	Full time

Note – the shaded programmes are closed to new student intakes but still have students on the programmes.

## Appendix 2 – List of ODP approval visits between 1 September 2010 and 31 August 2012

Education provider	Programme name	Mode of study	Date of visit	Reason for visit
Buckinghamshire New University	Dip (HE) Operating Department Practitioner	Full time	09 June 2011	New programme / new education provider

London South Bank University	DipHE Operating Department Practice	Full time	15 June 2011	Major change
London South Bank University	BSc (Hons) Operating Department Practice	Full time	15 June 2011	New programme
University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full time	06 March 2012	Major change
University of Central Lancashire	BSc (Hons) in Operating Department Practice	Full time	14 March 2012	New programme
Glasgow Caledonian University	BSc in Operating Department Practice	Full time	03 April 2012	New programme
Staffordshire University	DipHE Operating Department Practice	Full time	01 May 2012	Major change

**Appendix 3 – List of ODP approval visits scheduled between 1 September 2012 and 31 August 2013**

<b>Education provider</b>	<b>Programme name</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Reason for visit</b>
Oxford Brookes University	BSc (Hons) Operating Department Practice	Part time	13 November 2012	New programme
Oxford Brookes University	BSc (Hons) Operating Department Practice	Full time	13 November 2012	New programme
University of Plymouth	DipHE Operating Department Practice	Full time	15 January 2013	Major change
University of Plymouth	BSc (Hons) Operating Department Practice	Full time	15 January 2013	Major change creation of new programme
University of Huddersfield	BSc (Hons) Operating Department Practice	Full time	21 February 2013	Major change creation of new programme
Coventry University	Diploma of Higher Education Operating Department Practice	Full time	28 May 2013	Major change



**Appendix 4 – List of ODP programme major change notification forms received between 1 September 2010 and 30 November 2012**

<b>Education provider name</b>	<b>Programme title</b>	<b>Mode of delivery</b>	<b>Date received</b>	<b>Summary of change</b>	<b>Process</b>
Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full time	09 September 2010	External examiner	Major change
Canterbury Christ Church University	DipHE Operating Department Practice	Full time	09 September 2010	External examiner	Major change
University of Bedfordshire	Diploma of Higher Education Operating Department Practice	Full time	09 September 2010	Curriculum and placements	Major change
Birmingham City University	DipHE Operating Department Practice	Full time	10 September 2010	Programme documentation and reintroducing clinical competencies	Annual monitoring
The Open University	Diploma of Higher Education Operating Department Practice	Part time	26 November 2010	Accreditation of Prior Learning processes and curriculum	Major change
The Open University	Foundation Degree in Operating Department Practice	Part time	26 November 2010	Accreditation of Prior Learning processes and curriculum	Major change
Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full time	02 December 2010	Programme leader	Major change
Coventry University	Diploma of Higher Education Operating Department Practice	Full time	22 December 2010	Programme leader	Major change
University of Plymouth	DipHE Operating Department Practice	Full time	26 January 2011	Delivery site and programme staff	Withdrawn
University of Portsmouth	Dip HE Operating Department Practice	Full time	01 February 2011	Curriculum, assessment and external examiner	Major change

University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full time	04 February 2011	Admissions, curriculum, assessment and placements	Approval
University of Surrey	Dip HE Operating Department Practice	Full time	02 March 2011	Programme leader	Major change
University of Huddersfield	DipHE Operating Department Practice	Full time	07 March 2011	Programme leader	Annual monitoring (because of timescale)
Staffordshire University	DipHE Operating Department Practice (validated by Staffordshire University)	Full time	09 March 2011	Curriculum (linked to CODP curriculum), placements, assessments, admissions and resources	Approval
Staffordshire University	DipHE Operating Department Practice (validated by Keele University)	Full time	09 March 2011	Curriculum (linked to CODP curriculum), placements, assessments, admissions and resources	Withdrawn
University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full time	21 March 2011	Admissions and resources. Linked to approval decision for major change submitted 4 February 2011	Approval
Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full time	13 April 2011	Admissions	Annual monitoring
Cardiff University (Prifysgol Caerdydd)	Dip HE Operating Department Practice	Full time	15 April 2011	Level of qualification and curriculum (linked to CODP curriculum)	Withdrawn
Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full time	16 May 2011	Curriculum (linked to CODP curriculum), placements and assessments	Withdrawn
Canterbury Christ Church University	DipHE Operating Department Practice	Full time	16 May 2011	Curriculum (linked to CODP curriculum), placements and assessments	Withdrawn

University of Plymouth	DipHE Operating Department Practice	Full time	29 July 2011	Delivery site, programme staff and admissions	Major change
University of Surrey	Dip HE Operating Department Practice	Full time	04 August 2011	Curriculum /assessments	Withdrawn
Northumbria University at Newcastle	Diploma of Higher Education Operating Department Practice	Full time	09 August 2011	Placements and curriculum	Withdrawn
Bangor University	Dip HE Operating Department Practice	Full time	12 October 2011	Curriculum and assessments	Withdrawn
Northumbria University at Newcastle	Diploma of Higher Education Operating Department Practice	Full time	11 November 2011	Curriculum, placements and assessments	Annual monitoring
Birmingham City University	DipHE Operating Department Practice	Full time	22 November 2011	Revalidation event	Withdrawn
Birmingham City University	DipHE Operating Department Practice	Full time	01 December 2011	Assessments	Withdrawn
University of Surrey	Dip HE Operating Department Practice	Full time	03 January 2012	Curriculum and assessments	Major change
University of West London	DipHE Operating Department Practice	Full time	20 January 2012	Curriculum and assessments	Withdrawn
University of Huddersfield	DipHE Operating Department Practice	Full time	28 February 2012	Programme leader, placements and assessments	Major change
Bangor University	Dip HE Operating Department Practice	Full time	13 March 2012	Placements	Annual monitoring
Canterbury Christ Church University	DipHE Operating Department Practice	Full time	15 March 2012	Curriculum (linked to CODP), placements and assessments	Major change
Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full time	15 March 2012	Curriculum (linked to CODP), placements and assessments	Major change
Bangor University	Dip HE Operating Department Practice	Full time	03 April 2012	External examiner	Major change
University of East Anglia	DipHE Operating Department Practice	Full time	11 April 2012	Programme leader and staff	Major change

Oxford Brookes University	Dip HE Operating Department Practice	Full time	25 April 2012	Delivery site, resources and placements	Withdrawn
Oxford Brookes University	Dip HE Operating Department Practice	Part time	25 April 2012	Delivery site, resources and placements	Withdrawn
University of Portsmouth	Dip HE Operating Department Practice	Full time	27 April 2012	New programme leader	Major change
University of Plymouth	DipHE Operating Department Practice	Full time	11 May 2012	Level of qualification, admissions, curriculum (linked to CODP), staff, placements and assessments	Approval
Birmingham City University	DipHE Operating Department Practice	Full time	25 May 2012	Admissions, programme leader, curriculum and assessments	Major change
University of West London	DipHE Operating Department Practice	Full time	30 May 2012	Curriculum, placements and assessments	Major change
University of Huddersfield	DipHE Operating Department Practice	Full time	12 July 2012	Admissions, placements and assessments	Annual monitoring
Bangor University	Dip HE Operating Department Practice	Full time	12 September 2012	Curriculum (linked to CODP) and assessments	Withdrawn
University of Huddersfield	DipHE Operating Department Practice	Full time	01 October 2012	Level of qualification, admissions, curriculum (linked to CODP), staff, placements and assessments	Approval
Coventry University	Diploma of Higher Education Operating Department Practice	Full time	11 October 2012	Curriculum, resources, assessments and admissions	Approval
Staffordshire University	DipHE Operating Department Practice	Full time	19 October 2012	Programme leader	Major change
Staffordshire University	DipHE Operating Department Practice	Full time	19 October 2012	Programme leader	Major change
University of Plymouth	DipHE Operating Department Practice	Full time	31 October 2012	Admissions, curriculum, placements and assessments	Approval
University of Hull	DipHE Operating Department Practice	Full time	28 November 2012	Programme leader	Major change

## Education provider feedback report 2012–13

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## **Introduction**

As part of the Education Department's ongoing review of the operational processes and supporting activities, an online survey was developed. The intention of the survey was to gather feedback from our colleagues involved in the delivery of approved education and training programmes relating to the academic years 2010–11 and 2011–12.

This exercise was last carried out in 2009–10 and a report was presented to our Education and Training Committee (ETC) in March 2010. The information we gained at that time added to our ongoing reviews of the operational processes. This feedback will contribute towards systems and operational process reviews we are undertaking and planning.

## **Methodology**

For the first time, the education provider survey was compiled using an online survey format. The decision to move from a paper feedback form to an online survey tool was made to:

- create a more convenient and speedy feedback tool;
- increase the number of respondents who provided us with feedback;
- remove the requirement for the Department to input and undertake manual manipulation of data; and
- reduce the use of paper.

The survey was designed around seven main sections covering each of our four operational processes plus Education Update, education seminars, and other communication methods. In total we asked 57 questions using a combination of styles such as multiple choice, rating scales and comments.

The survey was designed so that respondents could answer anonymously. We designed the survey to be completed within 15 minutes so respondents were able to skip questions or sections which were not applicable to them.

The link to the online survey was sent to our education stakeholder contacts (including visitors) with Education Update in January 2013. The survey was also made available on the Education section of the website. On Tuesday 12 February a specific email about the survey was sent to stakeholders, and members of the Education Department started to publicise the survey in their email signatures. The Communications Department also put a message on the home page of the website, and promoted the survey through our social media networks up until the closing date on Friday 1 March.

In total, 241 individuals responded to the survey, with 143 (59%) continuing to the end of the survey. We have included all of the information we received, including those who did not complete the survey, in our analysis.

A copy of the survey questions can be found in Appendix one and additional graphs not represented in this report can be found in Appendix two.

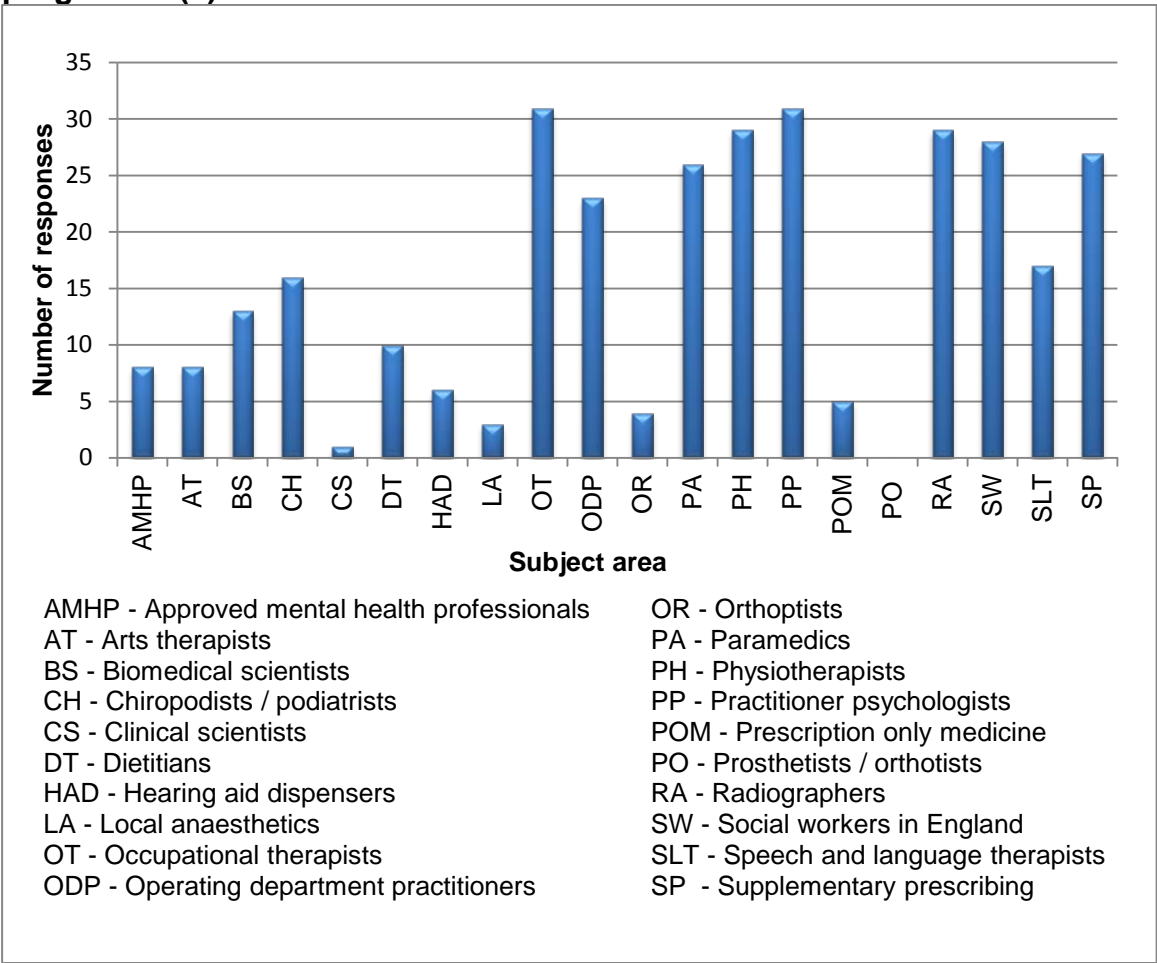
# Results and analysis

## Introductory questions

We asked a short series of questions about the profile of the respondent to allow us to identify any possible profession / region specific trends within the feedback.

