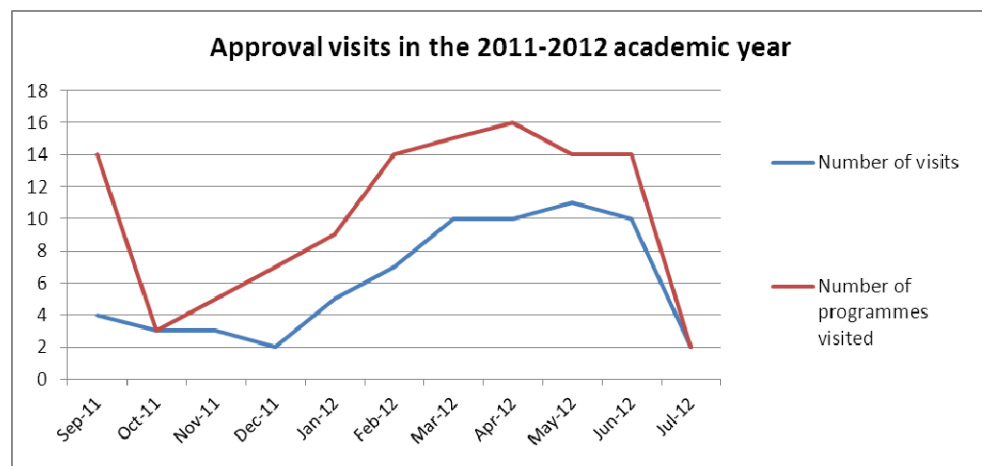


Approval process

The Department has spent the last couple of months organising and attending approval visits for the 2011-2012 academic year. In total, 68 visits across 87 programmes have been arranged between September 2011 – July 2012. This includes two multi-professional visits. The majority of visits are to practitioner psychologists and hearing aid dispenser programmes.



Planning has begun for approval visits in the 2012-2013 academic year. Education providers have until December 2012 to request a visit before July 2013.

Annual monitoring process

The Department has spent the past few months scheduling annual monitoring for the 2011-2012 academic year. The first two annual monitoring assessment days for 2011-2012 took place on 28 February and 1 March 2012. Similarly to previous years, further assessment days are scheduled for the end of March and May 2012.

As a consequence, it is envisaged that the majority of annual monitoring visitor reports will be considered by the Education and Training Panels in May and July 2012.

Major change process

Following the decrease in the number of major change notifications received towards the end of 2011, we have received a higher volume in January & February 2012. This is a similar pattern to last year. Since the last Committee meeting in November 2011 we have received 54 new major change notifications, covering 56 programmes.

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

Complaints process

The Department has received two new complaints since the last meeting of the Committee and two outstanding complaints have now been closed. There are currently three outstanding complaints. One complaint will be considered by Committee today, one is scheduled to go to June ETC and one is currently on hold.

Social workers (England)

Members of the Department continue to meet regularly with the General Social Care Council (GSCC) Social Work Education Group to discuss the transfer of approved programmes and implementation of our approval and monitoring post transfer. The Department has recently received a draft set of programme data for testing/migrating into our information systems. An article has been written for the GSCC's HEI bulletin and the series of FAQs for education providers updated on our website. Plans have begun for joint communication to education providers around the submission of pass-lists in summer 2012.

The Department continues to meet regularly with The College of Social Work (TCSW). Members of the Department continue to attend meetings of TCSW's Education Advisory Implementation Group, which is tasked with taking forward the Social Work Reform Board recommendations on education and influencing the design of the TCSW endorsement process. Members of the Department will

attend four information days organised by the GSCC/TCSW in March, April & May. The main focus of these days is post registration training and funding for qualifying programmes.

Six social worker specific education seminars are planned for the 2012-2013 financial year. The first three will take place in June & July 2012 and focus on a general introduction to HPC and our processes. A further three seminars focusing on the approval process will be held in autumn 2012.

Partners

Members of the Department have been involved in the recent recruitment of social worker visitors. Of the 30 required visitors, 18 offers were made following interviews in November and December 2011. A further round of interviews is due to take place in March 2012. This round is focusing on social workers with predominantly practice/front line experience, as opposed to educational experience. Visitor training for all new social workers is planned for June and July 2012

Refresher training took place in November and December 2011. 59 visitors attended three one day training courses. A significant number (approx. 20) of visitors could not attend these refresher training sessions. .

Education provider seminars

Following the delivery of the 2011-12 education provider seminars between October – December 2011, the Department has spent the last couple of months co-ordinating participant feedback. The seminars focused on practice placements and were opened up to placement educators, as well as programme leads, for the first time. A feedback summary report is attached at appendix two.

Publications

The Department has begun planning the production the Education Annual Report for 2011. It is now anticipated that the draft publication will be brought to the next ETC meeting in June 2012 for approval.

Liaison with stakeholders

The ninth issue of the Education Update was distributed to education providers, visitors, professional body representatives and other stakeholders in week commencing 23 January 2012 and can be found on the HPC website at <http://www.hpc-uk.org/education/update/>. The following articles were included:

- Approval visits in the 2012–2013 academic year
- Approval visits – social worker programmes
- Approval visits– independent prescribing programmes
- Education seminars 2011
- Modernising scientific careers
- Lay visitor pilot update
- Welsh language scheme guidance
- Health and Social Care Bill update
- HPC to become Health and Care Professions Council (HCPC)
- Social workers in England
- Social work seminars 2012
- Recruiting social worker partner visitors
- Eileen Thornton awarded Commander of the British Empire (CBE)
- Education and Training Committee appointment
- Reviewing the profession-specific standards of proficiency
- Consultation on student fitness to practise and registration
- Independent prescribing for physiotherapists and chiropodists/podiatrists
- Annotation of the Register
- Registration renewals reminder

Members of the Department met with the following groups between November 2011 - March 2012:

- The Nursing and Midwifery Council
- Department of Health - Modernising Scientific Careers programme
- The Association of Clinical Scientists
- Scottish Social Services Council
- Northern Ireland Social Care Council
- Care Council for Wales
- The Education Inter-Regulatory Group
- The Joint University Council Social Work Education Committee (JUC-SWEC)
- The College of Social Work
- The Law Commission (in conjunction with Fitness to Practise and Registration)
- Colin Wright Associates (on behalf of the General Medical Council)
- The General Social Care Council
- The Office of the Independent Adjudicator for Higher Education

Liberating the NHS: developing the healthcare workforce

In early 2011, the Department of Health consulted on establishing a new framework for developing the healthcare workforce, including the role of Health Education England, Local Education and Training Boards and the Education Outcomes Framework. , In December 2011, the House of Commons Health Select Committee launched an inquiry into government proposals regarding healthcare education, training and workforce planning. Anna van der Gaag, HPC Chair, gave evidence to the Health Select Committee alongside other healthcare and education stakeholders and submitted a written statement from HPC. The Executive will keep the Committee updated on the implications for our standards and processes.

