

## Education and Training Committee – 6 March 2014

### Education seminar feedback report – 2013–14

#### Executive summary and recommendations

#### **Introduction**

The Education seminar feedback report covers the eight seminars held for education providers between September 2013 and February 2014 and presents an analysis of the feedback received from delegates following these seminars.

The paper is structured to:

- describe the work the executive performed to design and develop the seminars;
- draw out and analyse some of the trends seen within the delegate feedback; and
- highlight what considerations need to be taken into account when developing and delivering the seminars in 2014–15.

#### **Decision**

This paper is for information only. No decision is required.

#### **Background information**

None

#### **Resource implications**

Resource implications for future seminars have been accounted for in the Education and Communications departmental work plans.

#### **Financial implications**

Costs associated with future seminars have been accounted for in the Education and Communications Department budget 2014-15.

#### **Appendices**

Education seminar feedback report – 2013–14

Appendix one – feedback form

Appendix two – feedback by seminar

#### **21 February 2014**

## Education and Training Committee

### Education seminar feedback report – 2013–14

#### **1.0 Introduction**

Each year, the Education Department holds seminars for education providers and key stakeholders throughout the UK. In 2013–14 the Department developed and delivered seminars covering the following two themes:

- social work and approved mental health professional (AMHP) education and training programmes – introducing our approval process to those transitionally approved social work and AMHP programmes due to be visited over the next two academic years; and
- service user and carer involvement in education and training programmes – introducing the new standard of education and training and highlighting the processes behind how we expect education providers to implement the new standard.

The development of these two themes was prompted in part by the joining of social workers in England and AMHPs onto the HCPC Register in August 2012; and the phased introduction for all 16 professions we regulate of the new service user and carer standard of education and training.

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

#### **1.1 Seminar location and timing**

In total the Department ran eight education seminars in the period October 2013 to February 2014. Two social work and AMHP themed seminars were held in England and six service user and carer seminars were held across the UK. To ensure the seminars were accessible to as many stakeholders as possible the choice of location was based on the following criteria:

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

- have good transport links;
- offer a number of suitable / available venues; and
- consider demand in that region / area from previous years.

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

- social work and AMHP – London and Birmingham; and
- service user and carer – London, Belfast, Glasgow, Birmingham, York and Cardiff.

Last year we asked delegates at what time of day they preferred to attend a seminar. We learnt that 17 per cent of attendees preferred to attend seminars in the morning, whereas 41 per cent had no preference about the timing of the seminar. From this and a desire to increase accessibility for delegates we decided to, for the first time, deliver two seminars in a day. This allowed us to deliver a social work and AMHP seminar in the morning and a service user and carer seminar in the afternoon in London and Birmingham.

### **1.2 Content and delivery**

The social work and AMHP seminars followed a similar model of delivery, structure and ethos to that which was adopted in 2012 but incorporated the introduction of the AMHP criteria into the delivery of the seminar. The service user and carer theme was developed with the intention of a greater focus on facilitation and less on presenting. In particular the Department adopted an approach that encouraged delegates to engage with the subject, to ask questions and to discuss the theme with their fellow attendees.

The service user and carer seminar followed a slightly different format to previous seminars and was divided into three main sessions with time for 'questions and answers' at the end. As part of this we incorporated, for the first time, two short videos; one which was shown while delegates arrived to introduce who could be a service user and carer and another, presented during session one, featuring an interview with two service user and carers discussing how they are involved in education and training programmes.

For both themes, session one provided a general introduction to HCPC, the Education Department and the theme for the seminar. Session two explored the theme in more detail and provided the delegates with an opportunity to discuss case studies with their fellow attendees and share their experiences. Session three for the social work and AMHP seminars consisted of a question and answer session allowing delegates to ask questions of the HCPC representatives. Session three for the service user and carer seminar focused on implementing the new standard of education and training, followed by a question and answer session. Flexibility was incorporated into these sessions to allow presenters to explore topics of interest in greater depth to the benefit of the delegates in attendance.

## **2.0 Applicant profile**

As in previous years, the seminars were promoted directly to education providers by email using existing contacts held within the Education Department. For both seminars we contacted programme leaders in early June 2013 and if they were unable to attend, or if they were not the most appropriate person to attend, we asked them to forward the invitation to the relevant colleague. We also advertised the seminars on the Education Department and 'event' sections of the website and through the October 2013 edition of Education Update. Targeted telephone communications helped to fill spaces, in particular for the social work and AMHP seminars and the service user and carer seminar in Belfast.