As some of our contacts are responsible for a number of programmes which include a range of subject areas, or a programme which covers more than one subject, we designed the opening question to allow respondents to select multiple options. We received a total of 315 responses.

**Graph 1: Please select the subject area / areas of your approved education programme(s)**



We received the most number of responses from occupational therapists and practitioner psychologists both of which represented 13 per cent (31 responses). Practitioner psychologists and occupational therapists have the second and third highest number of approved programmes respectively and it was expected these professions would feature highly among respondents to our survey. Only social workers have a higher number of approved programmes and it was pleasing to receive 12 per cent of responses from this profession even though the majority have not yet participated in our operational processes.

We received no responses from prosthetics / orthotists and while this was unfortunate, this could have been predicted as we currently only have three approved education programmes for this profession.

We also asked respondents to tell us at which education provider they worked and we received responses from 72 different organisations. Of this, three were practice placement providers while the remaining 69 were approved education providers. This represents 46 per cent of our approved programmes but as answering the question was optional, more approved education providers are likely to have been represented. The small numbers of declared practice placements providers may be because the question asked which education provider the individual worked at so those practice placement educators who responded possibly identified the programme they are linked to. Also as we do not record practice placement educator contact details, they may not have been as aware of the survey as colleagues within the academic environment. The Department will consider how best to communicate with this stakeholder in future feedback exercises.

### **Approval and monitoring processes**

The survey asked questions about the Education Department's approval, annual monitoring and major change processes. Many of the questions for each of these sections focussed on similar aspects and evoked similar responses. As a result these are addressed under the 'Common themes' section of this report.

In summary; we received responses from

- 109 people who stated they had participated in the approval process.
- 136 people who stated they had engaged with the annual monitoring process (30 through declaration, 21 through audit and 85 through both).
- 67 people who stated they had engaged with the major change process.

We asked some questions specially relating to the approval process due to the length of the process and the involvement of an assessment against all the standards of education and training (SETs) and standards of proficiency (SOPs) at a visit. These are addressed in the 'Approval process' section of this report.

### **Common themes from the approval and monitoring processes**

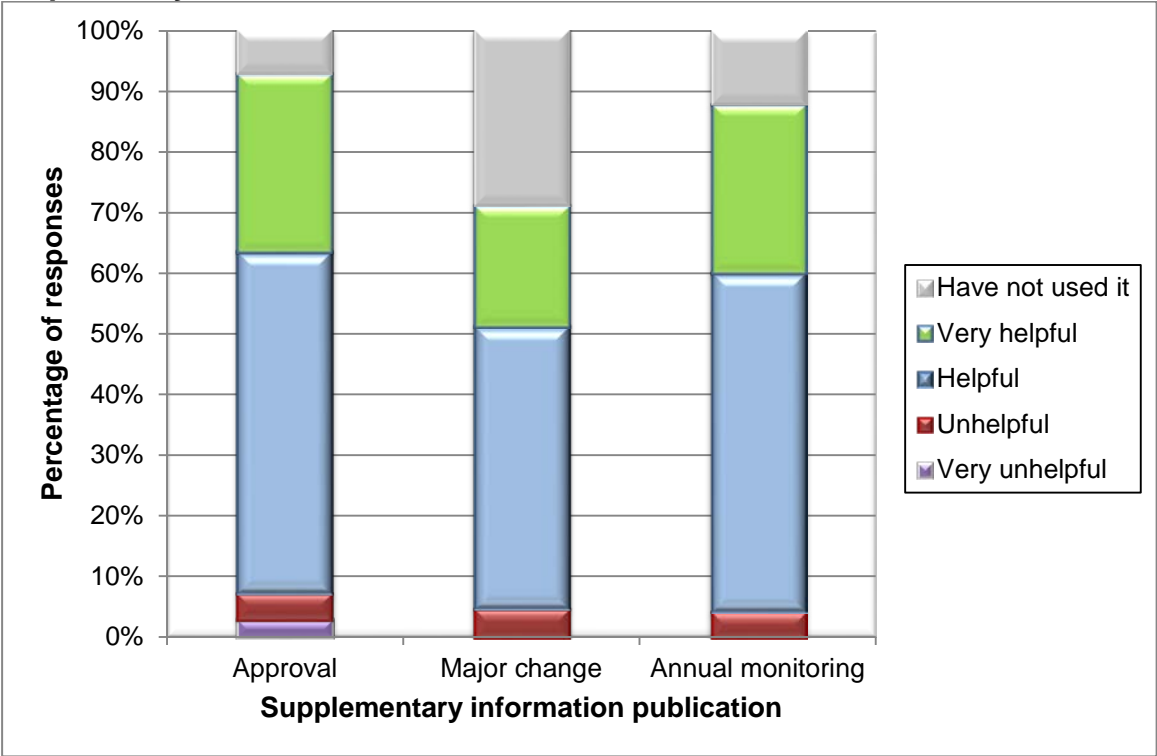
#### **Publications**

All participants were asked if they had used the supplementary information for education provider publications relating to each process, and how helpful they found them.

The majority of responses for each of the supplementary information publications was 'helpful' (each process received greater than 45% of the results), with 'very helpful' as the second most selected response (between 20 and 30% for each process). Across all three processes, only six people responded they had found the publication 'very unhelpful'; all of which were received for the approval process publication. This constituted just three per cent of responses and we received no specific comments to identify why this was the case.



**Graph 2: If you have used the supplementary information publications, how helpful did you find them?**



It was noted that many people had not used the supplementary information publications, particularly for the major change process where 43 people (29%) gave this response. This figure may be higher than expected as it is possible these respondents had not made any changes to their programme and therefore not consulted the publication. However, the positive feedback received from those who had used the publication shows us it is a useful resource for education providers when they are considering or making changes to their programme.

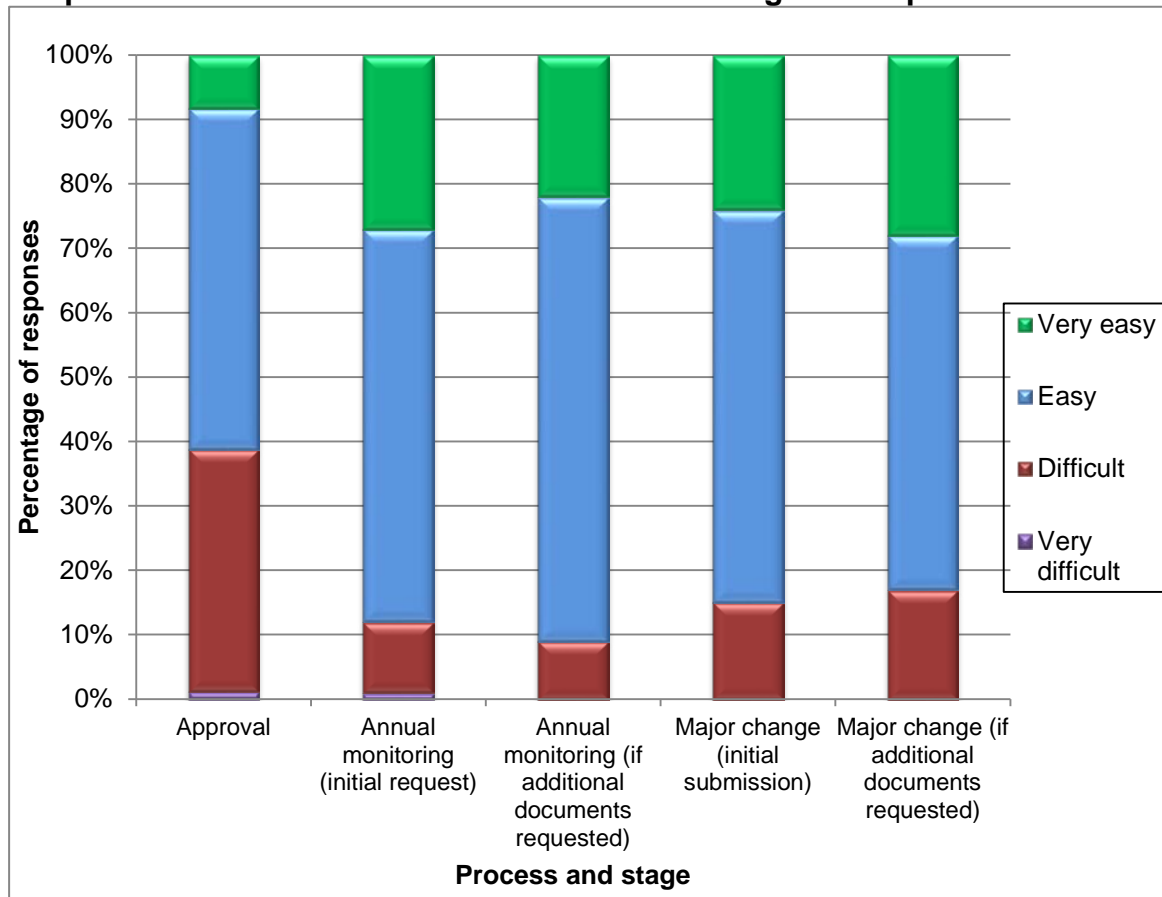
As the majority of those who had used the publications answered positively, we will look into further promotion and distribution of these valuable resources for those involved in our operational processes.

**Collation of documentation**

All our operational processes require education providers to provide us with documentary evidence relating to our standards. Therefore we asked how easy or difficult they found it to collate the evidence at each stage of the processes. For the monitoring processes, this included where education providers were asked for additional documentation.

In total for these questions we received 102 responses relating to the approval process; 61 responses relating to the major change process; and 121 responses relating to the annual monitoring process. Please note, where individuals stated they had not been involved in collating the documentation for the approval process, these have been discounted from the analysis for the graph below.

**Graph 3: Ease of collation of evidence at each stage of the processes**



The feedback to this group of questions was generally positive with over 80 per cent of results for the annual monitoring and major change process stating it was 'very easy' or 'easy'.

However, 39 per cent of respondents for the approval process said it was 'difficult' to collate documentation and one per cent found this 'very difficult'. The approval process is normally an education provider's first interaction with the Department and is the process which requests the most documentation, so it is maybe understandable more respondents found this problematic. However, we received a number of comments which related to the difficult nature of collating documentation and which should be considered.

In summary, we received four comments which referred to the large amount of documentation that was required in the processes, necessitating communication, retrieval, production of documents in a different form and collation of documentation from various different sources. We also received eight comments as to the time-consuming nature, in particular for the annual monitoring process, which resulted in a burden on staff. Two responses stated there was insufficient clarity as to what evidence was required particularly for the major change process, and that the documentation required seemed excessive.

As an example, one education provider noted the online nature of their programme and how this made collating the documentation very time-consuming as the staff only visited the site occasionally.

We have developed our processes so they utilise an education provider's own existing documentation and encourage joint approval visits to avoid unnecessary duplication. As outlined later in this report, there was a high level of support for the submission of documentation through electronic means and this may help to reduce the impact upon education providers. We will be considering this, and other ways of reducing the impact on education providers, as part of ongoing system and process reviews.

We also received comments from two post-registration programmes around the SETs mapping documents used for pre-registration programmes as they are not completely relevant to the post-registration programmes. We will consider whether there is additional guidance we can provide or develop tailored documentation for those where the full SETs do not apply as part of our ongoing process reviews. We have already started to develop standards for prescribing and approved mental health professional programmes.

As stated earlier, we will increase promotion and distribution of the supplementary information for education provider publications to help guide education providers as to what is required at each stage of the process.

## **Clarity of communication**

### **Role and remit of the HCPC**

The survey asked how clearly the role and remit of the HCPC was explained at the approval visit and we received 92 responses. Just three per cent said this was explained 'unclearly', leaving the remaining 97 per cent of respondents saying this was 'very clearly' explained (46%) or 'clearly' explained (37%).

We received a small number of comments regarding the role of the HCPC and professional bodies. For example a respondent suggested there should be greater collaboration between the HCPC and the professional body as this would make the procedure simpler. While another respondent felt there needed to be greater distinction "in the varying roles of a mixed panel".