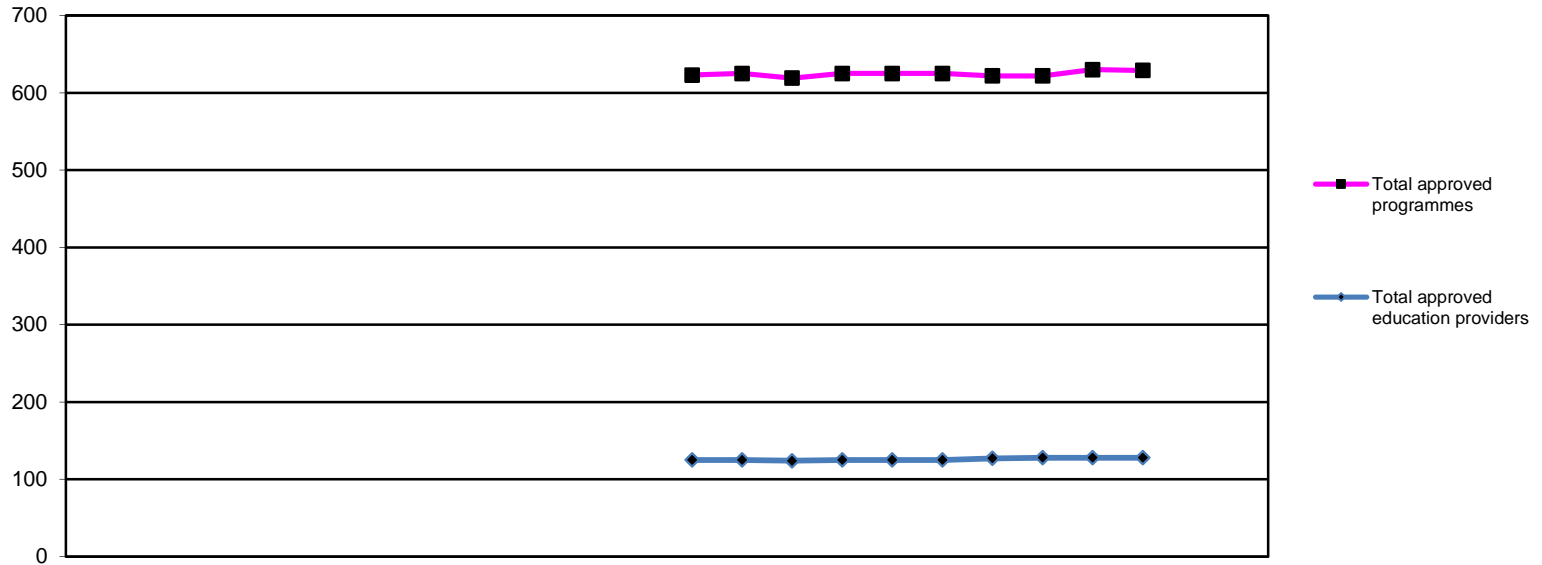
Employees

Sagitta Fernando and Vineeta Patel joined the Department on 5 December 2011 as Team Administrator and Education Administrator respectively. This has taken the permanent Department head count to 14.