Similarly to last year, the seminars were capped to 50 delegates. We anticipated, particularly for the service user and carer seminars, a large number of delegates wishing to attend the seminars and we wanted to ensure we had as wide a range of education providers represented as possible. As a result we initially restricted the number of delegates attending from the same education provider; however for those seminars where we were unable to meet the maximum number of delegates, we relaxed this approach. As outlined later in this report, a large number of delegates who registered to attend the first three service user and carer seminars did not attend. In a number of cases we were unable to reallocate places as we were not informed beforehand. To try and reduce the number of empty seats for the remaining three service user and carer seminars, we increased the number of delegates registered to attend them to 55. Ultimately this meant no-one remained on the waiting list for the last three service user and carer seminars.

Building on this year's approach to the numbers attending the later seminars and the reallocation of places, the Department will need to work with the Communications Department and their new booking system to ensure we can continue to manage this appropriately.

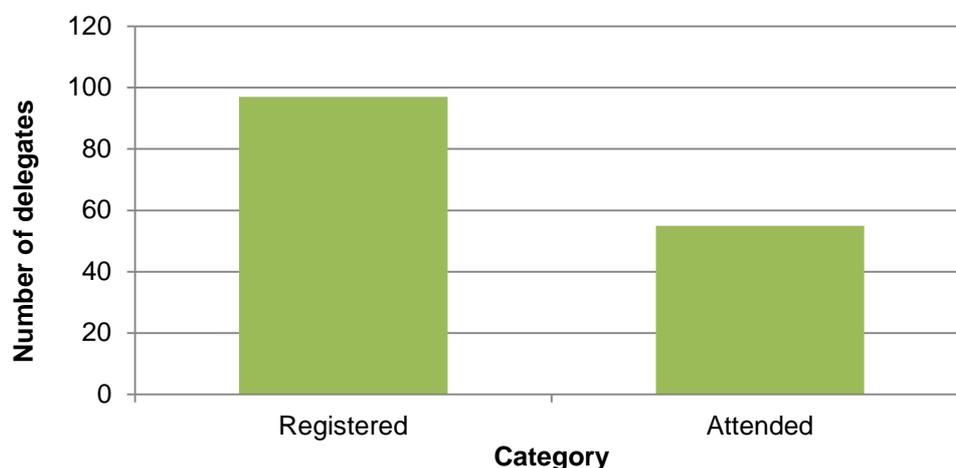
The interpretation of the data relating to applicants and delegates has been undertaken differently for the two themes and these are outlined below.

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

This is the second year we have run seminars targeted specifically at education providers delivering social work programmes but it is the first year we have also run this session for education providers running AMHP programmes. Last year we contacted those education providers due to be visited in the academic year 2012–13 first, before opening the booking process up to all approved programmes. Due to the low numbers who attended the social work seminars last year (48 over three seminars) we made the decision to open up booking to all approved social work and AMHP programmes due to be visited in academic years 2013–14 and 2014–15 at the same time. The vast majority of delegates attending these seminars were registered social workers in England with a clear link to an approved social work education and training programme. Six of the delegates had clear links to approved AMHP programmes and represented the range of professions which can perform the duties of an AMHP.

In total 97 delegates registered to attend these seminars with this being only slightly lower than the proposed 100 delegates for the two seminars. Graph one shows how many delegates were registered to attend against how many attended.

**Graph one – Breakdown of applicants and delegates to the social work and AMHP seminars**



Of the 97 delegates registered to attend only 55 attended; representing 57 per cent of the expected attendance for these seminars. Further analysis shows two main reasons for this – the first being that individuals removed themselves from the seminars before the event because, for example, other commitments meant they could no longer attend and we were able to fill their place with an alternate delegate. The second factor affecting this was individuals who did not attend on the day and from whom we did not receive notification they were unable to attend.

87 per cent (48) of the delegates who attended represented 32 different education providers. Further analysis shows that these delegates represented 49 per cent of the education providers scheduled to be visited in the academic year 2013–14 and 23 per cent of the education providers scheduled to be visited in 2014–15. Of the remaining delegates who attended, 13 per cent (six) represented practice placement educators, and two per cent (one) were service users or carers.