In relation to the monitoring processes we received two comments which referred to the process concentrating on the meeting of standards at a threshold level rather than reflecting the overall changes which have enhanced the programme. For example "I said that there is no change because we absolutely meet and exceed the standards and have done in the previous 2 years - but we have made changes to really enhance the programme. These enhancements are not captured and, given the current politics of care, I think should be more important - like our students developing into caring, responsible professionals that really will have protection of the public at the heart of their work".

The HCPC panel works in collaboration with other members of the joint panel, such as a professional body or an internal quality review at an approval visit. However, the panel must come to its decisions independently to assess the ability of a programme to meet the SETs and SOPs at a threshold level. This is different to other parties' roles which may be more focused on developing or promoting the profession or academic quality of the education provider. Education executives currently confirm our role and remit at the first joint panel

meeting, which is scheduled into our suggested agendas so that all parties can define their roles and remit for the visit. We will review our communications to ensure that our role and remit is clearly articulated within all processes.

### **Distinction between the approval and monitoring processes**

Specific questions were asked of the approval and major change processes. The first related to how clearly we communicated our requirements for the monitoring processes once a programme had gained approval (approval process). The second questioned how clearly we communicated our decision about which process a change would be assessed through (major change process). Respondents answered very positively to these questions with 91 per cent and 95 per cent respectively receiving a 'Yes' response.

However, a key theme that emerged in many of the text responses throughout the survey was clarity of distinction between the processes undertaken by us.

We received the following comment in relation to the approval post visit procedures: "I do not feel that the follow-up process has been sufficiently outlined and would like to have greater detail concerning when the first monitoring process will take place for the course and greater guidance on exactly which alterations should be passed by the HCPC..."

Three respondents also stated they were not appropriately informed as part of the major change process about the decision and reason why a particular process was chosen. We received a small number of comments highlighting discrepancies in the monitoring processes and these have been individually reviewed so that, where possible, lessons could be learnt from these.

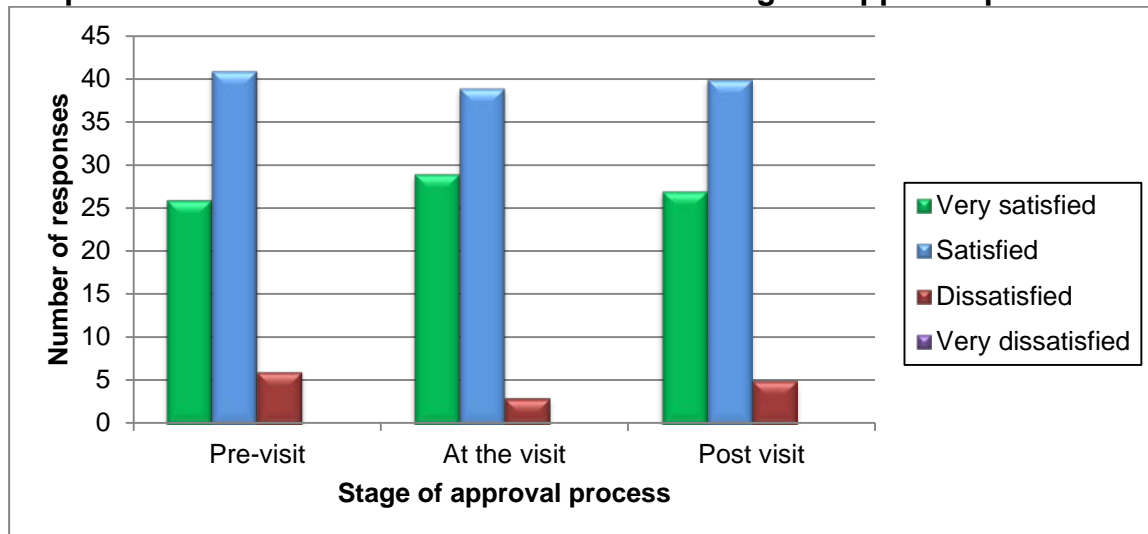
Generally within the answers to the questions for the approval and monitoring processes, there appeared to be some confusion about which process individuals had been involved in. In particular this seemed to be when an approval visit was required due to significant changes which had been identified as part of the major change or annual monitoring process.

An introduction to our education processes – information for stakeholders, details the roles and reasons for each of our processes and should be more widely distributed in order to help clarify where each of the processes will be initiated and how they interrelate. Again, further promotion of the supplementary information publications for each of the approval and monitoring processes will feed into this. Our general communications at each stage of the processes will be further reviewed as part of our ongoing process reviews.

### **General communications**

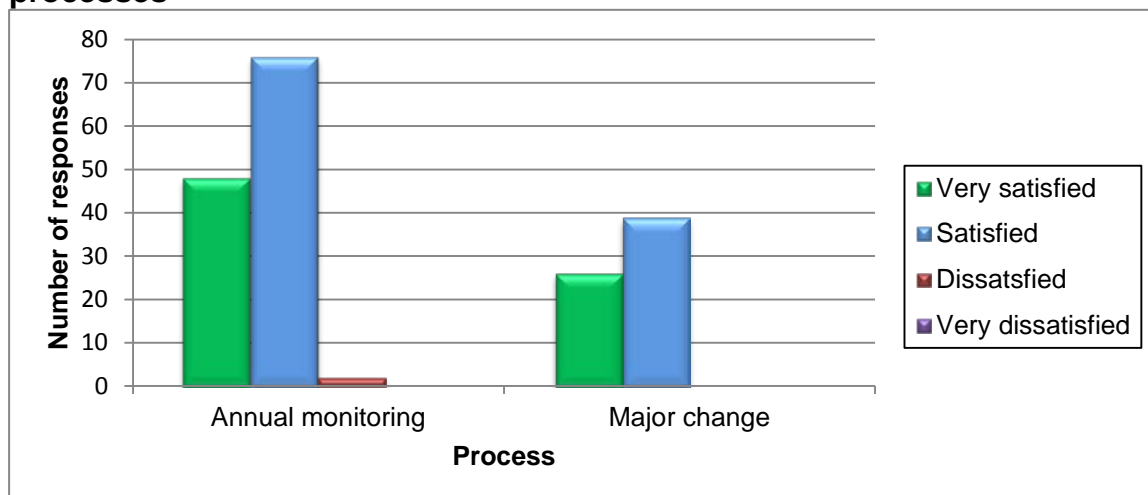
A more general question as to how satisfied education providers were with our communications throughout the processes was asked. For the approval process, 74 respondents answered this question and the results are broken down to the different stages of the visit in graph 4.

**Graph 4: Satisfaction with communications during the approval process**



126 and 65 people responded for the annual monitoring and major change processes respectively and these results are combined in graph 5.

**Graph 5: Satisfaction with communications during the monitoring processes**



It was very pleasing to note that across all three of the operational processes, the majority of respondents were 'very satisfied' or 'satisfied' with our communications. No respondents answered 'very dissatisfied', and never more than seven per cent of the responses for each process were 'dissatisfied'. Several comments were given, most of which have been discussed under earlier headings within this report. The remaining comments which relate to general communications are addressed here.

One comment given was that we "...seem to have a number of contacts in an institution and this does need to be rationalised as communication errors can lead to difficulties." Later in the survey, this respondent suggested: "Regular data cleansing or a web site facility to check and update key contacts" would be beneficial. We recommend education providers let us know about any changes to their key contacts and we regularly undertake data cleansing activities across all

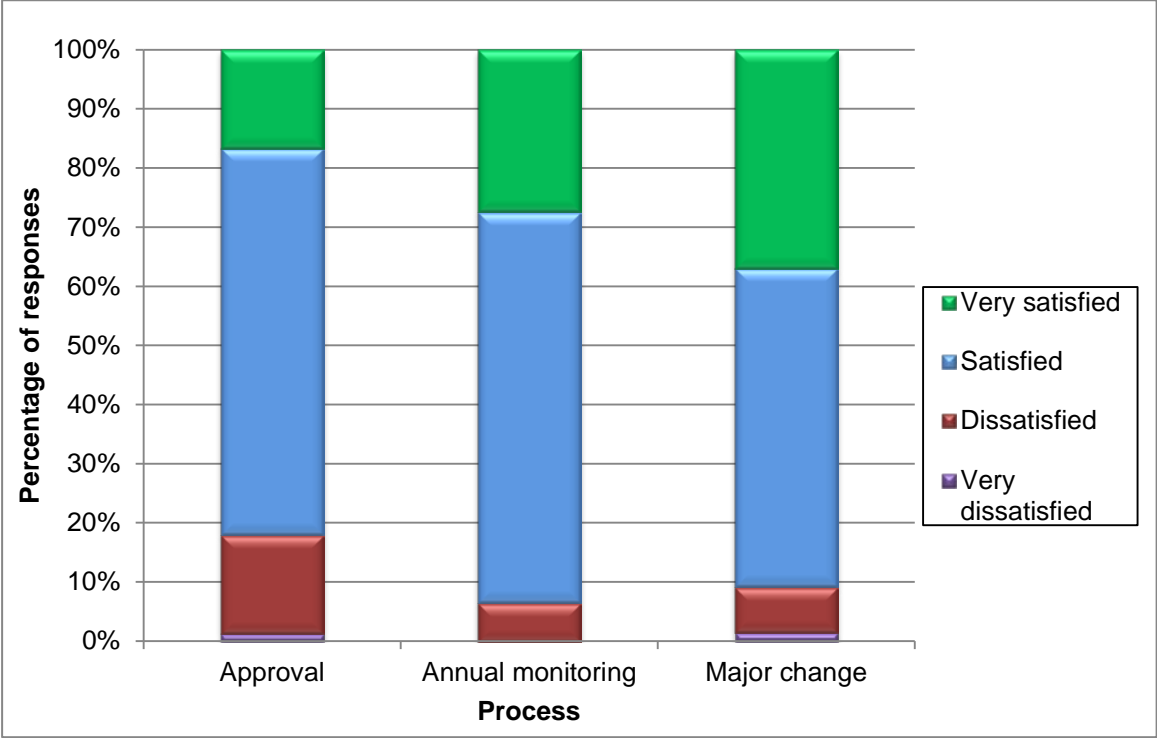
of our contacts. We will consider an enhanced system for keeping and updating contacts as part of our ongoing process reviews.

We received several positive comments throughout the approval and monitoring processes sections of the survey regarding our communication. For example one of these stated the processes were straightforward and remarked “I also really appreciate the reminders we were sent” while another said “It works well the communication is timely and effective”. One text response also highlighted a specific member of the team as ‘very helpful’ which has been passed on to the relevant member of staff.

**Time taken for the approval and monitoring processes**

As shown in graph 6, the majority of responses (approval 78; annual monitoring 124; major change 65) indicated education providers were ‘satisfied’ or ‘very satisfied’ with the time taken to complete the processes.

**Graph 6: Satisfaction with time taken to complete the approval and monitoring processes**



Those who responded ‘dissatisfied’ or ‘very dissatisfied’ were asked to explain why they felt this way. In total we received 27 comments. Many felt the processes were time consuming, bureaucratic and took too long, particularly due to the amount of documents needed for submissions. We received comments specifically around the time taken for visitors’ reports to be received, and the time taken to receive final notification of the ETC decision regarding the programme’s approval or ongoing approval. Actions associated with these comments are outlined elsewhere within the report.

A comment, specifically related to the time taken to complete the approval process was as follows: “We were on a very tight schedule for recruitment for an

autumn intake. An earlier approval date would have eased this. Likewise, if we'd had information regarding when the dates of regular ETC meetings, we might have aimed to achieve all conditions in time for an earlier one." To assist with the negotiation process for scheduling visits and setting conditions deadlines, we will inform education providers about the key ETC dates and explain what this means in relation to the approval process.

## **Approval visits**

### **Preparation for visits**

Those individuals who had been involved with negotiating the agenda (84) were asked if they felt the suggested agenda was easy to accommodate and negotiate; 87 per cent answered positively. However, seven respondents said 'No' and there were eleven comments. It was felt by one of the respondents it was used inflexibly, which caused frustration at some events, "as participants and other reviewers have been asked to sit around for quite long periods until exact time scales are met". Another comment was the presentation should be earlier in the visit, as a lot of questions are answered in 'these meetings' (this was most likely referring to the programme team meeting where presentations often take place). One respondent commented they needed to include time for service users, which was not in the suggested agenda.

The agenda we provide is a suggested agenda only and education providers should feel comfortable in negotiating amendments or additions to the suggested agenda with the education executive. They should also feel comfortable in seeking guidance about who we suggest should attend each meeting. Presentations are optional, and if needed, we suggest they take place in the programme team meeting.