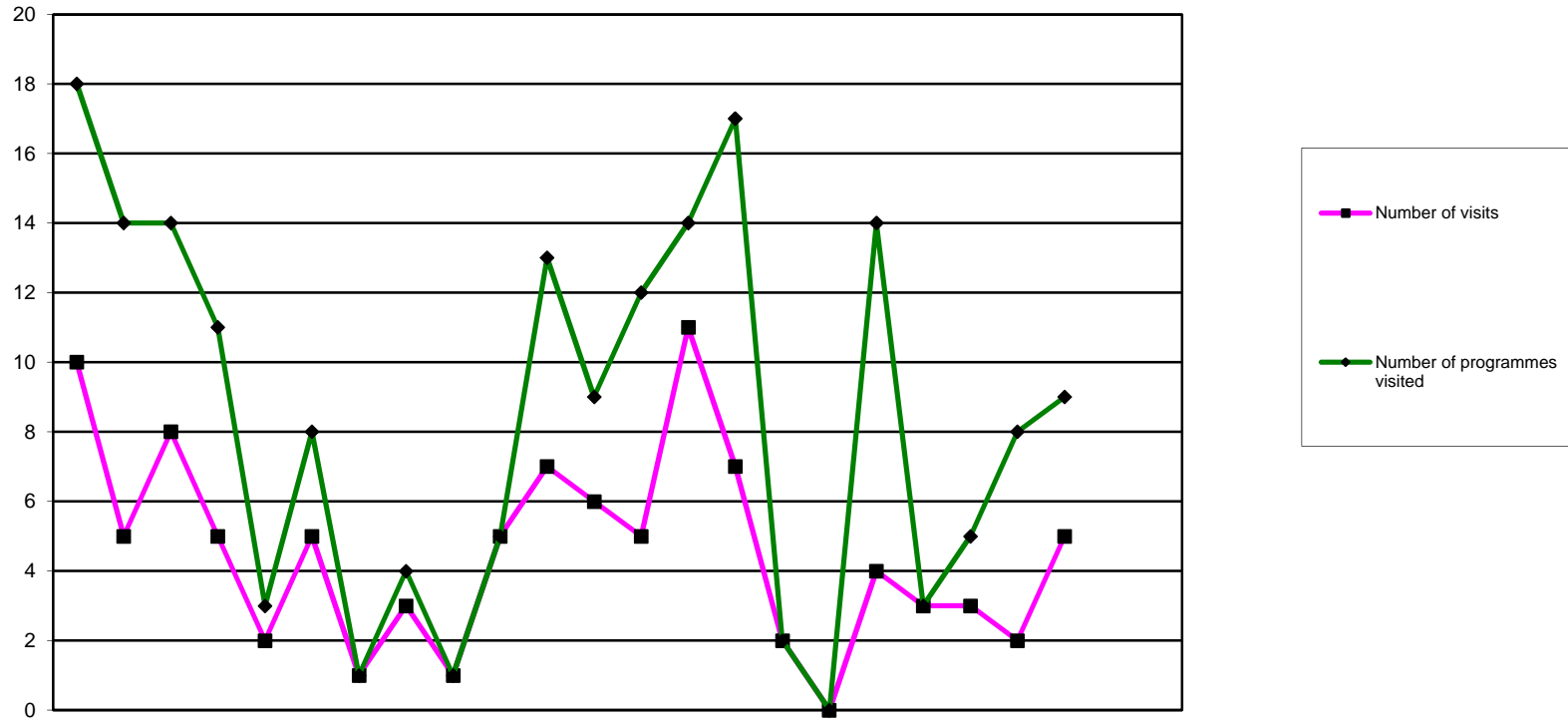
Appendices

Appendix 1 - Education management information statistics

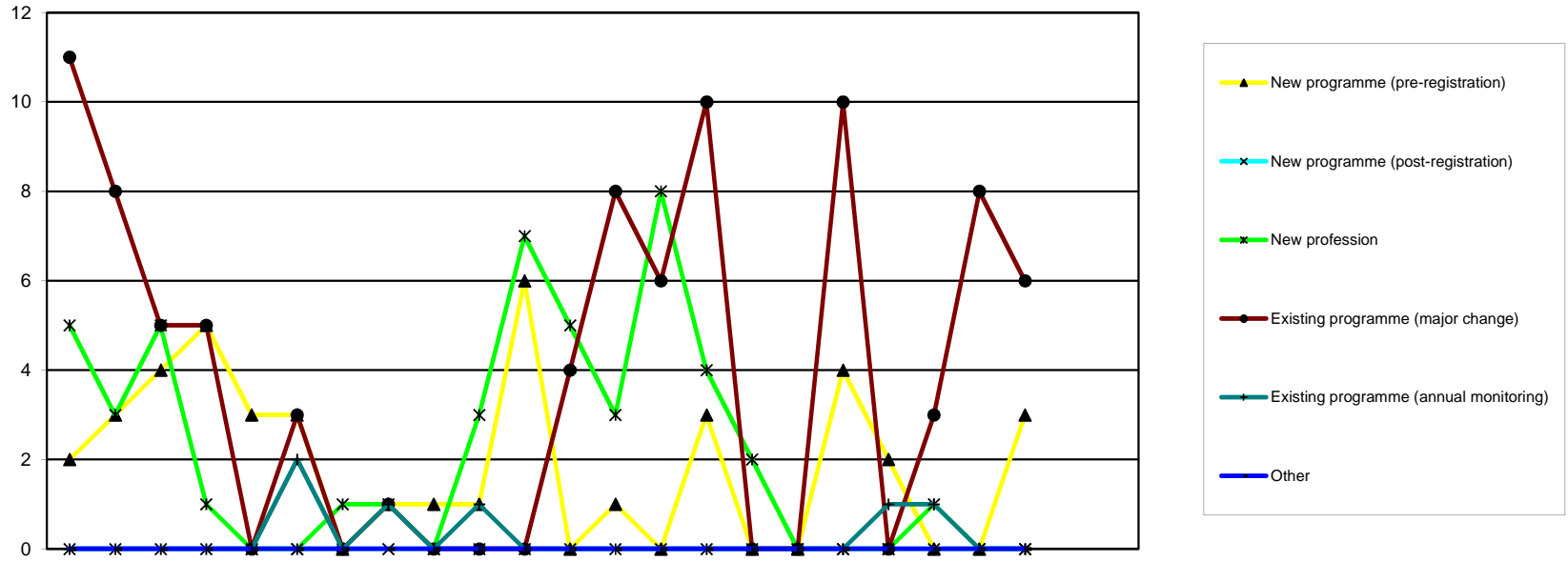
Appendix 2 - Education provider seminar feedback report



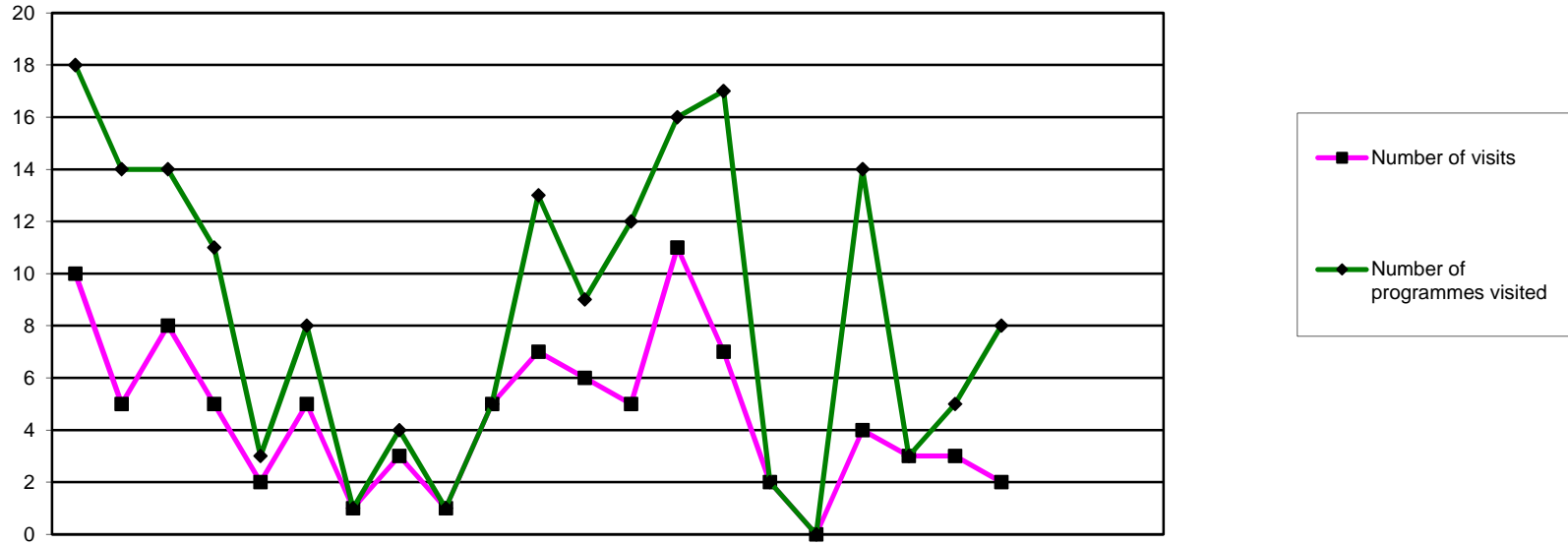
	2010			2011									2012									2011/12 YTD			
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		Jan	Feb	Mar
Arts therapists													27	27	21	27	27	27	21	21	21				21
Biomedical scientists													41	41	41	41	41	41	40	40	40				40
Chirops/ Pods													19	19	19	19	19	19	19	19	19				19
Clinical scientists													1	1	1	1	1	1	1	1	1				1
Dietitians													33	33	33	33	33	33	33	33	33				33
Hearing aid disps													18	18	16	18	18	18	15	15	15				15
OTs													73	74	73	74	74	74	73	73	74				73
ODPs													32	32	32	32	32	32	34	34	34				34
Orthoptists													2	2	2	2	2	2	2	2	2				2
Paramedics													51	50	50	50	50	50	50	50	50				50
Physiotherapists													68	69	68	69	69	69	67	67	68				67
Practitioner psychologists													83	83	88	83	83	83	93	93	95				93
Prosthetists/Orthotists													3	3	3	3	3	3	3	3	3				3
Radiographers													52	55	52	55	55	55	51	51	55				51
SLTs													32	32	32	32	32	32	32	32	32				32
Local anaesthesia													2	2	2	2	2	2	2	2	2				2
Prescription only medicine													8	8	9	8	8	8	9	9	9				9
Supplementary prescribing													78	76	77	76	76	76	77	77	77				77
Total approved programmes													623	625	619	625	625	625	622	622	630	629			622
Total approved education providers													125	125	124	125	125	125	127	128	128	128			128