The three social work seminars held last year attracted 48 attendees and it is pleasing to report that the number of attendees has increased this year over two seminars. However, comparing the number of delegates who did not attend each year; 19 did not attend in 2012–13 as opposed to 42 this year. The social work and AMHP seminars will be delivered again in the 2014–15 academic year in preparation for the final year of visits to the transitionally approved programmes which transferred from the General Social Care Council (GSCC). The Department must consider the timing and promotion of these seminars to ensure they are marketed to those education providers who have not yet attended a seminar and are of continued benefit to this final year of visits.

## 2.2 Service user and carer seminars

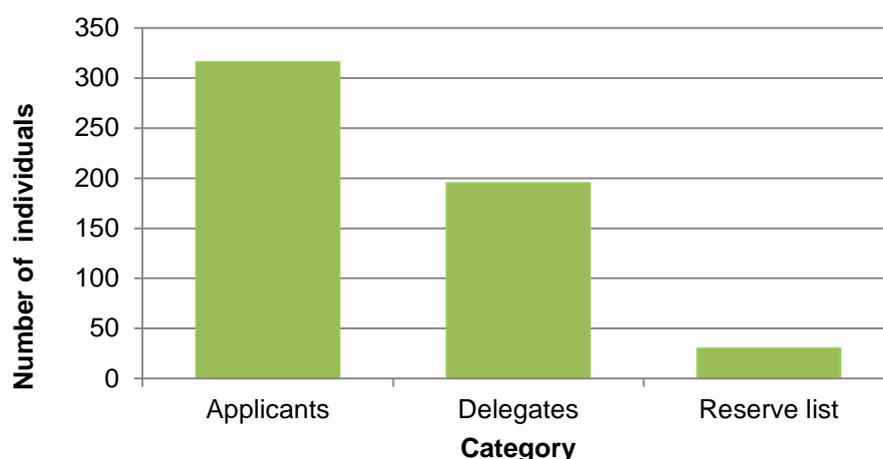
This is the first year we have run these seminars as they were designed to introduce the new service user and carer standard of education and training to the 16 professions we regulate. This meant that many of the service user and carer seminars quickly reached capacity with a waiting list. Overall, four of the seminars reached capacity with the London seminar receiving the most interest with 28 people on the waiting list. This meant that only 44 per cent of those interested in attending the London seminar were allocated a place.

The Glasgow and Belfast seminars did not reach capacity with 35 and 21 delegates registered to attend the seminars respectively. The main reason for this is because we have a smaller number of education providers located in these regions and the distance individuals would need to travel to attend these seminars is likely to be prohibitive for many. This was particularly evident at the Belfast seminar with only six institutions representing the total number of delegates due to attend. Nevertheless, we remain committed to undertaking seminars in all of the home nations to ensure that all of our education providers have the same opportunity to hear the seminar messages.

Overall, we were able to offer 316 places to delegates across the six service user and carer seminars. Across these six seminars the actual attendance figures were often lower when compared to the numbers expected to attend. The Birmingham and York seminars were particularly affected by this with only 78 per cent and 53 per cent of those expected, attending.

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

**Graph two – Breakdown of applicants and delegates to the service user and carer seminars**



Overall 195 delegates attended the service user and carer seminars this year which is slightly higher than the numbers which attended the practice placement and student fitness to practise seminars last year (184).