A meeting with service users is not a current HCPC requirement and is therefore not included in the suggested agenda. However, our Council has recently agreed that service user and carer involvement should be a requirement of the SETs. It is therefore due for consideration that service users become a standard meeting within the agenda. More information about this can be found on our website at [www.hcpc-uk.org/aboutus/committees/archive/index.asp?id=647](http://www.hcpc-uk.org/aboutus/committees/archive/index.asp?id=647)

### **Visitors**

Visitors undertake work across all our approval and monitoring processes but questions were only specifically asked about their involvement as part of the approval process. We asked how clearly the roles of the visitors and the education executive were explained at the visit and we received 92 responses. Of those who attended the visit, 90 per cent felt this was 'clearly' or 'very clearly' explained. Seven people stated this was 'unclear', and one stated it was 'very unclear'. One respondent explained the visitors did not seem to be confident about the scope of their remit while another commented that visitors did not often contribute to discussions. Two comments indicated confusion around the role of 'observers' from the HCPC.

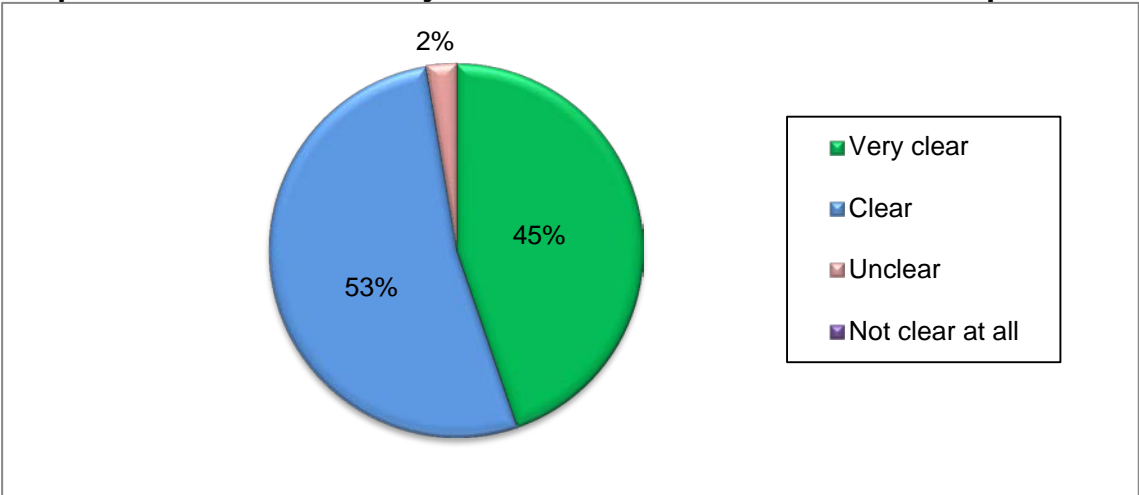
Across the processes we received three comments about the selection of visitors. Two of these indicated some misperception as to the processes we have in place for the selection of visitors to ensure they are well-placed to understand

the intricacies of the profession, and make informed decisions on the approval and ongoing approval of programmes. As an example “Try to get reviewers that have undertaken the course or are involved in teaching a similar course”. Visitors undergo a full recruitment procedure and are frequently trained and appraised to ensure they are clear about their role and are operating within their remit. Two visitors are normally chosen to undertake a piece of work with at least one visitor from the relevant part of the Register and there is a mix in terms of practitioner and educational experience. All visitors must undergo a conflict of interest procedure before starting any work to ensure there are no significant conflicts. The education executive will usually explain the remit of panel members at the beginning of visits, if not through correspondence before. The clarity of our communications regarding visitors will be reviewed as part of our ongoing process reviews to ensure it is sufficient for all parties.

**Visitors’ reports**

Graph 7 shows the responses (83) as to how clear and easy it was for respondents to understand the visitors’ reports.

**Graph 7: How clear and easy was it to understand the visitors' report?**



Please note that 8 per cent of respondents said they had not read the visitors' report and are therefore not included in this chart.

Our communications were seen as ‘clear’ or ‘very clear’ by the vast majority of those who had read the visitors’ report (98%). One respondent stated “the language used is not always as accessible as it could be”, and we also received a comment stating there needs to be more explanation as to what could be used as evidence to meet the conditions. Including a glossary of terms with the visitors’ reports may help to explain why we use particular terms and language and this will be considered as part of our process review.

Those individuals who had submitted observations on the visitors’ report were asked how satisfied they were with our communications about our requirements. Of 45 respondents, again the vast majority (95%) felt we had communicated ‘clearly’ or ‘very clearly’. Two individuals said that they were ‘dissatisfied’ or ‘very dissatisfied’ and the following comment was received “The issue was that I thought I was simply submitting a correction of a factual error. HCPC viewed it as



an observation rather than factual error which was fine, but then somehow it became misconstrued that we were contesting the legitimacy of the condition, which we were not”.

Observations are an opportunity for education providers to challenge specific areas of the visitors' report, so in this case it appears this was not sufficiently communicated to this education provider. While this seems to have been an isolated incident, we will review our communications around observations as part of our ongoing process review to ensure they are clear.

### **Submission of documentation**

We asked respondents in which format they would like to submit documentation to us. Only nine per cent of respondents wanted to submit paper documentation with 91 per cent answering they would like to submit documentation electronically. This feedback was echoed by two individuals who found the collation of evidence difficult and suggested that submitting documents electronically rather than in hard copy would be easier. While this feedback was specifically related to the approval process it should be combined with the earlier feedback about the time-consuming and burdensome nature of collating documentation and applied across the processes as part of our ongoing process reviews.

### **Education provider complaints process**

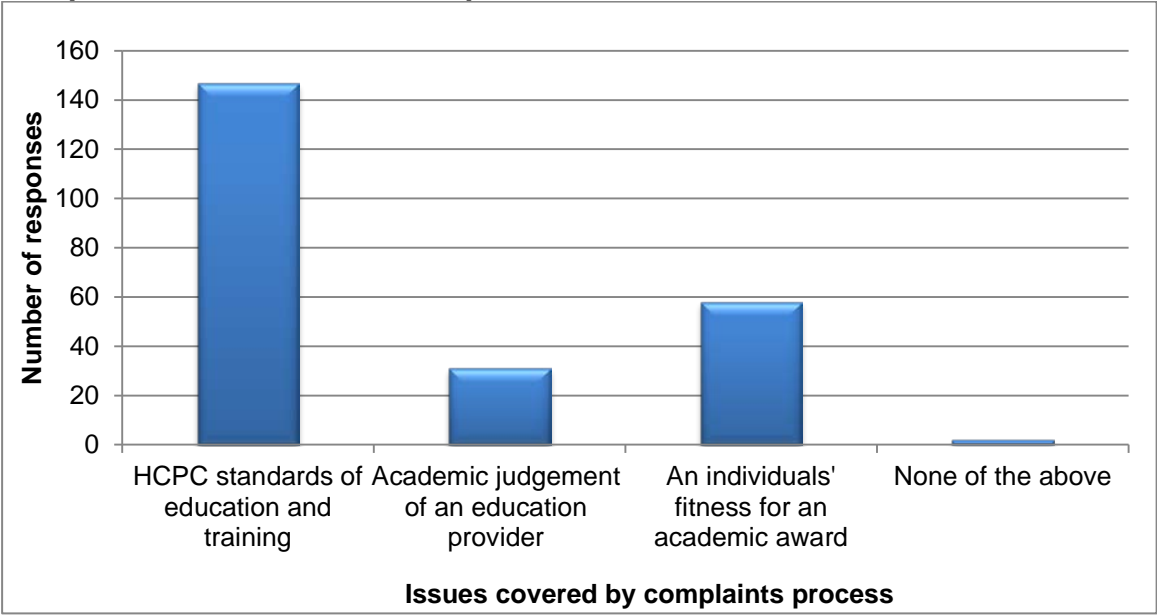
The education provider complaints process was introduced in 2009–10. As part of the survey we asked a series of questions to gauge individual's general knowledge of the process and gather feedback specifically from those who have been involved with the process.

#### **General knowledge of the process**

Reassuringly, of the 151 respondents who answered these questions, 127 (84%) were aware we investigated complaints about education providers. When these respondents were asked what they would expect the scope of an HCPC investigation to be limited to they answered as illustrated within graph 8. Respondents could select multiple options.

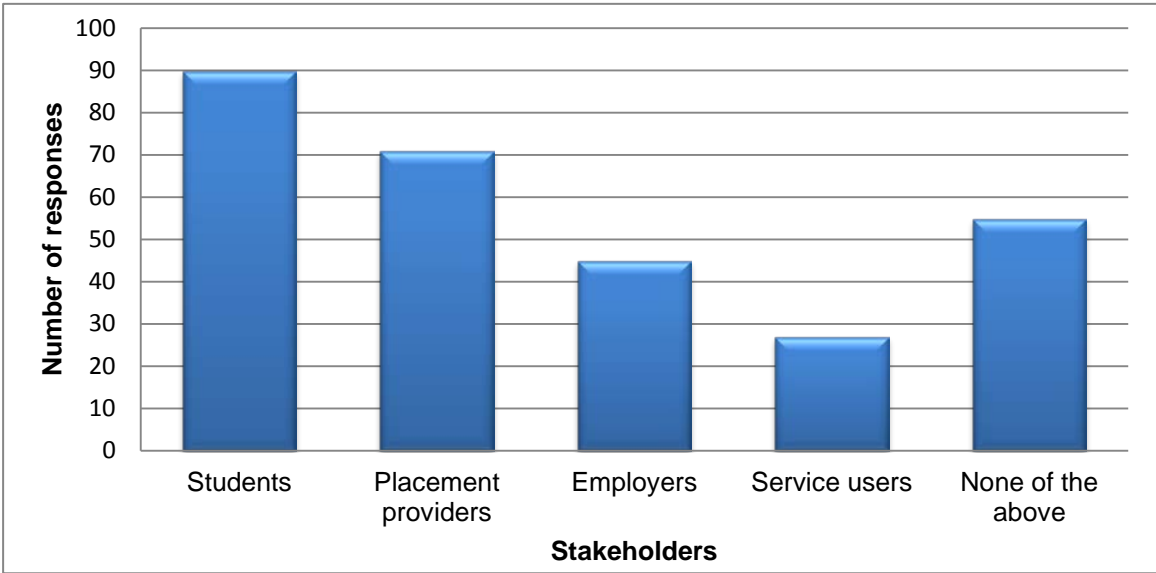
62 per cent of respondents expected the scope of the process to be related to the SETs, with 13 and 24 per cent of respondents believing the scope of the process was related to academic judgement or fitness for academic award respectively. Our complaints process investigates concerns raised about how an approved programme continues to meet our SETs. The only decision we can consider is whether the programme continues to be approved. The process will not lead to any financial compensation or a change in a grade or award classification.

**Graph 8: What would you expect the scope of the HCPC investigation into a complaint about an education provider to be limited to?**



We also asked respondents who they informed about our education provider complaints process. The results of this question are represented in the graph below. Again, respondents could select multiple options.

**Graph 9: Of the stakeholders listed below, who do you communicate with to inform them of the HCPC education provider complaints process?**



It was interesting to see the results for the main stakeholders we believe education providers should communicate with about our complaints process. From the responses it was clear some respondents informed a variety of stakeholders, with students and placement providers representing 31 and 25 per cent respectively.

We noted that 55 respondents did not tell anyone about our process. As this option can be classed as a single entry, it would appear that of the 127

respondents who knew about the process, approximately 43 per cent did not tell anyone about it. Anyone with a concern about an HCPC approved programme can make a complaint to us and it is important that education providers inform as wide a group of stakeholders about our process as possible.

The complaints process has recently been through a review which incorporated the information received as part of this survey. This review identified it was important to promote the complaints process more and a number of actions have been identified to promote and explain the purpose and remit of the education provider complaints process.

### **Involvement with the process**

These questions were only answered by those respondents who said they had been subject to an investigation as part of our education provider complaint process. The vast majority of respondents had not been through the process and the analysis which follows relates to five respondents only. Interestingly, from further analysis our records show that only two of these respondents could have been subject to an education provider complaint which was subsequently investigated by us.

Overall, 80 per cent of respondents 'agreed' or 'strongly agreed' with the following statements:

- The information and guidance currently available on the HCPC website sufficiently explains the education provider complaints process.
- You felt well informed about the complaint investigation process and the various stages within it.
- You were clear what information the HCPC required from you as part of the complaint investigation.
- The Education and Training Committee's decision regarding the outcome of the complaint was sufficiently communicated to you.

Unfortunately the respondent who 'disagreed' or 'strongly disagreed' with the above statements did not detail what particular aspect they were unhappy with or how they would like the process to be improved. It was pleasing to receive positive feedback about the process from the majority of respondents and as a result no significant changes have been made to the way our external stakeholders engage with the process. However, we recognise the small sample size and in future encourage respondents to provide us with further comments when appropriate in order for us to identify possible areas for improvement.