	2010			2011									2012							2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12				
	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	FYE	FYE	FYE	FYE
Overview of approval visits																														
Number of visits	10	5	8	5	2	5	1	3	1	5	7	6	5	11	7	2	0	4	3	3	2	5								
Number of programmes visited	18	14	14	11	3	8	1	4	1	5	13	9	12	14	17	2	0	14	3	5	8	9								

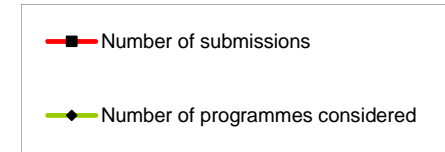
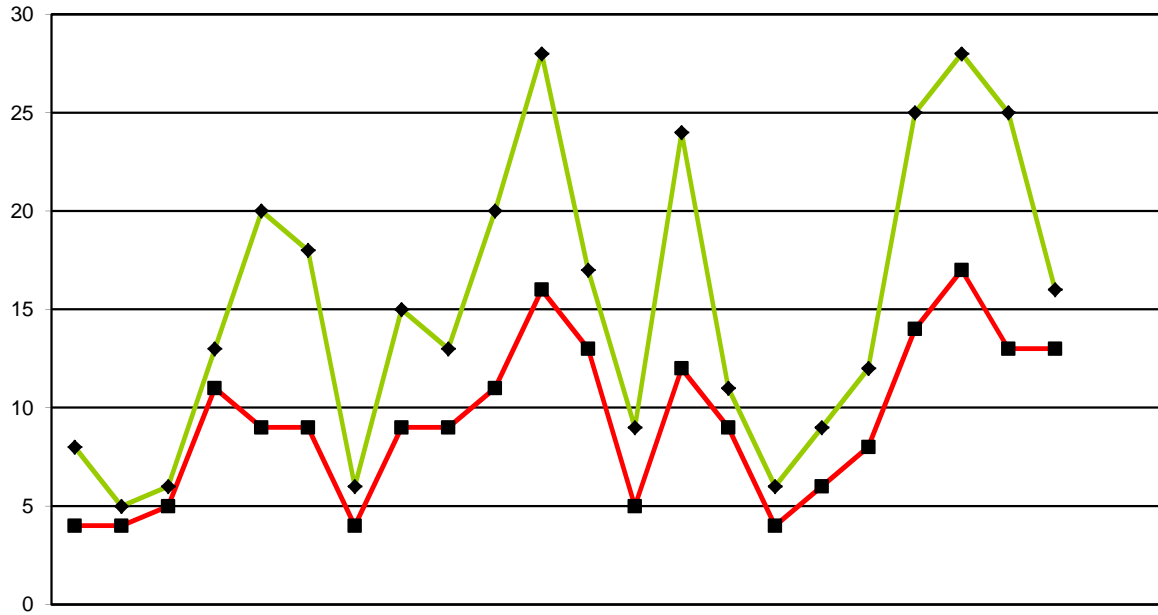


Reason for programme visited	2010			2011												2012							2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12		
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	FYE	FYE	FYE	FYE	FYE	FYE	YTD
New programme (pre-registration)	2	3	4	5	3	3	0	1	1	1	6	0	1	0	3	0	0	4	2	0	0	3		0	18	32	21	25	29	13	
New programme (post-registration)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	29	1	7	1	0	0
New profession	5	3	5	1	0	0	1	1	0	3	7	5	3	8	4	2	0	0	0	1	0	0		5	16	4	0	7	31	18	
Existing programme (major change)	11	8	5	5	0	3	0	1	0	0	0	4	8	6	10	0	0	10	0	3	8	6		5	32	26	53	42	37	51	
Existing programme (annual monitoring)	0	0	0	0	0	2	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0		5	1	3	3	3	4	2	
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		5	21	2	0	2	0	0	
Total	18	14	14	11	3	8	1	4	1	5	13	9	12	14	17	2	0	14	3	5	8	9		27	117	68	84	80	101	84	



	2010			2011									2012												
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Annual monitoring submissions																									
Declarations	4	29	27	12	0	0	1	16	25	35	43	40	20	13	4	2	0	0	8	26	16	53			
Audit	27	29	18	3	2	0	0	13	16	59	43	47	18	8	5	2	2	0	0	8	6	35			
Total	31	58	45	15	2	0	1	29	41	94	86	87	38	21	9	4	2	0	8	34	22	88			

2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12
FYE	FYE	FYE	FYE	FYE	FYE	YTD
113	94	143	167	105	232	142
51	184	135	136	123	257	84
164	278	278	303	228	489	226



	2010			2011									2012											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Major change submissions																								
Number of submissions	4	4	5	11	9	9	4	9	9	11	16	13	5	12	9	4	6	8	14	17	13	13		
Number of programmes considered	8	5	6	13	20	18	6	15	13	20	28	17	9	24	11	6	9	12	25	28	25	16		

2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12
FYE	FYE	FYE	FYE	FYE	FYE	YTD
16	51	62	66	115	104	101
25	97	109	141	179	169	165

Education and Training Committee

Appendix to director's report – 2011 education seminars feedback report

1.0 Introduction

Each year, the Education Department has held events for education providers and key stakeholders throughout the UK. In 2011 the department developed and delivered events based around the practice placement elements of HPC approved education and training programmes. This was prompted by the number of conditions that were being placed on programmes around the area of practice placements and the feedback from the seminars which were held in 2010. These events also included information about what professionalism means to HPC registrants and highlighted the research which was being undertaken on behalf of the HPC around this area.

1.1 Seminar location

In total the department ran six general education seminars across the UK. To ensure that the seminars were accessible to as many stakeholders as possible the choice of location was based on the following criteria:

- at least one seminar to be located in each of the home nations;
- located close to education providers offering HPC approved programmes;
- have good transport links;
- offer a number of suitable/available venues; and
- consider demand in that region/area in previous years.