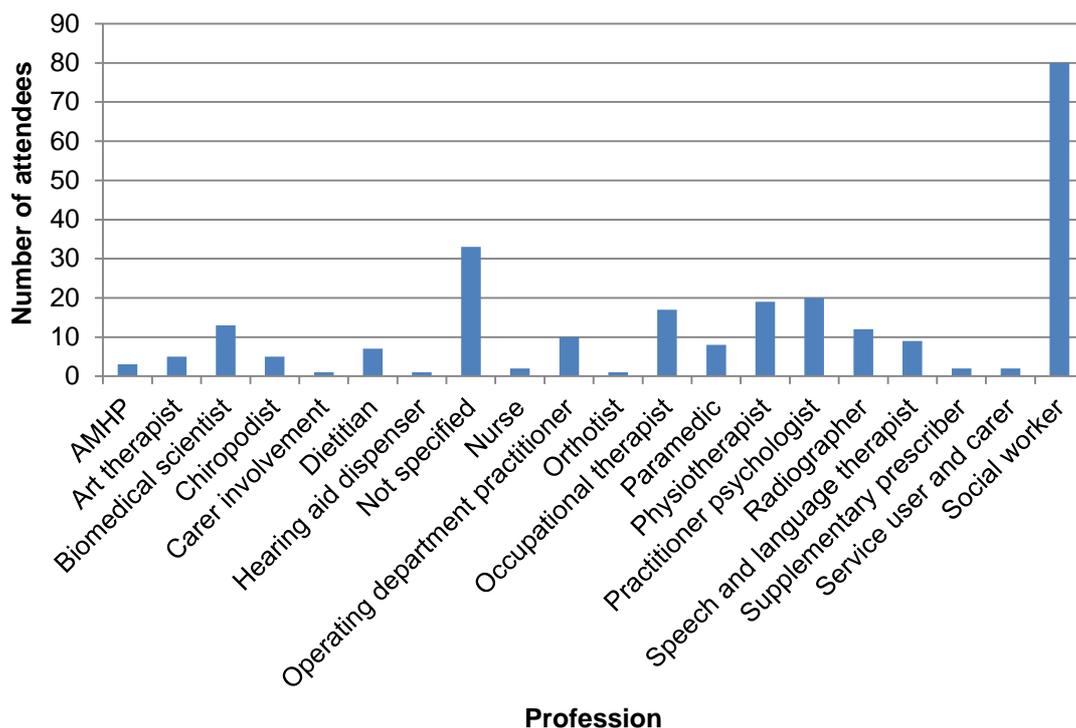
In total the delegates who attended the seminars represented 98 different institutions which consisted of 89 education providers, five practice placement providers and four other organisations (ie service user and carer bodies). We currently approve education and training programmes at 150 education providers meaning that with this round of service user and carer seminars, we reached 59 per cent of education providers running approved programmes.

As there is a phased implementation of the service user and carer standard of education and training, these seminars will be delivered again in the 2014–15 academic year. The Department must therefore consider how to market these seminars to the education providers and approved programmes who were not represented this year.

### 2.3 Both themes

Graph three below shows the breakdown of professions represented by the delegates across both themed seminars. Last year 238 delegates attended nine themed seminars; this year 250 delegates attended the eight themed seminars. This slight increase in attendance is positive, and we intend to continue to increase these numbers further next year.

**Graph three – Breakdown of delegates by profession attending an education seminar**



Similarly to last year this clearly indicates the seminars this year were of particular interest to social workers in England. 80 delegates represented social workers in England and the high attendance rates can be attributed to three influences.

The first influence was the focus of the seminars. The social work and AMHP seminars were purposely designed for social workers and AMHP

programmes. Whereas the service user and carer seminars were designed for all the professions we regulate as the new standard will apply across all our professions.

The second influence was the timing of the seminars. As the social work and AMHP seminars were held in the morning before a service user and carer seminar in the afternoon, a small number of individuals (ten) were able to attend both seminars in the same day. As previously stated, this is the first year we have run two different themed seminars in one day and these numbers are encouraging. We intend to continue to review how to make the seminars more accessible to a wide range of delegates.

The third influence was the number of programmes which transferred from the GSCC. On 1 August 2012 social work and AMHP education and training programmes transferred to the HCPC. We are half way through the visits to the 234 social work programmes and started, this year, to undertake visits to the AMHP programmes. It is therefore not surprising that social workers in England were the profession most represented at the seminars (approximately 32 per cent of all delegates) with still so many programmes to visit in the second and third academic years.

If we focus on the delegates that attended just the service user and carer seminars, the figures still show social workers in England were the largest profession to attend the seminars. A possible reason for this, in addition to the large number of approved programmes for social work, is that because social workers are still relevantly new to being regulated by us they are naturally more eager to engage and are curious about the processes employed by HCPC as a regulator. From discussions at the seminars, the high number of social workers in attendance could be as a result of the changes that are taking place within the professional landscape of social work in the service user and carer area. While recognising the large number of approved social work programmes, it is important to ensure there is continued opportunity for smaller professions to attend the seminars.

Further refinement of the delegate information collected through the feedback form should be considered to recognise that not all delegates will be from one of the professions we regulate. It is still important to collect this information but role or type of institution where a delegate works, may help to tailor our marketing and promotion of future seminars.

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

Delegates were given the opportunity to provide feedback via Survey Monkey following each seminar. This is the first year we have asked for feedback electronically and as such, the layout of the feedback form was revised to fit this format. The form also incorporated a revised rating scale ('excellent' to 'very poor') and provided delegates with an increased opportunity to provide explanations for their ratings.