### **Education provider seminars**

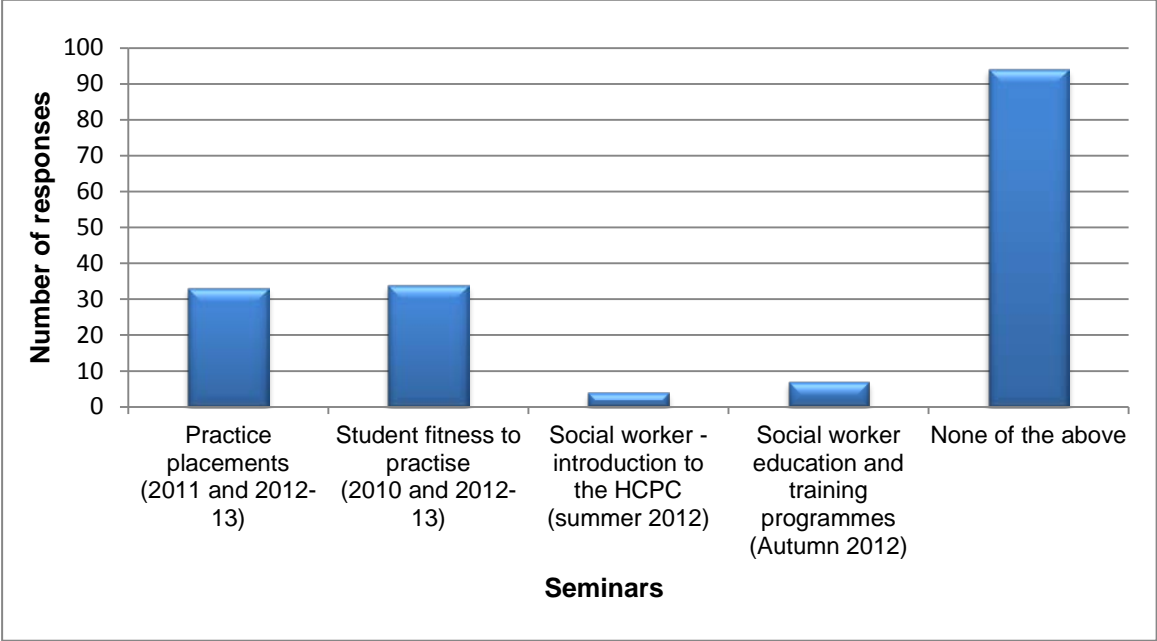
At every education provider seminar, we gather feedback on the organisation, delivery and topic for that particular seminar. The series of questions within this survey were therefore aimed at gathering information from our education stakeholders who may or may not have attended the seminars.

### **Awareness and attendance**

Of the 149 respondents who answered this question, 125 (84%) were aware we hold seminars for education providers. When these respondents were asked if

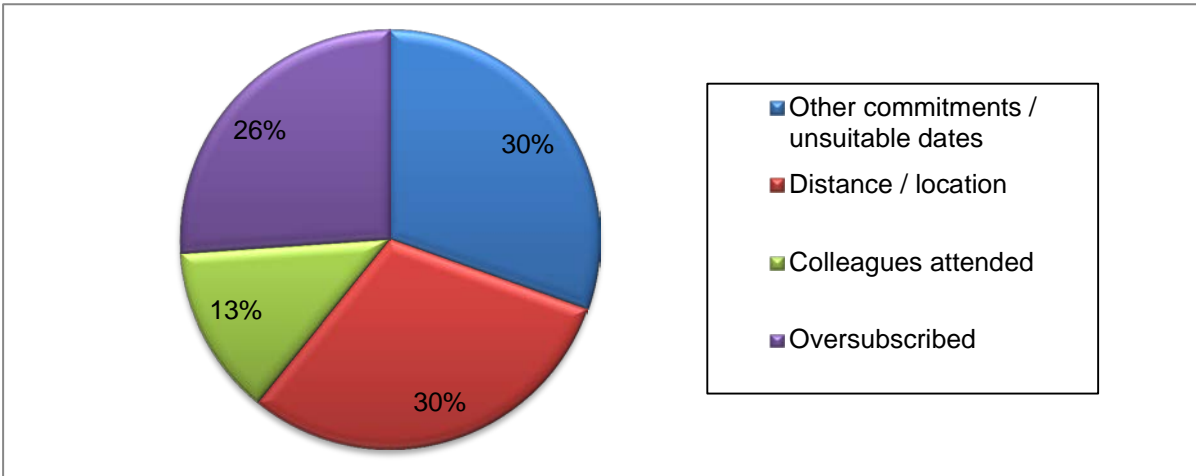
they had attended any of the education seminars in 2010–11, 2011–12 or 2012–13 they responded as outlined in graph 10. Respondents could select multiple options.

**Graph 10: Have you attended any of the education provider seminars below?**



By far the largest response to this question was ‘none of the above’. If we assume this was a single entry, 63 per cent of the 149 responses had not attended any seminar. The subsequent question provided us with information about why people, who wanted to attend a seminar, had been unable to do so. These 60 responses were free text entries and have been collated into general headings. Graph 11 shows the top four results for this question which represented 80 per cent of explanations received.

**Graph 11: If you wanted to attend a seminar but were unable to do so, please provide us with a brief explanation of why this was not possible.**



The largest categories were other commitments / unsuitable dates and distance / location with 31 and 30 per cent of responses respectively. Comments such as,

“Need to know a long time in advance of any events as currently planning timetable for next academic year”, and, “There seemed to be only a small number of seminars in an accessible geographical area which were over-subscribed”, were representative of these categories. We also received a small number of suggestions for future locations.

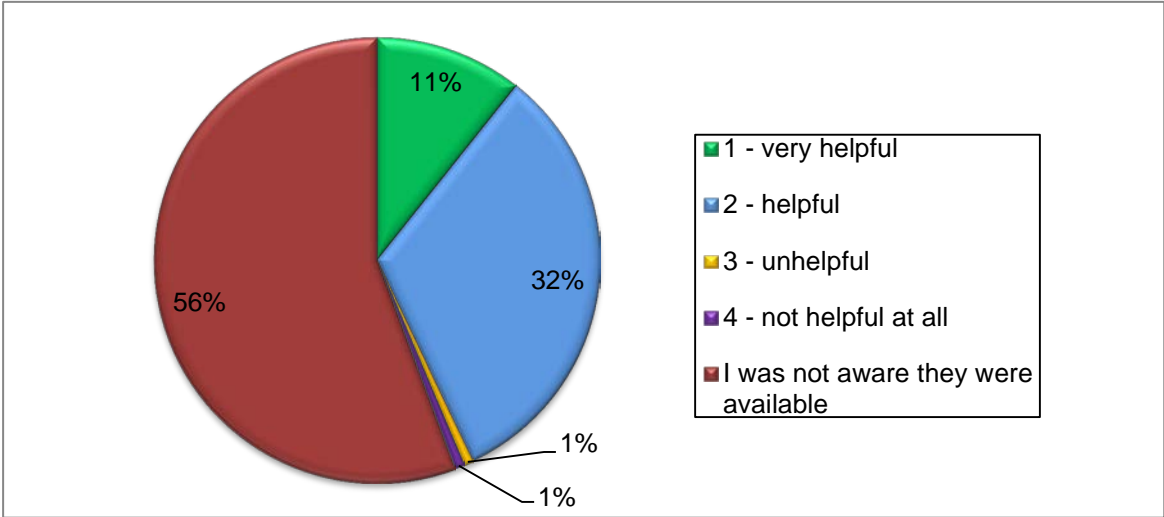
Thirteen per cent of responses indicated that respondents chose not to attend because their colleague was attending and would share information and materials with them upon their return. We appreciate this approach to the seminars and would encourage education providers to send limited numbers of delegates to the seminars and share the information provided, to allow more education providers to attend the seminars. The Department will consider how to ensure as many education providers as possible can be represented at future seminars.

These results reinforce information we received following the seminars and which is outlined in the Education provider seminar feedback report, presented to the March 2013 Education and Training Committee. As part of this the Department will consider the number, location, duration, timing and advertisement of the seminars being planned for 2013–14.

**Seminar materials**

After each seminar we develop a series of frequently asked questions based on the questions asked at the seminars. These, together with the presentations and case studies used, are made available on our website. To find out respondents’ knowledge of these materials and how helpful they were, we asked the question outlined in the graph below.

**Graph 12: Following the completion of the seminars, we make the seminar materials available on our website. If you have reviewed these materials on our website, how helpful did you find them?**



Just over two fifths of respondents felt the materials were ‘helpful’ or ‘very helpful’ and we received the following comment “I found the material helpful and have referred to it again since the event.” Less than two per cent felt the materials were ‘unhelpful’ or ‘not helpful at all’.

What is most interesting is the large percentage of respondents who did not know that the seminar materials were made available. We currently email all delegates following the seminars to say the materials are available and publish this through Education Update. We will consider ways of increasing the awareness of this information for delegates and wider education stakeholder groups to improve the accessibility and ensure the materials are easy to understand, whether or not an individual has attended a seminar.

We received a handful of suggestions for future seminar topics such as service users and repeating previous seminars. We are currently planning the seminars for 2013–14 which will repeat the Social work education and training programme seminars held in England and deliver seminars across the UK on the role of service users and carers in education and training programmes. This is a timely topic following the recent consultation exercise we have undertaken relating to service user and carer involvement in education and training programmes and prior to the introduction of the new SET. More information about this can be found on our website at [www.hcpc-uk.org/aboutus/committees/archive/index.asp?id=647](http://www.hcpc-uk.org/aboutus/committees/archive/index.asp?id=647)

## **Education Update**

We use Education Update to channel our communications to education stakeholders across the UK, distilling relevant HCPC news into a single communication which is sent at three key times a year.

We asked respondents to tell us how informative they found Education Update and it was very pleasing to hear that 82 per cent of 128 respondents felt it was 'informative' or 'very informative'. Twelve per cent of respondents did not receive it; they were provided with an opportunity to sign up to receive it later in the survey.

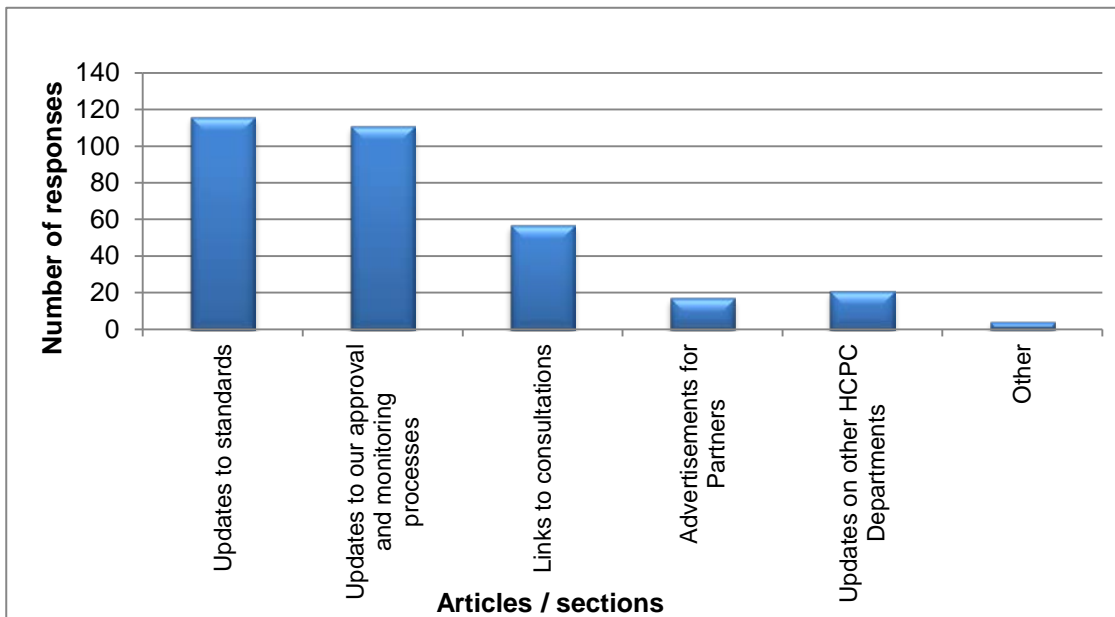
Six per cent of respondents felt Education Update was 'uninformative' or 'not informative at all' and eight provided us with more information. Many of these additional comments suggested the format of Education Update could be improved to reduce the amount of information initially provided and improve the reader's ability to identify the important messages. This included comments such as, "It's quite long with lots of information and I often experience information overload from so many sources".

We have recently undertaken an internal review of the Education Update process and we received similar feedback. In 2013–14 we will be reviewing the design of Education Update with the aim of increasing accessibility and ease of reading.