The 2011 seminars were held in Belfast, Cardiff, Edinburgh London (2 Seminars) and Manchester.

1.2 Content and delivery

The seminars followed the similar model of delivery, structure and ethos to that which was adopted in 2010. In particular the Department adopted an approach that encouraged delegates to engage with a subject, to ask questions and to debate a topic. The seminars were divided into three sessions and were delivered over a four hour period. Flexibility was incorporated into these sessions to allow presenters to explore topics of interest in greater depth to the benefits of the delegates in attendance.

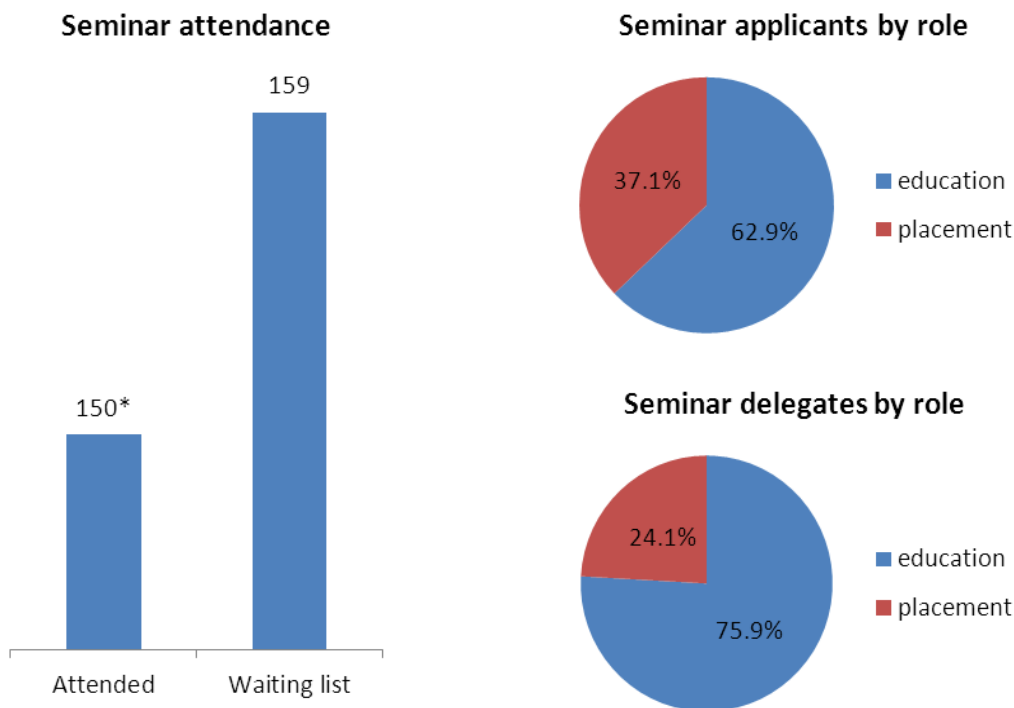
The placement seminars were based around three main content areas:

- an brief overview of the Education Department and an introduction to the standards of education and training which focus on the quality assurance of practice placements;
- an in-depth look at standards which both directly and indirectly quality assure placements and a case study discussion used to highlight the HPC’s position on particular placement issues;
- an introduction to HPC commissioned research – ‘Professionalism in healthcare professionals’. This included a discussion about the definition of professionalism and how placement experiences influence the development of professionalism for students.

2.0 Applicant and delegate profile

This year seminars were promoted to staff at education providers and professionals involved in providing students with practice placement experience. The initial communication to stakeholders was through the utilisation of existing contact details held by the department which were used to send target emails to programme teams. Further communication and articles on the website were planned but this proved unnecessary as demand was high and places quickly filled. This is highlighted in Graph 1 below which highlights the number of people who attended and the number of people who remained on the waiting list. The greatest number of people on the waiting list was in Manchester where only 29% of applicants could be provided with places. This contrasted to Belfast where 100% of applicants received places.

Graph 1 –Breakdown of applicants and delegates to education seminars

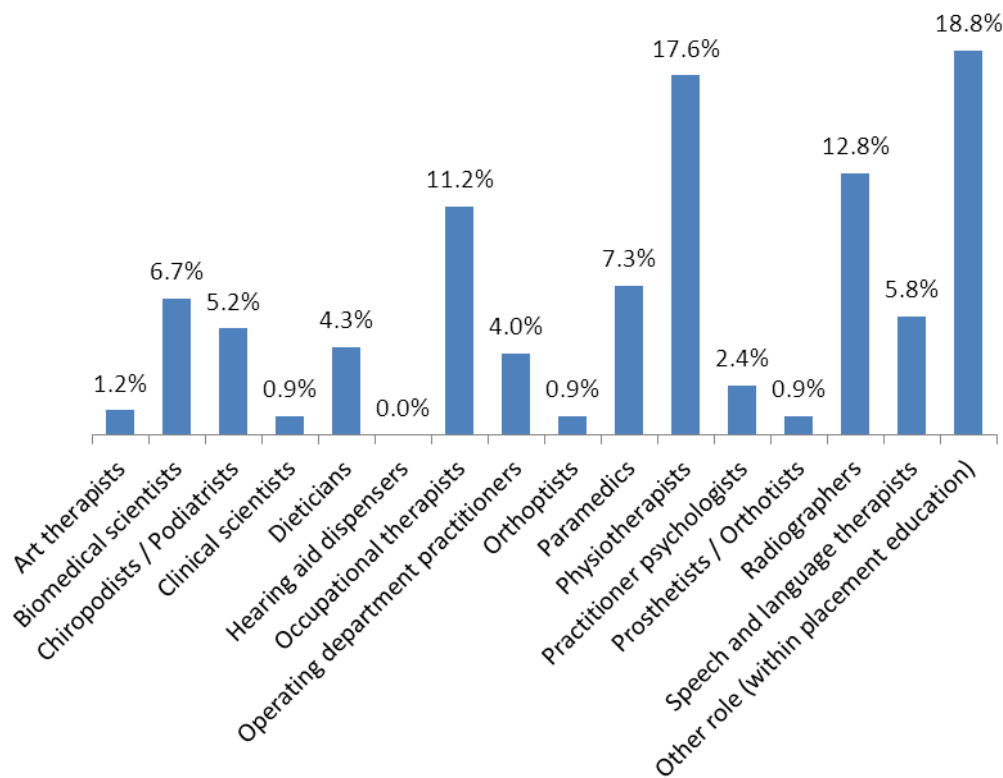


*170 places offered

As in each of the previous years' seminars, applicants were provided with places at the seminars in the order which they applied. The disparity highlighted in graph 1 between applicants and delegates can be explained by the method of communicating with potential delegates. As we only hold details for education provider contacts these people were contacted first and asked to pass on the information to relevant colleagues. As a result the delegates were slightly skewed to education provider staff.