A copy of the 2013–14 feedback form can be found in Appendix one and includes questions about the following areas:

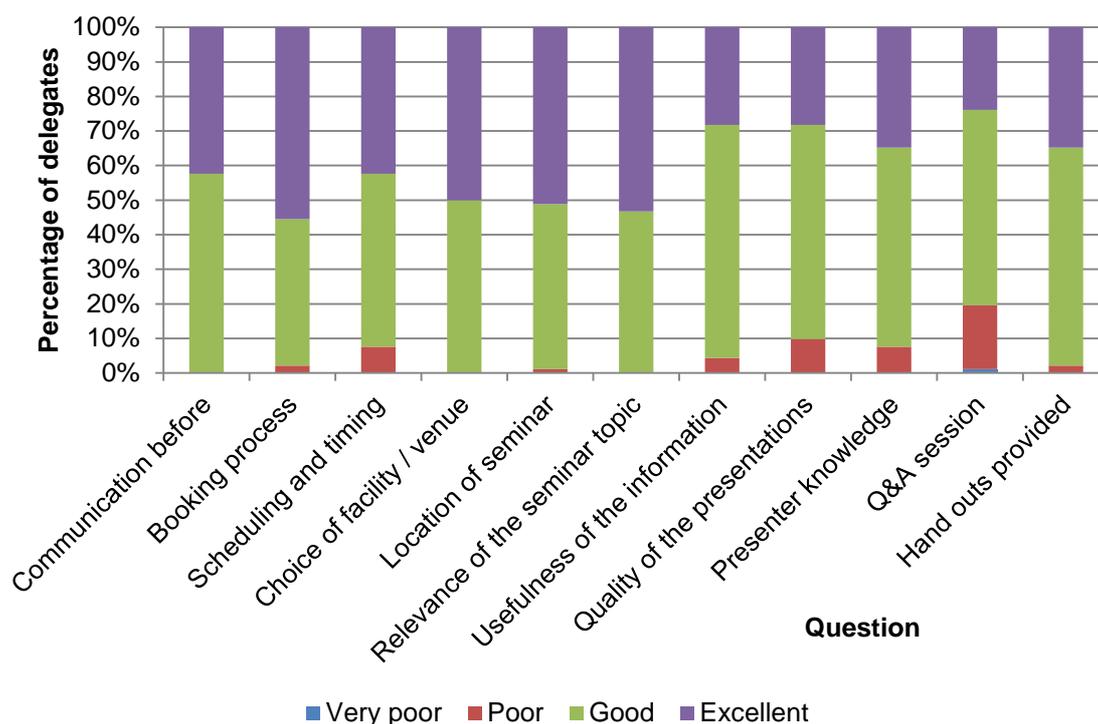
- delegate information;
- seminar organisation, incorporating pre-event communications and location / venue;
- seminar content and delivery; and
- final comments.

Feedback was received from 37 per cent (92) of the delegates who attended the 2013–14 seminars, which was significantly smaller than the percentage of delegates providing feedback in 2012–13 (81 per cent). This is the first year we gathered online feedback from delegates at the seminars. However, we have previously gathered online feedback about our departmental processes (Education provider feedback 2012–13, March 2013 Education and Training Committee) and following a number of Communications Department events. In all instances we have received encouraging numbers of responses even though the numbers are below that which we would expect from a paper based exercise. The Department should continue to review how feedback is collected and collated to ensure we receive a higher feedback rate in future seminars.

The feedback from those who attended the seminars was extremely positive with delegates commenting that ‘the event was well organised and delivered’ and ‘I’d just like to thank you for arranging these seminars for HEI providers. I find them extremely useful and informative’. A key performance indicator was set to gauge the success of the seminars, that being; at least 75 per cent of the feedback received for each question scored ‘good’ or ‘excellent’. When the data from all eight seminars was combined, this rating was achieved across the board as can be seen in the graph below. However, there were three instances when feedback received for a question was below this level when averaging out the responses per seminar. These instances related to the first seminar of each theme held in London and the York service user and carer seminar. For the social work and AMHP seminar the feedback indicated that the second session was of limited use as some education providers had already started the approval process. For the service user and carer seminars the feedback indicated more time was needed for the question and answer session. These areas are discussed in more detail later.

Graph four shows the overall responses received as a percentage for seminar organisation, content and delivery. The detailed results for each seminar can be found in Appendix two.

**Graph four – combined feedback for seminar organisation, content and delivery**



Various aspects of the seminars are discussed in more detail below.