## **Content of Education Update**

We run regular articles / sections within Education Update providing information about our standards, operational processes, consultations and the work of other departments. We also use Education Update to advertise for Partners. We asked respondents to tell us which sections they found most helpful and the responses are outlined below. This question could be answered multiple times.

**Graph 13: Which of the following regular articles / sections of Education Update do you find the most helpful?**



It was very encouraging to see that updates to our standards and our operational processes are the most helpful areas with approximately 110 responses each. A representative comment was, “I personally find most sections relevant to my role and responsibilities as it provides a really succinct overview and keeps me updated quickly”.

While less than 20 people thought the advertisements for Partner roles was most helpful, this will continue to be an important channel of communication for us when recruiting new Partners across the roles and departments.

### **Timing, frequency and method of communication**

We received a total of 125 responses when we asked about the timing and frequency of Education Update and we received very positive feedback - 97 per cent of respondents felt the timing and frequency (three times per year in January, May and October) was appropriate.

Four respondents felt that the timing and frequency was not appropriate and stated that Education Update should be sent either more frequently (possibly monthly) or less frequently (possibly 6 monthly or yearly). Due to the overwhelmingly positive feedback we will continue to publish Education Update using the current timing and frequency pattern.

We also asked respondents about how they would prefer to receive Education Update. We currently email a PDF document to our contacts and make the document available to download from our website. We received a total of 137 responses with 78 per cent wishing to receive it as an attachment and nine per cent wishing to download it from the website; resulting in an 87 per cent positive response for our current mechanisms.

The remaining 13 per cent of responses stated they would like to receive Education Update through the post. When necessary, we will send Education Update through the post, for example, when including new publications.

However, our standard practice will be to send an electronic version of Education Update with a link to the website to continue to reduce the amount of paper we use and costs associated with sending documentary issues to approximately 1,600 contacts.

### Suggestions for future articles

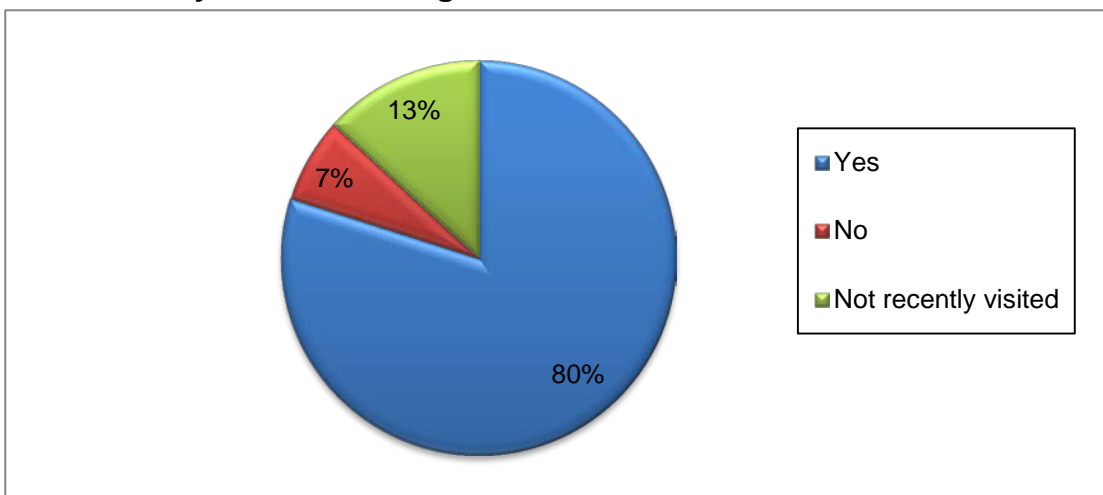
We received six responses suggesting future articles which covered a range of suggestions from ‘maximum length of training’ to ‘e-professionalism and social media’. Two comments suggested articles could be profession specific for example “Relevance to the professions in which one works”. When appropriate we tailor articles to a profession for example the roll out of the new SOPs. However, as our standards and operational processes are generic across the 16 professions we regulate, many of the articles included in each edition will be relevant to many or every profession.

### Other communication methods

The following series of questions were not specifically related to the role of the Education Department and as such, many of the responses received fell outside the remit of the Department. We have ensured this feedback has been passed on to the relevant department for their consideration.

We asked respondents if they had recently visited the HCPC website, had they found the information they were looking for. Four fifths of respondents, of which there were 148, answered positively that they found the information they were looking for. The results for this are represented in the graph below.

**Graph 14: Have you recently visited the HCPC website and did you find the information you were looking for?**



Seven per cent of respondents stated they had not found what they were looking for and we received 14 comments to explain this. These responses have been collated into categories. Comments such as “I find the site very difficult to navigate” represented 56 per cent of responses while “...the search engine does not seem to be all that sensitive” is a good example of 25 per cent of responses. All these comments will be feed into a review of our website being undertaken over the next couple of years.



## Actions

Below is a list of actions which have come out of this feedback exercise. We continually review our processes and welcome this feedback and will ensure these actions are taken forward as part of our larger process / supporting activity reviews which we are undertaking and planning.

- Consider how best we can gather feedback from practice placement providers as part of future feedback exercises.
- Encourage respondents to future feedback exercises to provide written feedback when applicable to help inform any changes or enhancements to our processes or supporting activities.
- Undertake further promotion and distribution of the supplementary information for education provider publications.
- Undertake further promotion and distribution of our publication An introduction to our education processes – information for stakeholders to help clarify when each of the processes will be initiated and how they interrelate.
- Review our process communications to ensure the distinction between the processes is clearly articulated.
- Consider whether we can provide additional guidance or develop more tailored process documentation for post-registration programmes.
- Consider if we can provide further clarification to education providers about the documentation required for each process.
- Review our process communications to ensure our role and remit, and those of visitors, is clearly articulated at all times.
- Review our process communication to ensure how we select visitors and the conflict of interest process is clearly articulated.
- Review our approval process communication to include information about the ETC deadlines along with an explanation as to what these mean.
- Consider whether further guidance can be provided to education providers about presentations as part of the visit agenda.
- Determine whether service users should be a required meeting as part of the visit agenda and continue to communicate any progress about the development of the new SET to education providers.
- Consider including a glossary of terms with the visitors' reports to explain why we use particular terms and language.
- Review our communications around observations to ensure they are clear.
- Consider whether we can receive documentation by electronic means only for the approval and monitoring processes.
- Undertake further promotion of the education provider complaints process to explain the purpose and remit of process and increase education providers understanding of who they should inform about the process.
- Consider an enhanced system for keeping and updating contacts.
- Hold seminars in 2013–14 for social workers and on the topic of service user and carer involvement in education and training.
- Consider how to increase the number of education providers represented at the seminars in 2013–14.
- Consider ways of increasing awareness of the availability of materials following the seminars and ensure they are clear for all.

- Consider the quantity, location, duration, timing and advertisement of future seminars.
- Review the design of Education Update to make it more accessible and easy to read.
- Feed into the review of the website.

## **Conclusion**

For the majority of questions, the responses received were very positive. With most of the respondents satisfied with our processes / supporting activities and how they work, we feel reassured they continue to be working very well.

The feedback did highlight some concerns which have been felt by a number of education providers. In particular, these related to the quantity and range of documentation requested for the approval and monitoring processes and for the complaints process, which stakeholders were informed about our process. The feedback also highlighted the large number of individuals who were unable to attend a seminar. We have responded to these concerns in the body of the report and within the actions to take forward.

There was feedback received which was extremely positive about the way we work. This, together with the areas of concern raised, will definitely be taken on board and we will look into implementing any changes or enhancements during the reviews of our processes. We recognise our current performance and will continue to strive to work in an enhanced way.

This was the first time we have used an online survey tool and believe this to have been a positive development. We received our highest response rate for this activity and the analysis and manipulation of data was eased.

We feel this feedback exercise has been extremely beneficial to us and we hope that everyone who took part feels they have benefited from it also. We appreciate the time it took participants to respond to our request and thank all those who did so. We will look to repeat this exercise again to continue to ensure our education stakeholders have the opportunity to feed into the development of our processes.

# HCPC education provider feedback 2012–13

## Welcome to the HCPC education provider feedback 2012–13

The HCPC Education Department has designed this survey covering the processes that you as an education provider, engage with in the approval and monitoring of programmes with the HCPC. Your feedback is particularly valuable, and is crucial in maintaining and improving efficiency and transparency in the education processes and activities. The responses will feed into a comprehensive review of our systems and processes we will be undertaking in 2013–14.

We would be very grateful if you could spare a short amount of time to take this survey - it should not take more than fifteen minutes to complete.

Please be aware that if a question is preceded by an asterisk an answer is required.

If you wish, the survey can be completed anonymously, so please do feel free to be as honest as you can when completing it.

Thank you from the Education Department

## Background information

**\* Please select the subject area / areas of your approved education programme(s).**

- |   |   |
|---|---|
| <input type="checkbox"/> Approved mental health professionals | <input type="checkbox"/> Orthoptists                    |
| <input type="checkbox"/> Arts therapists                      | <input type="checkbox"/> Paramedics                     |
| <input type="checkbox"/> Biomedical scientists                | <input type="checkbox"/> Physiotherapists               |
| <input type="checkbox"/> Chiropodists / podiatrists           | <input type="checkbox"/> Practitioner psychologists     |
| <input type="checkbox"/> Clinical scientists                  | <input type="checkbox"/> Prescription-only medicine     |
| <input type="checkbox"/> Dietitians                           | <input type="checkbox"/> Prosthetists / orthotists      |
| <input type="checkbox"/> Hearing aid dispensers               | <input type="checkbox"/> Radiographers                  |
| <input type="checkbox"/> Local anaesthetics                   | <input type="checkbox"/> Social workers in England      |
| <input type="checkbox"/> Occupational therapists              | <input type="checkbox"/> Speech and language therapists |
| <input type="checkbox"/> Operating department practitioners   | <input type="checkbox"/> Supplementary prescribing      |

**At which education provider do you work? (optional):**

**Please tell us your name (optional):**

**Please tell us your role (optional):**

## Approval process - introduction

**\*If you have used the HCPC guidance document: Approval process – supplementary information for education providers, how helpful did you find it?**

- 1 - very helpful
- 2 - helpful
- 3 - unhelpful
- 4 - very unhelpful
- I have not used

**\*Has your programme / education provider participated in the HCPC approval process in the past two academic years (2010–11 and 2011–12)?**

- Yes
- No - you will be redirected to questions about the annual monitoring process

## Approval process - pre-visit

**\* Did you feel the suggested agenda was easy to accommodate and negotiate?**

- Yes
- No
- I was not involved

If 'No', please tell us why:

**\* Once the date of the visit had been agreed, how easy was it to collate the evidence we needed to receive eight weeks before the visit?**

- 1 - very easy
- 2 - easy
- 3 - difficult
- 4 - very difficult
- I was not involved

**\* In which format would you prefer to submit your documentation to us?**

- Electronic
- Paper

## Approval process - at the visit

### \*At the visit, how clearly did we explain the role and remit of the HCPC?

- 1 - very clearly
- 2 - clearly
- 3 - unclearly
- 4 - not clearly at all
- I did not attend the visit

If 'unclearly' / 'not clearly at all' please tell us why:

### \*At the visit, how clear were the roles of the visitors and the HCPC Executive?

- 1 - very clear
- 2 - clear
- 3 - unclear
- 4 - not clear at all
- I did not attend the visit

If 'unclear' / 'not clear at all' please tell us why:

### \*During the visit, were the post visit procedures made clear to you?

- Yes
- No
- I did not attend the visit

## Approval process - post visit

### \*How clear and easy was it to understand the visitors' report?

- 1 - very clear
- 2 - clear
- 3 - unclear
- 4 - not clear at all
- I have not read the visitors' report

If 'unclear' / 'not clear at all' please tell us why:

### If you submitted observations on the visitors' report, how clearly did we explain the purpose of observations and the process to follow?

- 1 - very clearly
- 2 - clearly
- 3 - unclearly
- 4 - not clearly at all
- We did not submit observations on the visitors' report

### If you submitted observations on the visitors' report, how satisfied were you with the outcome?

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

### Following completion of the approval process, were the communications regarding our monitoring processes (major change and annual monitoring) sufficiently clear?