136 organisations had staff apply to the seminars with staff from 92 organisations receiving places; 65 of which were education providers and 27 of which were placement providers. This disparity can be explained once again by the method of contacting potential applicants but also by the fact that education providers were far more likely to have more than one staff member apply for a place. However, it was a placement provider who had the highest number of applicants, 14, of whom 7 received places across the seminars.

Graph 2 – Breakdown of delegates by profession



Graph 2 above illustrates the professions which were represented at this year's seminars. Of particular note, the effect widening the stakeholder group meant delegates from placement roles not linked to a HPC regulated profession were in attendance. When this group is removed then the number of professions represented is broadly similar to the number of registrants which is highlighted by 21% of delegates being Physiotherapists who make up 21% of registrants. The only slight differences are the number of Hearing aid dispensers and Practitioner psychologists, both of which are lower than the number of registrants would suggest. However, both of these professions have been targeted in the previous two years with their own tailored events

and as such we may have engaged with a larger breadth of key stakeholders more recently than in other registrable professions. The two professions who had greater representation are Dieticians who had 2% and Radiographers who had 3% more delegates than the number of registrants would suggest.

3.0 Analysis of feedback

All delegates were given the opportunity to provide feedback at the end of each seminar. Unfortunately the delegates did not consistently fill in their profession or role and as such the data around who provided what feedback is inconsistent and unreliable. Therefore any breakdown of feedback by profession or role was not possible. This is an element of the feedback form which will be looked at and ways of more effectively capturing this data will be implemented in subsequent years. A copy of the 2011 seminar evaluation form can be found in Appendix 1.

The evaluation forms were divided into five sections:

- pre-event planning
- location and venue
- seminar content
- post seminar
- final comments

Feedback was received from 87 % of the delegates who attended the 2011 seminars, this is smaller than the percentage of delegates providing feedback in 2010 but can be accounted for by the increased numbers attending each seminar. The feedback from those who attended the seminars was extremely positive with delegates commenting that it was an 'Excellent seminar; good content and opportunities for networking' and that the day was 'Valuable and enjoyable'.

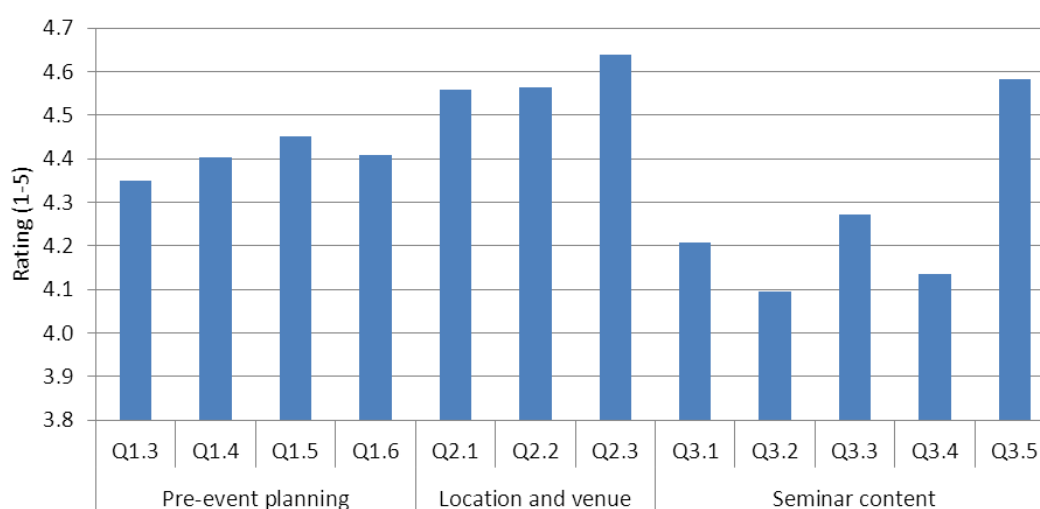
Demand to attend the seminars was unprecedented with each event reaching capacity and having a reserve list. The department reacted to this demand for places by increasing capacity at each seminar where demand outstripped the ability of the venue to provide places. This led to an increase of 30 attendees across all of the seminars, the equivalent to one additional seminar being held. Despite this we were only able to provide 170 places for delegates at the seminars this year which accounted for 51% of applicants. However, several applicants applied more than once and as such the number of unique applicants may be smaller.

The high demand for places and subsequent attendance figures this year can be linked to two factors, as highlighted by the feedback from attendees. Firstly the subject matter of practice placements was highly relevant to our stakeholders and the second is that delegates were keen to interact with other professionals, particularly those who supervise practice placements for approved programmes. The communication provided by the department was also highlighted as a key way in which delegates found out about the

seminars which provided the details of the venues, locations and dates well in advance of the events themselves.

Graph 3 below shows the overall average response for each question that the delegates were asked. The detailed results for each question can be found in Appendix 2. A key performance indicator was set to gauge the success of the seminars, that being; the average feedback received against each question receiving a rating of 3.5 or above (rating 1-5). This has been achieved this year with no element being rated under 3.8 individually or 4.1 overall.

Graph 3 – 2011 education seminar combined feedback outcomes



3.1 Pre-event planning

The pre-event planning encompassed sourcing and securing venues, communicating to stakeholders about the seminars and managing the booking process and pre-event communications. Further discussion about the locations and venues selected is contained in the next section of this report. Graph 3 demonstrates delegates were broadly satisfied the organisation of the seminars met their expectations.

However, as mentioned previously, due to unprecedented demand, satisfaction with the booking process and pre-event communications was affected. This was evidenced in a small proportion of delegate responses to Question 1.5. In particular, some delegates commented they booked through the website but were then later advised the seminar was fully booked. Other delegates were unsure if they were booked onto a seminar after completing the online booking form. There were also some delays in confirming delegate places or that delegate had been placed on a reserve list. These issues can be attributed to the unexpected demand for places on seminars. In some cases seminars were fully booked within a day, leaving some delegates disappointed they could not attend themselves or that their colleagues could not attend also. Seminar capacity will be addressed for future seminars and

further flexibility of the seminar agenda will be built in to allow for similar demand and to address the issues raised above.

Improvements to be addressed for future seminars, must however be contextualised within the overall satisfaction delegates had. In particular, feedback in relation to Questions 1.3, 1.4 and 1.6, suggests that for those who did secure a place, the communication about the seminars, pre-event communication and distribution of agendas and useful materials met with delegate expectations.