### 3.1 Pre-event planning

In the same way as last year, 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 discussions about the locations and venues selected is contained in the next section of this report

The majority of feedback received in relation to the pre-event planning was overwhelmingly positive with 100 per cent of delegates rating 'communications before the seminar' either 'good' or 'excellent'. A small number of delegates thought the 'booking process' and 'scheduling and timing' was poor (two and seven delegates respectively).

Two delegates noted in their feedback that due to limited numbers they had only received a place once a colleague had pulled out and that it was 'disappointing to see so many empty seats' at the seminar. For this year's seminars we initially restricted the number of delegates from each education provider but made a conscious effort to offer spaces to those on the waiting list as soon as someone informed us they were unable to attend. We also increased the delegate numbers for the final three seminars. Feedback for this particular issue has improved compared to the 2012–13 seminars. Nevertheless, the issue of seminar availability will continue to be one for the Education Department to consider in the future.

In terms of 'scheduling and timing', two delegates felt the seminars should have had a later start than 9.30 am to allow delegates easier travel. The social work and AMHP seminars were the only seminars that started at this time to allow the scheduling and delivery of two seminars in one day. Two delegates also commented that the London seminars were held in the first week of term meaning it was not an ideal time for many education providers. The scheduling and timing, including the feedback discussed later regarding session 2 of the social work and AMHP seminars, is an area which the Department will continue to consider when planning the seminars.

### **3.1.1 Venue and location**

The majority of feedback received in relation to the venue and location was overwhelmingly positive; only one delegate felt that the choice of location was poor. Similarly to last year's seminars, locations were selected on the basis of having good transport links to allow as many delegates to attend as possible. The written feedback continues to include a small number of comments (two) about the lack of availability in certain locations. The location of the seminars will continue to be an area which the Department considers each year.

The decision to hold the social work and AMHP education seminars in London and Birmingham appeared to be a popular choice for delegates as more attended these seminars than attended the three social work themed seminars last year.

### **3.2 Quality vs quantity**

Delegates were asked a number of questions about the quality of content and 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. Both themes were also designed to ensure a balance of presentations and group discussion and material was designed to support this format. Delegate written feedback suggests that some sessions were better received than other sessions. Where clear trends or patterns emerged for individual sessions these are discussed below.

Session one aimed to provide a short introduction to our role and remit to ensure that all delegates had a similar foundation of knowledge before discussing the seminar theme in more detail. Unlike feedback received from last year's seminars, delegates did not comment that, as part of session one, they would have liked to have received more introductory information. Overall, feedback suggests this session was 'pitched' at the right level. However, a small number of delegates (three) commented on the level at which the seminar was pitched for example '...assume a degree of knowledge and expertise in the audience.' This may be because the seminar covered similar information they were asked to review before the seminar or that they were already familiar with HCPC from previous seminars we have held. Going forward the Department will still need to consider the level of information given to delegates before the seminars, how much prior knowledge is required and consider alternate ways of communicating the role and remit of the HCPC beforehand.

For both seminars, session two included a group exercise for the delegates to engage in. There was varied feedback from delegates, some of which can be attributed to specific themes. For the social work and AMHP seminars, a small number of delegates (two) felt the 'work group activities were unnecessary' as they had already submitted their documentation for approval. These delegates had already engaged in the approval process and felt that the exercise designed (which consisted of a mapping exercise) was not helpful for them at their stage of the approval process. For the second session of the service user and carer seminar four delegates commented about service user and carer involvement in the seminar, for example, 'it was disappointing no service user and carers were invited to provide their views'. The way in which we approached this was to introduce two service user and carer perspectives through the video in this session. Other feedback received about this session said the 'service user / carer films were very powerful to have included'.

19 per cent of delegates thought the question and answer session was 'poor' or 'very poor', although there are variations across the seminars (details can be found in Appendix two). Overall, the question and answer session received the lowest rate of positive feedback with written comments such as 'there could have been more time allocated to the Q&A session' and 'there weren't any questions, so I can't say it was good!' The feedback peaked for the first London service user and carer seminar and was taken on board by the Department straightaway to ensure the timing allocated to the question and answer section was kept to for future seminars. Feedback particularly from the Birmingham service user and carer seminar shows that four delegates rated the question and answer session as poor because no questions were asked by the delegates. Striking an appropriate balance between the various sessions and managing / facilitating the question and answer session will continue to be an area for the Department to consider when designing and delivering the seminars.