- Yes
- No
- I did not read the communications



## Approval process - general

**\* How satisfied were you with the time taken to complete the approval process (from submission of the Visit request form to receipt of official confirmation of outcome)?**

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

**How satisfied were you with our communications at each stage of the approval process?**

	1 - very satisfied	2 - satisfied	3 - dissatisfied	4 - very dissatisfied
Pre-visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If 'dissatisfied' / 'very dissatisfied' for any stage, please tell us why:

**Do you have any further comments / suggestions for improvements regarding the approval process?**

## Annual monitoring process - introduction

**\*If you have used the HCPC guidance document: Annual monitoring – supplementary information for education providers, how helpful did you find it?**

- 1 - very helpful
- 2 - helpful
- 3 - unhelpful
- 4 - not helpful at all
- I have not used

**\*Has your programme / education provider participated in HCPC's annual monitoring process during the past two academic years (2010–11 and 2011–12)?**

- Yes - audit
- Yes - audit and declaration
- Yes - declaration
- No - you will be redirected to questions about the major change process

## Annual monitoring process - general

### How easy was it to collate the evidence to be submitted as part of the annual monitoring process?

	1 - very easy	2 - easy	3 - difficult	4 - very difficult
Initial request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request for additional documentation (if appropriate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If 'difficult' / 'very difficult' please tell us why:

### How satisfied were you with the time taken to complete the process (from submission date to receipt of official confirmation)?

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

### How satisfied were you with our communication throughout the annual monitoring process?

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

### Do you have any further comments / suggestions for improvements regarding the annual monitoring process?

## Major change process - introduction

**\*If you have used the HCPC guidance document: Major change – supplementary information for education providers, how helpful did you find it?**

- 1 - very helpful
- 2 - helpful
- 3 - unhelpful
- 4 - not helpful at all
- I have not used

**\*Has your programme / education provider submitted a Major change notification form to us in the past two academic years (2010–11 and 2011–12)?**

- Yes
- No - you will be redirected to questions about the education providers complaints process

## Major change process - general

**\*Once we made a decision as to which process your change would be assessed through (the annual monitoring, major change or approval process), were you appropriately informed about the decision and reason for this?**

- Yes
- No
- I was not involved

**How easy was it to collate the documentation we needed to be submitted at each stage of the major change process?**

	1 - very easy	2 - easy	3 - difficult	4 - very difficult
Initial submission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request for additional documentation (if appropriate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How satisfied were you with the time taken to complete the process (from submission of the Major change notification form to receipt of official confirmation)?**

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

**How satisfied were you with the communication throughout the major change process?**

- 1 - very satisfied
- 2 - satisfied
- 3 - dissatisfied
- 4 - very dissatisfied

If 'dissatisfied' / 'very dissatisfied' please tell us why:

## HCPC education provider feedback 2012–13

**Do you have any further comments / suggestions for improvements regarding the major change process?**

## Education providers complaints process - introduction

As well as approving and monitoring our approved programmes, we also listen to concerns that anyone might have about them via the education provider complaints process, which was introduced in 2009. We would expect someone to have completed informal and formal internal complaints processes for an education provider before making a complaint to us.

**\*Were you aware that we investigated complaints about education providers?**

- Yes
- No

**\*What would you expect the scope of the HCPC investigation into a complaint about an education provider to be limited to?**

**(Please select all which you feel may be appropriate)**

- Issues relating to the HCPC standards of education and training
- Issues about the academic judgement of an education or training provider
- Issues about an individual's fitness for an academic award
- None of the above

**\*Of the stakeholders listed below, who do you communicate with to inform them of the HCPC education provider complaints process?**

- Students
- Placement providers
- Employers
- Service users
- None of the above

**\*Has your programme / education provider been subject to an HCPC education provider complaint previously?**

- Yes
- No - you will be redirected to questions about education provider seminars

## Education provider complaints process - investigation

Please indicate your agreement with the following statements regarding the education provider complaints process.

**\*The information and guidance currently available on the HCPC website sufficiently explains the education provider complaints process.**

- 1 - strongly agree
- 2 - agree
- 3 - disagree
- 4 - strongly disagree

If 'disagree' / 'strongly disagree', please tell us why:

**\*You felt well informed about the complaint investigation process and the various stages within it.**

- 1 - strongly agree
- 2 - agree
- 3 - disagree
- 4 - strongly disagree

If 'disagree' / 'strongly disagree', please tell us why:

**\*You were clear what information the HCPC required from you as part of the complaint investigation.**

- 1 - strongly agree
- 2 - agree
- 3 - disagree
- 4 - strongly disagree

If 'disagree' / 'strongly disagree', please tell us why:



**\*The Education and Training Committee's decision regarding the outcome of the complaint was sufficiently communicated to you.**

- 1 - strongly agree
- 2 - agree
- 3 - disagree
- 4 - strongly disagree

If 'disagree' / 'strongly disagree', please tell us why:

**As an outcome of the complaint investigation, were you required to submit further information through one of our approval or monitoring processes?**

- Yes
- No - you will be redirected to general questions about the education provider complaints process

## Education provider complaints process - further information

Please indicate your agreement with the following statement regarding the education provider complaints process.

**\*The standards which the Education and Training Committee required you to submit further evidence against, and the process used to assess these standards, was clearly communicated to you.**

- 1 - strongly agree
- 2 - agree
- 3 - disagree
- 4 - strongly disagree

If 'disagree' / 'strongly disagree', please tell us why:

**Education provider complaints process - general**

**Do you have any further comments / suggestions for improvement about the education providers complaints process?**

## Education provider seminars

On a yearly basis we hold education seminars to help us communicate our processes and the standards which education providers must meet in order to gain HCPC approval and retain on-going approval.

### \*Were you aware the HCPC holds seminars for education providers?

- Yes
- No

### \*Have you attended any of the education provider seminars below?

**(Please tick all that apply)**

- Practice placements (2011 and 2012–13)
- Student fitness to practise (2010 and 2012–13)
- Social worker - introduction to the HCPC (summer 2012)
- Social worker education and training programmes (Autumn 2012)
- None of the above

**If you wanted to attend a seminar but were unable to do so, please provide us with a brief explanation of why this was not possible (eg location, date, frequency).**

**\*Following the completion of the seminars, we make the seminar materials available on our website. If you have reviewed these materials on our website, how helpful did you find them?**

- 1 - very helpful
- 2 - helpful
- 3 - unhelpful
- 4 - not helpful at all
- I was not aware they were available

If 'unhelpful' / 'not helpful at all' please tell us why:

## HCPC education provider feedback 2012–13

**If you have any suggestions for education seminar topics we could host in the future, or any general comments / suggestions for improvements you may have regarding the education provider seminars, please tell us below.**

## Education Update

We launched Education Update in 2009 to act as a channel of communication from the HCPC to education stakeholders across the United Kingdom. Education Update distils all major HCPC communications related to education stakeholders into a single communication distributed at three key times during the year: May, October and January.

### \*How informative do you find Education Update?

- 1 - very informative
- 2 - informative
- 3 - uninformative
- 4 - not informative at all
- I do not receive it

If 'uninformative' / 'not informative at all' please tell us why:

### Which of the following regular articles / sections of Education Update do you find the most helpful?

(Please tick all that apply)

- Updates to standards
- Updates to our approval and monitoring processes
- Links to consultations
- Advertisements for Partners
- Updates on other HCPC Departments
- Other

If 'other' please explain what you find most helpful:

### If you do not receive Education Update but would like to do so, please provide us with your email address.

## HCPC education provider feedback 2012–13

**Do you feel that the timing and frequency with which we send Education Update is appropriate?**

- Yes
- No

If 'no' please tell us why:

**How would you prefer to receive Education Update?**

- Through the post
- As an attachment to an email
- Download via the HCPC website

**Do you have any suggestions for articles to include within Education Update or any further comments?**

## Other communication methods

**\* Have you recently visited the HCPC website and did you find the information you were looking for?**

- Yes
- No
- Not recently visited

If 'no' please explain what you were looking for:

**If you need information about HCPC processes or activities, which would you first use to find this out?**

- The HCPC website
- Email the appropriate department
- Telephone the department
- HCPC publications
- Other

If 'other' please explain how you would find this information:

**Do you have any comments / suggestions for improvements regarding the HCPC lines of communication?**

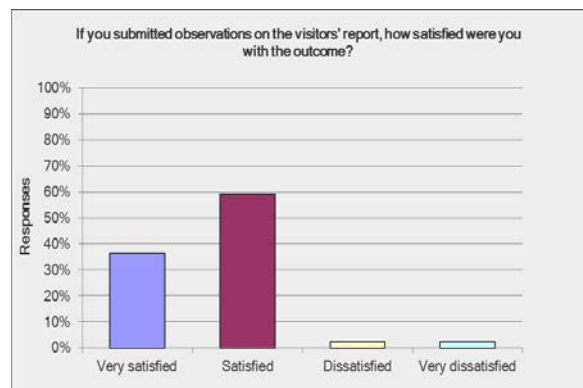
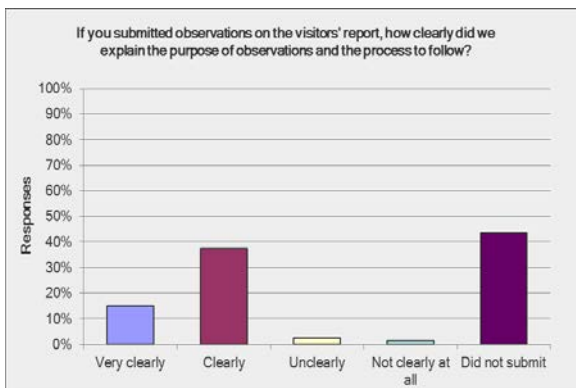
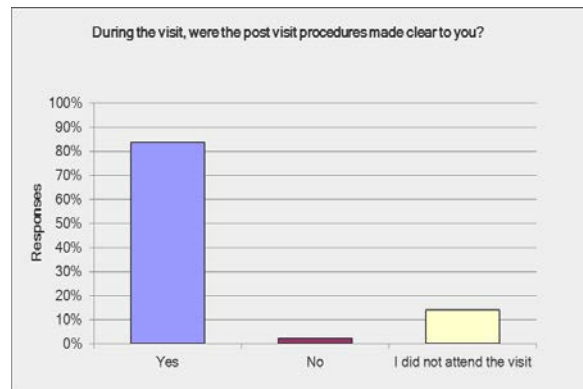
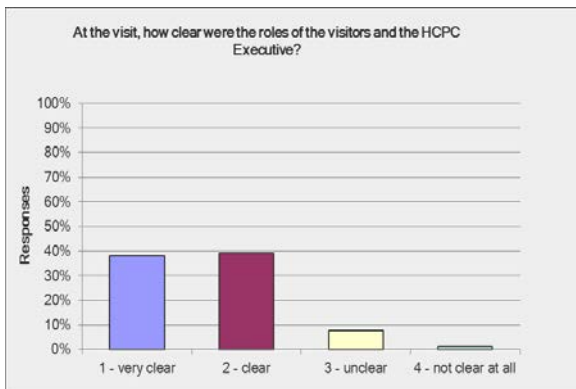
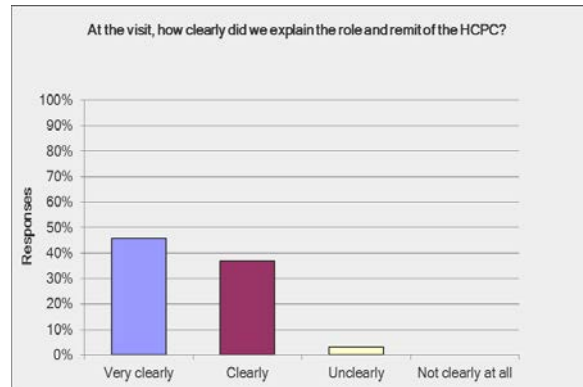
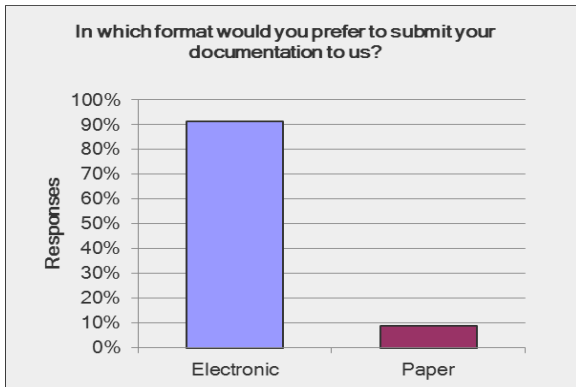
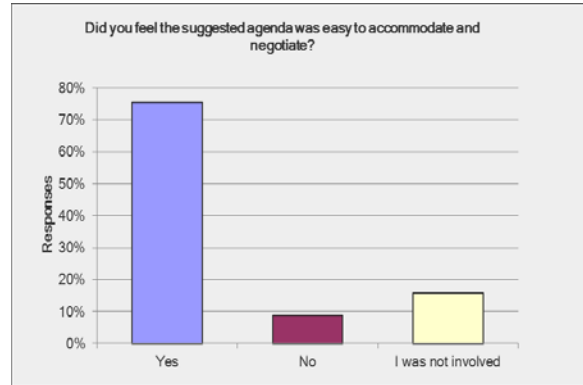
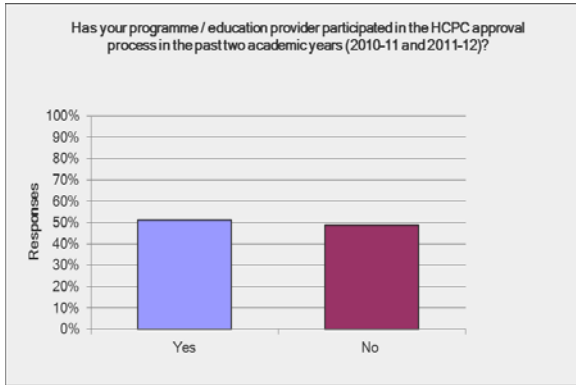