3.2 Venue and location

Delegates were positive about the seminar locations and the choice of venues. The locations selected seemed to provide most delegates with option of attending a seminar with incurring any unreasonable time for travel or costs. London proved a popular location for delegates to attend and the provision of two seminars here is again justified. Edinburgh, Cardiff and Belfast and Manchester were also all fully booked. As highlighted the Manchester seminar was the event which generated the greatest demand. This will feed through into the planning for subsequent seminars to ensure that the provision of events in that area of the country can meet demand. As in subsequent years, some delegates did comment that seminars located closer to their place of work would be easier to attend. Locations were selected on the basis of having good transport links to allow as many education based and practice based delegates to attend. This approach should continue to be adopted in the future.

Most venues also seemed appropriate to facilitate the delivery of the seminars and delegates were satisfied with the room and refreshments supplied. The only exception to this was the Belfast seminar which averaged a rating of 3.9 in relation to the venue satisfaction. To ensure venues are always appropriate in future the HPC Communications Department will source and book these for all future seminars.

3.3 Content and resources

Delegates were asked a number of questions about the quality of content and the quality of the learning resources. The Department adopted a case study approach to support the delivery of the seminars which enabled specific topics to be further explored and to facilitate debate on certain issues. Sessions were also designed to ensure a balance of presentation and group discussion and materials were designed to support this format. Delegate feedback suggests all three sessions were well received. When responding to Question 1.2, most delegates commented that the reason they attended the seminar was due to the subject matter and that it related to an area of special interest. All sessions rated over 4.0 on average across all locations and this suggests the content and resources provided delegates with the information they expected or wanted to receive.

Session one provided a brief overview to the department, our standards and an introduction to how the department quality assures placement standards. The feedback for this session was very positive, however not all delegates were satisfied with the content. This is a trend experienced in previous year's seminars where it is difficult to 'pitch' introductory content at the right level due to the diverse nature of delegates. Some delegates will always want more introductory information than others depending on their role, experience of working with the HPC and whether they have attended seminars previously.

Session two received the highest feedback which was to be expected as this was the main theme of the seminars. Delegates commented that they enjoyed the opportunity to discuss the application of placement standards using case studies as the starting point. They also commented that the opportunity to network and understand placements from a HPC or another education provider's point of view was beneficial. Some delegates felt this session could have been extended to allow more discussion around particular issues that were raised.

Session three introduced research into professionalism in healthcare professionals and was well received. The feedback suggests delegates were encouraged by the research and satisfied with the intent of the session to introduce the findings as a starting point for discussion. Delegates commented about the useful discussion points raised within the session amongst the group, but some felt more time should have been allocated to delve further into the subject of professionalism.

The feedback across the three sessions highlights that although the seminar content was relevant, the quantity of content made it difficult to deliver in a meaningful way, within the time allocated. A small selection of delegates believed more presentation of information was more beneficial than discussion, whereas most other delegates wanted more discussion around case studies and key questions. Striking an appropriate balance for future seminars continues to be a challenge for the Department.

Question 4.1 asked delegates how the seminars will affect their practice in the future. Delegate responses to this question can be broadly summarised into the following points:

- the seminars reinforced their understanding and expectations around the quality assurance of practice placements;
- the seminars confirmed their approach to placement provision was consistent with regulatory standards;
- the seminars highlighted areas where placement systems, activities, training and communications could be improved;
- the seminars clarified how HPC standards related to the provision of practice placements;
- the seminars provided a useful starting point to encourage further discussion within colleagues around professionalism and the influencers of its development in students

This feedback, albeit summarised, confirms the seminars were effective in disseminating useful information for education providers and placement educators about the HPC, our standards and role in quality placement provision and the development of professionalism.

4.0 Future actions

The education seminars delivered this year were by far the most popular, and well attended in comparison to previous years. The feedback from delegates clearly attributes this to the theme of practice placements and professionalism. This is the first year new issues around capacity of seminar delivery have had to be considered in light of the applicant numbers and subsequent waiting lists. This is also the first year the seminar audience has been widened to include practice placement providers and educators. Future considerations for the Department, based on the experience and feedback from these seminars is summarised below.

4.1 Capacity

Seminars in future years will need to be designed to cope with capacity should a theme prove more popular than first planned for. The Department have already starting working more closely with the Communications Department to draw on their expertise of managing an increase in delegate numbers whilst delivering the same level of quality. Plans already being put in place for upcoming summer and autumn seminars which include the option to deliver two seminars per day at a location, should delegate numbers necessitate this. This will also include work to highlight any way the Department can help to decrease the number non-attendees as 20 delegates across all of the seminars failed to attend, of which only 4 indicated that they would be unable to attend prior to the event.

4.2 Quantity vs. Quality

This issue is not unique, having been raised by delegates in previous year's seminar feedback. The Department acknowledge this is a consistent judgement that is made when developing seminar content, and then adapting the content to suit the needs of the delegates. Presentation resources will continue to be refined for future seminars and further input from the Communications Department will provide an external viewpoint that will be important to assist this process. The further development of facilitation and presentation skills within the Department will also assist in the management of quality and quantity. Training plans to develop presentation/facilitation skills have already been put in place and will be completed before the delivery of summer seminars in 2012-13.

4.3 Venues

Venues will be sourced by the Communications Department in the 2012-13 financial year. This should provide a greater level of consistency in venue selection for seminars. The resource (time and cost) required to source and secure venues will also be reduced, as Communications staff will draw on existing networks of venue suppliers to expedite this process.

4.4 Bookings

The bookings process, although robust, should be reviewed to ensure communication is clear and timely. The time saved from not sourcing venues can be appropriately allocated to ensure future seminar booking processes receive higher feedback from delegates.

Appendix 1 – Education seminar evaluation form

HPC Education seminar - evaluation form

Thank you for attending this HPC education seminar. The seminars have been designed specifically for parties' involved with the practice placements which are key parts of HPC approved education and training programmes. Therefore, we want to make sure that they have been useful to you and if there are any areas in which we can make improvements. It would be helpful if you could take the time to complete this evaluation form so that we can determine how to make the seminars better in the future.

Thank you for your time and participation.

What is your job title / profession?

1 Pre-Event Planning

1.1 How did you hear about the Seminar?

1.2 Why did you attend this seminar? (eg location//cost/subject matter)

1.3 Did the way HPC organised the event meet your expectations?

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

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

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

1.5 Did you find the booking process for the seminars satisfactory?

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

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

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

2 Location and venue

2.1 Was the choice of location to hold this event appropriate for you?

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

2.2 Was the room in which the seminar was held satisfactory?

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

2.3 Was the standard of refreshments supplied during the day satisfactory?

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

3 Seminar Content

3.1 Was the introduction to HPC delivered at an appropriate level for your experience of the HPC?

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

3.2 Did you find Session One (before lunch) informative?

No	1	2	3	4	5	Yes
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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3.3 Did you find Session Two (after lunch) informative?