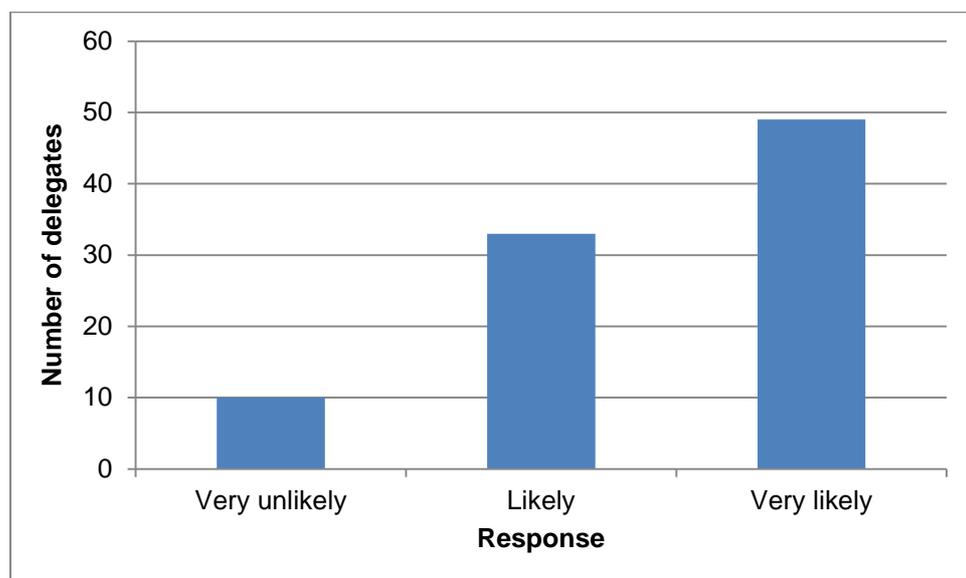
Similarly to last year, there was a question on the quality of the hand outs and presentations. The feedback received was very positive with 98 per cent believing they were 'good' or 'excellent'. However, delegates did feedback some useful comments that should be considered when planning next year's seminars. The amount of copies distributed for delegates to share was raised by some who felt it would have been better to have more than one copy of the group exercise on the table. Also fed back was that more time should be allocated for discussion on the group activities so that delegates are able to learn from everyone that attended rather than those just those on their table.

For the first time, social media played a role in promoting the seminars as we updated our Facebook page and Twitter at the events to keep our followers up to date about how the events were going. The Department will continue to review how social media can be used in the promotion prior to the event and to showcase how the event is proceeding.

This year delegates were asked to complete a mandatory question, based on their experience of how likely would they be to attend future seminars. The

results outlined in graph five show that 89 per cent of all delegates would be 'very likely' or 'likely' to attend future seminars. To get a better understanding of the eleven per cent of delegates that said they were 'very unlikely' to attend future seminar, the Department should consider adding an additional question asking delegates to outline why this is the case. The information gathered from this question could be used to improve future seminars.

**Graph five – how likely delegates are to attend a future seminar**



### **Future considerations**

The education seminars delivered this year were very popular and well attended. Future considerations for the Department, based on the experience and feedback from the seminars are summarised below.

#### **4.1 Capacity**

The Department must continue to develop mechanisms to ensure as wide a range of professions and organisations are represented at the seminars. In particular as both themes will be running again next year, the Department should consider different strategies when promoting the seminars to ensure those education providers who were not represented this year have the first opportunity to attend next year. As part of this, the Department will need to review the information provided to delegates to ensure they are clear about the purpose of and objective for each seminar.

Over the last two years, the Department has been working closely with the Communications Department to draw upon their expertise of managing an increase in delegate numbers whilst delivering the same level of quality. This close working relationship has been extremely beneficial and will continue for the seminars to be held in the 2014–15 financial year.

The issue of non-attendees identified in the 2012 seminars continued this year. Across the two themes 66 delegates who were registered to attend did not attend the seminar at which they had been allocated a place and did not

inform the Education Department ahead of the seminar. In cases where delegates were unable to attend and informed us before seminar, we took the approach of reallocating their place to individuals on the waiting list. However, when we were not informed we were unable to invite people on the waiting list so their place could be reallocated. While this figure is slightly lower than last year (80 delegates), this continues to be area that we need to consider when planning the seminars.