## End of survey

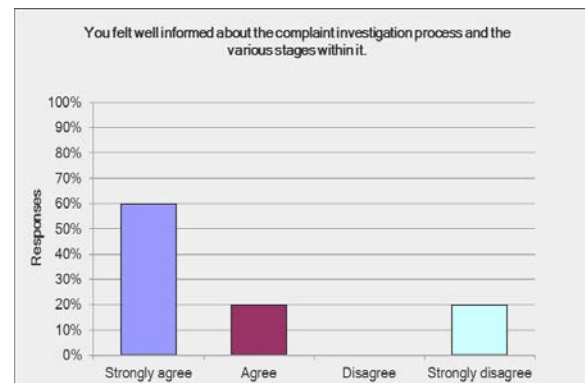
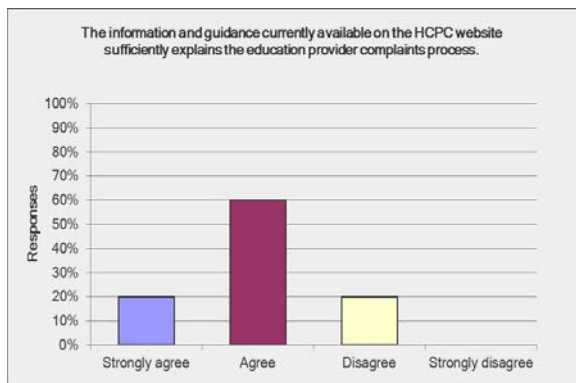
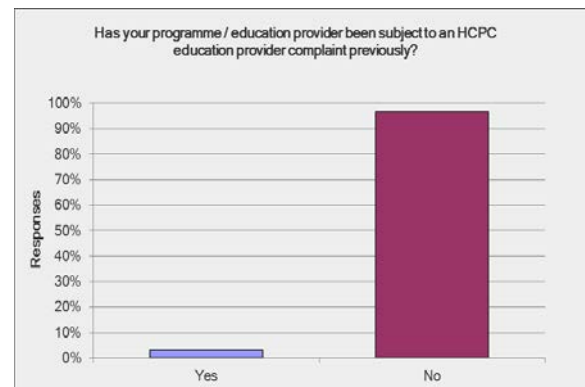
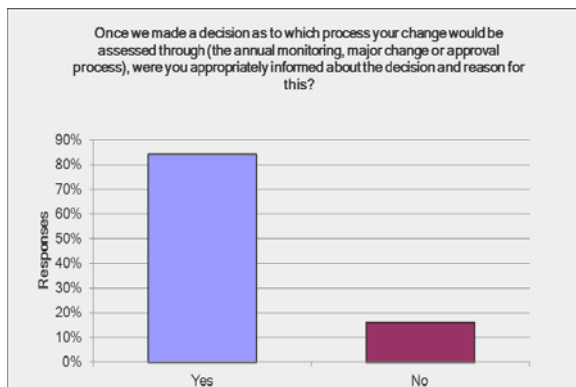
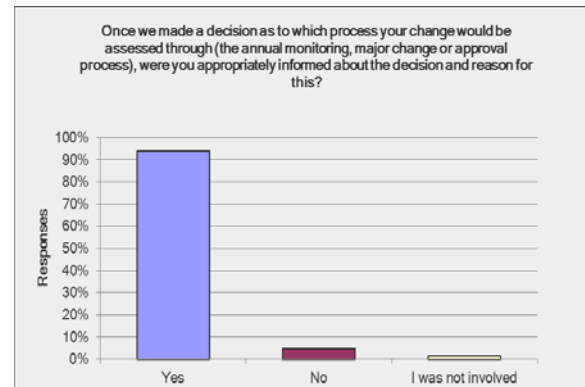
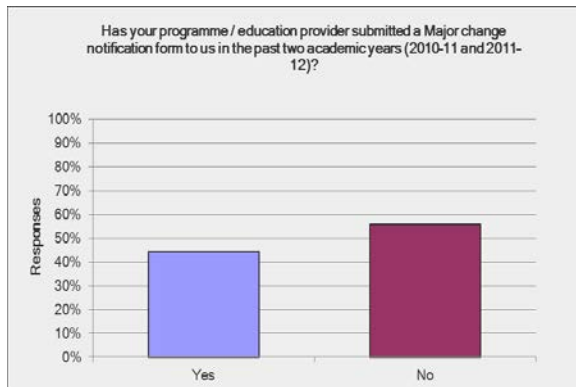
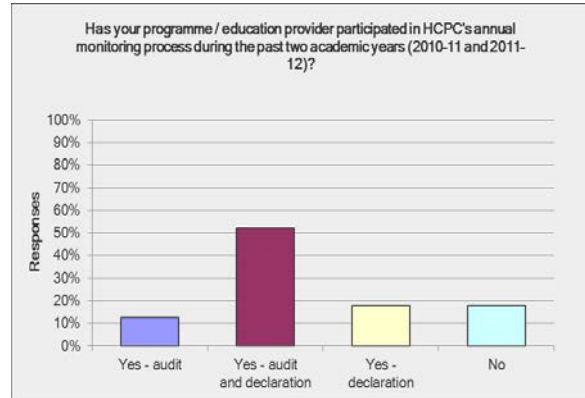
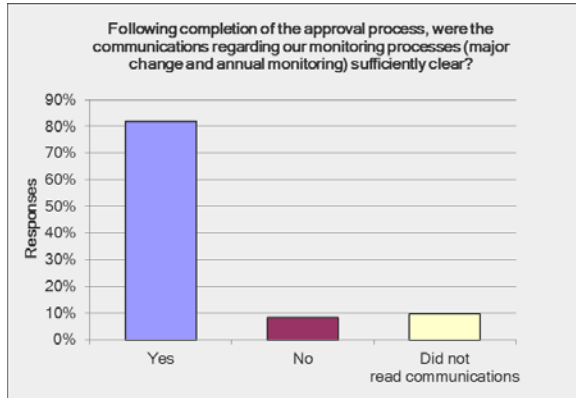
Thank you very much for taking the time to complete this survey, and for your ongoing cooperation and support for the work of the HCPC.

With kind regards  
Education Department

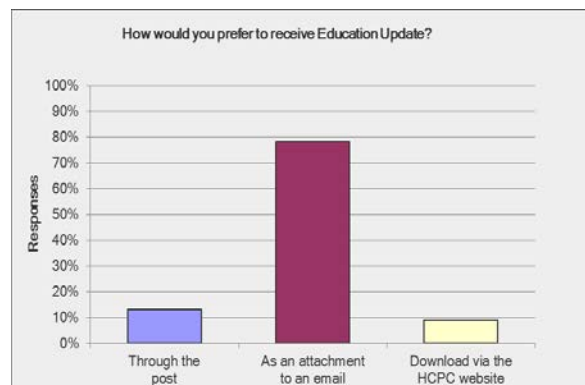
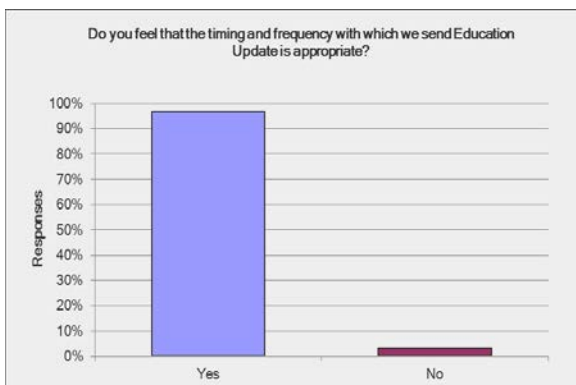
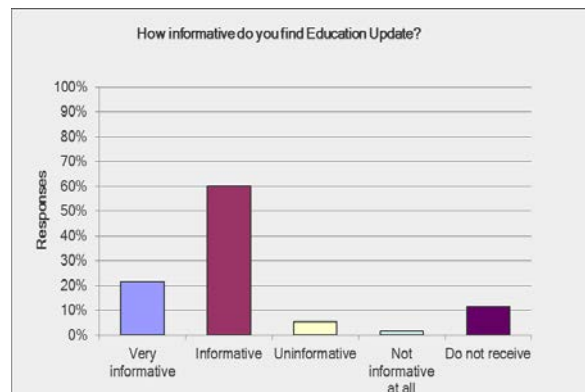
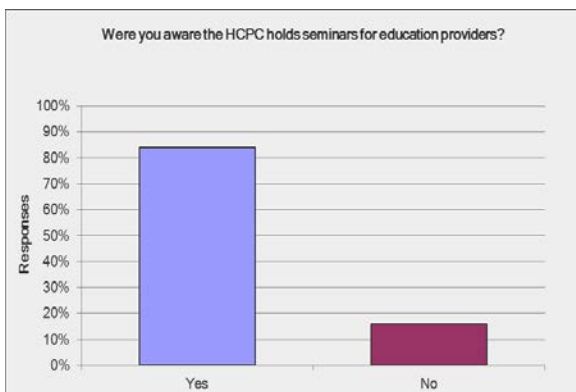
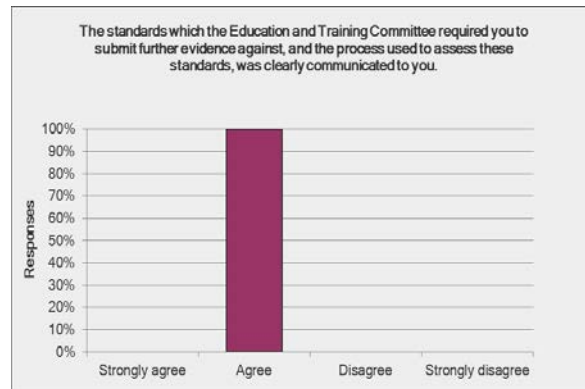
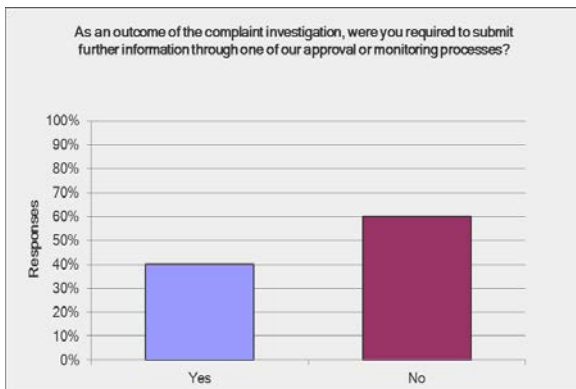
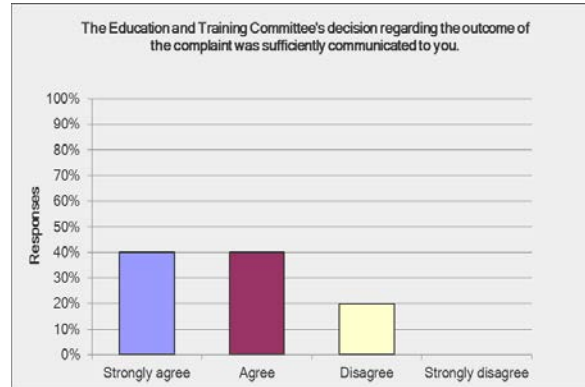
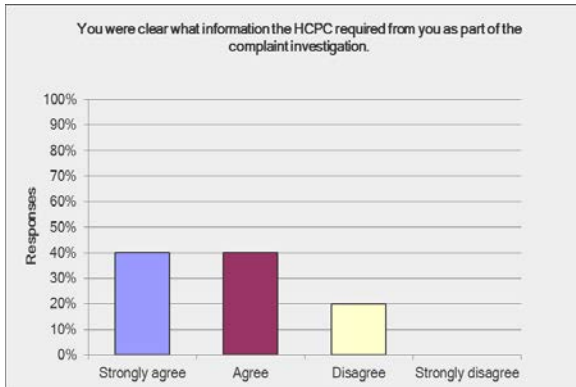
Appendix two: Additional graphical representation of feedback received



Appendix two: Additional graphical representation of feedback received



Appendix two: Additional graphical representation of feedback received



## Appendix two: Additional graphical representation of feedback received