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

3.4 Did you find Session Three (after refreshments) informative?

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

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

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

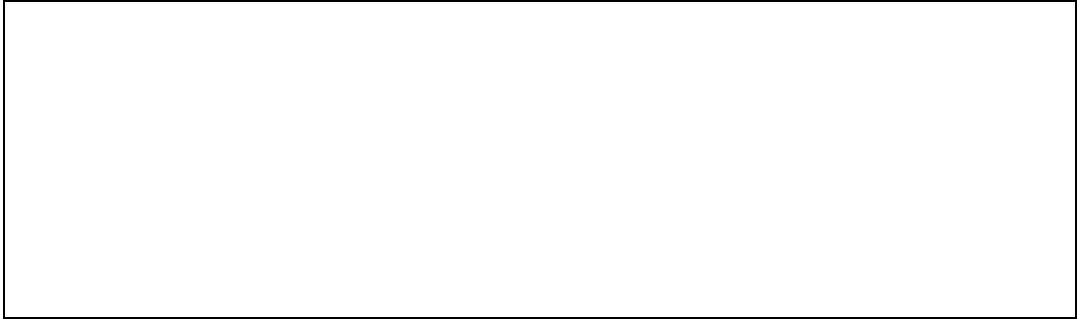
4 Post Seminar

4.1 Will the content of this seminar affect your practice in the future? How?

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5 Final Comments

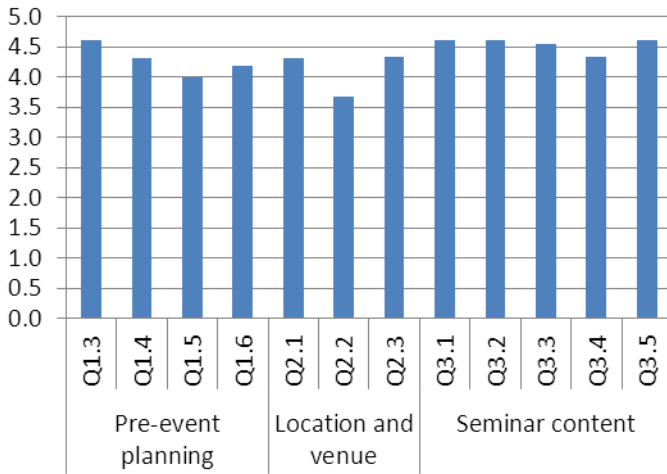
5.1 Are there any other comments you wish to make?



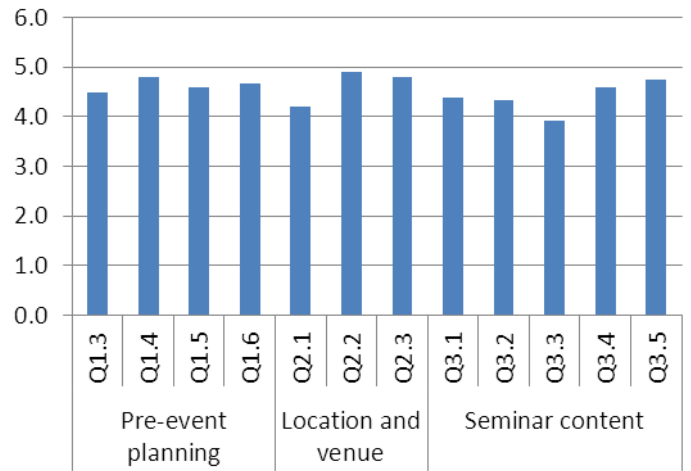
Please hand your completed form to one of the HPC facilitators and have a safe journey home.

Appendix 2 – Seminar feedback by location

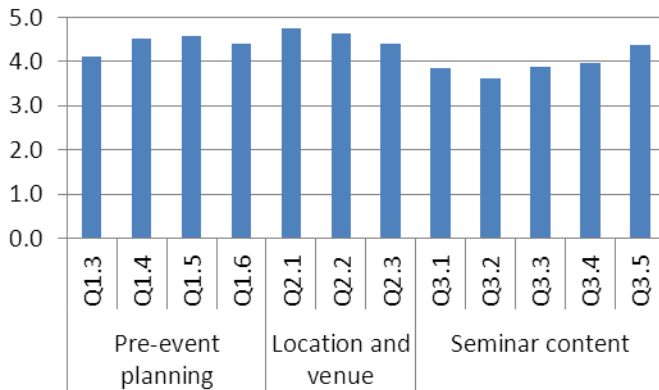
Seminar feedback - Belfast



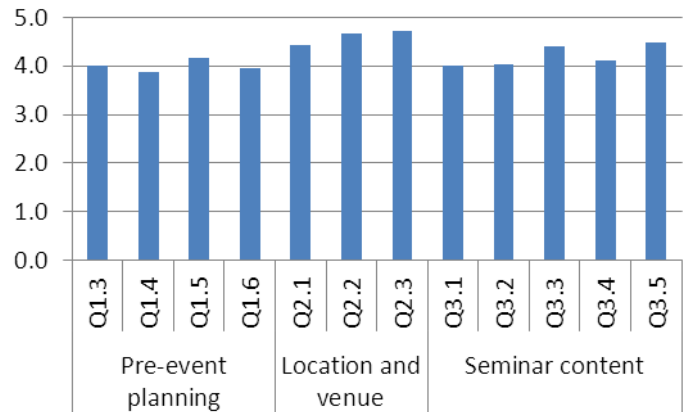
Seminar feedback - Cardiff



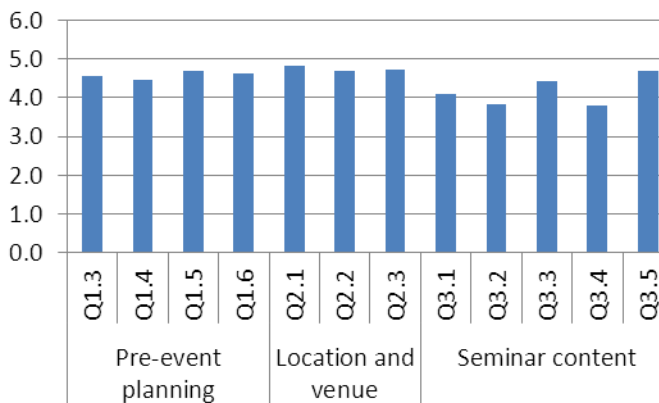
Seminar feedback - Edinburgh



Seminar feedback - London (1)



Seminar feedback - London (2)



Seminar feedback - Manchester