Due to the increased capacity of the seminars and different method of delivery, presenters will need to continue to develop their chairing / facilitation skills and how to answer difficult questions for future events.

#### **4.2 Venues**

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

#### **4.3 Quality vs quantity**

The level at which the seminars are pitched and the time allocated to each session, have been raised by delegates in previous years. The Department acknowledges this is a judgement that is made when considering the expected delegates and developing appropriate seminar material. As the two themes of seminars are being run again next year, they should be reviewed to ensure that they are pitched at the correct level and time is ensured for the question and answer session.

#### **4.4 Bookings**

The feedback regarding the booking process was on the whole very positive and we anticipate a similar demand for the seminars next year. It is important therefore, that the Department continues to maintain and look at ways to make the booking process easier for the Department to manage whilst retaining the ease and reliability for the delegates. The introduction of the new booking process by the Communications Department should assist in this and the Department will need to learn how this works. In planning future seminars, social media will play a bigger role in making delegates aware of the seminars and the booking processes. We will continue to work with the Communications Department to determine the best course action for future seminars.

Increasing the number of delegates who could attend the final three service user and carer seminars removed the waiting lists for these events and the Department should consider how this can work across all seminars.

#### **4.5 Feedback**

This is the first year that we have collected online feedback from delegates. The intention behind the move towards online feedback was to allow delegates more time to complete and reflect on the seminars as well as easier analysis of data while promoting the Department's paper saving policy. Online feedback on the whole was positive with the comments from delegates proving to be very useful. However, we received a lower number of responses overall and we will need to consider how we promote the online feedback to delegates once the seminar has taken place, to ensure that we have as many delegates giving feedback as possible. One way to do this is perhaps to consider having the means available for delegates to give feedback straight after the seminars. This might be particularly useful to those delegates that attend two seminars in one day. In regards to the wording of the online feedback next year, careful consideration should be taken to how the questions are arranged and worded.

# HCPC education seminar delegate feedback

## Welcome to the education seminar feedback form

Thank you for attending an HCPC education seminar.

The seminars have been designed specifically for stakeholders seeking to learn more about our standards with a focus on the approval process for social workers and approved mental health professionals (AMHP) programmes, and our plans for involving service users and carers in the design and delivery of education programmes.

We want to make sure the seminar has been useful to you, and learn whether there are any areas in which we can make improvements. It would be very helpful if you could take the time to complete this feedback form so that we can determine how to make the seminars better in the future. The form should take no more than 5 minutes to complete.

If you attended more than one seminar, please complete a separate form for each seminar attended.

Thank you for your time and participation.

Education Department

# HCPC education seminar delegate feedback

## \*1. Which HCPC education seminar did you attend?

- Social work and approved mental health professionals (AMHP) London - 26 September 2013
- Social work and approved mental health professionals (AMHP) Birmingham - 5 November 2013
- Service user and carer involvement London - 26 September 2013
- Service user and carer involvement Glasgow - 9 October 2013
- Service user and carer involvement Belfast - 22 October 2013
- Service user and carer involvement Birmingham - 5 November 2013
- Service user and carer involvement York - 28 January 2014
- Service user and carer involvement Cardiff - 4 February 2014

## \*2. Which subject area represents the approved programme you are associated with?

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

If you have selected 'other', please provide further details.

# HCPC education seminar delegate feedback

## \*3. Please rate each of the following aspects of the seminar organisation.

|                              | Very poor             | Poor                  | Good                  | Excellent             |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Communication before seminar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Booking process              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scheduling and timing        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choice of facility / venue   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Location of seminar          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you answered 'very poor' or 'poor' to any of the above, please provide details.

## \*4. Please rate each of the following aspects of the seminar.

|  | Very poor             | Poor                  | Good                  | Excellent             |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Relevance of the seminar topic         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usefulness of the information provided | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of the presentations           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presenter knowledge                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q & A session                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hand outs provided during the seminar  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you answered 'very poor' or 'poor' to any of the above, please provide details.

## \*5. Based on your experience of this seminar, how likely are you to attend future seminars?

- Very unlikely
- Likely
- Very likely

## 6. Are there any suggestions or comments you would like to make to help us improve future seminars?

## 7. Are there any other comments that you wish to make?

# HCPC education seminar delegate feedback

## End of feedback form

Thank you very much for taking the time to provide us with feedback, and for your ongoing cooperation and support for the work of the HCPC.

With kind regards  
Education Department

## Appendix two – feedback by location

