

The Health Professions Council

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MINUTES of the second meeting of the Professional Liaison Group to Review the Standards of Education and Training held on **Thursday 22 November 2007** at Park House, 184 Kennington Park Road, London, SE11 4BU

Present: Professor C Lloyd (Chairman)
Ms H Davis
Professor T Hazell
Ms L Hughes
Professor M Lovegrove (items 5-10)
Ms S Shandley
Professor A Turner
Professor D Waller
Mr N Willis

In attendance:

Mr O Ammar, Education Officer (items 1-5)
Mr C Bendall, Secretary to the Group
Ms A Creighton, Education Manager (items 1-5)
Mr M Guthrie, Policy Manager (items 1-5)
Ms M Hargood, Education Officer (items 1-5)
Ms K Lock, Education Officer (items 1-5)
Mr S Mars, Policy Officer
Mr S Rayner, Secretary to Committees (items 1-5)
Ms R Tripp, Director of Policy and Standards (items 1-5)

Item 1.07/6 Apologies for absence

- 1.1 Apologies for absence were received from Ms A Burge, Ms J Farmer, Mr J Petter and Mrs B Stuart.
- 1.2 The Chairman welcomed five students who were observing the meeting and invited them to contribute to the discussion as appropriate.

Item 2.07/7 Approval of agenda

- 2.1 The Group approved the agenda.

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Item 3.07/8 Minutes of the review of the Standards of Education and Training Professional Liaison Group held on 13 September 2007

- 3.1 It was agreed that the minutes of the first meeting of the Group should be confirmed as a true record and signed by the Chairman.

Item 4.07/9 Matters arising

- 4.1 There were no matters arising.

Item 5.07/10 Issues to consider and suggested changes to the standards of education and training

- 5.1 The Group received a paper for discussion from the Executive.
- 5.2 The Group noted that, since the last meeting, the Executive had circulated questionnaires about the Standards of Education and Training (SETs) to education providers, practice placement providers, Visitors and students. The majority of the 46 responses received had indicated that the SETs were well-written.
- 5.3 The Group noted that the Executive intended to draft an introduction to the SETs, for consistency with the Standards of Proficiency and the Standards of Conduct, Performance and Ethics.
- 5.4 The Group noted that the Executive intended to draft a glossary of terms used in the SETs, for inclusion in the guidance on the standards.
- 5.5 The Group noted that on 5 November 2007 a discussion meeting had been held to consider issues around student fitness to practise. The meeting had been attended by Council members, representatives of professional bodies, representatives from education providers and student representatives. Issues discussed at the meeting had included:
- some education providers had fitness to practise procedures in place for students;
 - there were challenges posed by health issues, particularly mental health issues. Discussion groups had acknowledged the impact of the Disability Discrimination Act and its relationship to fitness to practise procedures;

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- arrangements for supervision during practice placements; and
- the need for close contact and formalised links between education providers and practice placement providers.

(Secretary's note: A paper on the discussion meeting was considered by the Education and Training Committee on 4 December 2007).

- 5.6 The Group noted that the paper included proposed changes to the SETs and guidance, which had been suggested at the meeting held on 13 September 2007. In addition, the paper listed issues and suggestions raised by education providers, practice placement providers, students and Visitors.
- 5.7 The Group discussed each SET and possible changes to the standards and guidance. The discussion is summarised in the appendix to these minutes.
- 5.8 The Group agreed that the SETs should be amended as indicated in the appendix and a revised version should be presented to the next meeting.

Action: SM (by 15 January 2008)

Item 6.07/11 Work plan

- 6.1 The Group received a paper to note, setting out the work plan for review of the SETs.

Item 7.07/12 Stakeholder feedback

- 7.1 The Group received a paper for information, summarising the main issues from responses received from education providers, practice placement providers, students and Visitors.

Item 8.07/13 Summary of decisions and issues from 13 September 2007

- 8.1 The Group received a paper for information, setting out some of the principles behind the SETs and issues that arose from the meeting held on 13 September 2007.

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Item 9.07/14 Any other business

- 9.1 The Group agreed that the Executive should check how the SETs related to standards issued by other healthcare regulators. In particular, the Executive should examine whether there were any areas of conflict, or if there were new standards which should be added to the SETs.

Action: SM (by 15 January 2008)

- 9.2 The Group agreed that the guidance on the SETs should be circulated to members and included in a paper for the next meeting.

Action: SM (by 15 January 2008)

- 9.3 The Chairman thanked everyone present for their contributions.

Item 10.07/15 Date and time of next meeting

- 10.1 The next meeting of the Group would be held at 10.30 am on Tuesday 15 January 2008.

- 10.2 Subsequent meetings would be held at 10.30 am on:
Monday 18 February 2008

Chairman

Date

Review of the Standards of Education and Training Professional Liaison Group – Second meeting 22 November 2007

Appendix to the minutes

This appendix indicates comments and suggested amendments which were made during the meeting on 22 November 2007.

SET 1: Level of qualification for entry to the Register

1	Level of qualification for entry to the Register
	<p>1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>1. 1. 1. Bachelor degree with honours for the following professions:</p> <ul style="list-style-type: none">- chiropody or podiatry;- dietetics;- occupational therapy;- orthoptics;- physiotherapy;- prosthetics and orthotics;- radiography;- speech and language therapy;- biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); <p>and</p> <p>1.1.2 Masters degree for the arts therapies.</p> <p>1.1.3 Masters degree for the clinical sciences (with the award of the Association of Clinical Scientists' Certificate of Attainment, or equivalent).</p> <p>1.1.4 Equivalent to Certificate of Higher Education for paramedics.</p> <p>1.1.5 Diploma of Higher Education in operating department practice for operating department practitioners.</p>
	<p>A Visitor and an education provider had suggested that SET 1 needed to reflect newer awards that did not lead to registration, for example supplementary prescribing or Emergency Care Practitioner.</p> <p>The Group noted that emergency care practitioners were not currently regulated by the HPC, so it would not be relevant to include those programmes in the standards. The Group noted that supplementary prescribing programmes were not assessed against SET 1 as they did not lead to entry to the Register.</p>

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The Group noted that the HPC was currently consulting on the threshold level of entry for applied psychologists, if that profession became regulated by the HPC. The Group agreed that it should ensure that the SETs were suitably worded for all professions currently regulated by the HPC and for those professions which might become regulated in the near future, such as applied psychologists.

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SET 2: Programme admissions

2 Programme admissions
The admissions procedures must: 2.1. give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme;
The Group agreed that guidance on the SETs should be revised to encourage applicants and education providers to provide and receive the necessary information.

2 Programme admissions
The admissions procedures must: 2.2 apply selection and entry criteria, including: 2.2.1 evidence of a good command of written and spoken English;
The Group suggested that this standard should be amended to refer to students being able to 'engage' in delivery of the programme. The Group noted that a Visitor had pointed out that many education providers did not interview for selection. The Group noted that education providers were not required to conduct interviews.

2 Programme admissions
The admissions procedures must: 2.2 apply selection and entry criteria, including: 2.2.2 criminal convictions checks;
A Visitor had stated that the standard should require an enhanced Criminal Records Bureau check. The Group noted that this would not be possible as the Criminal Records Bureau only operated in England and Wales. The equivalent organisations in the other home countries were Disclosure Scotland and the Police Service of Northern Ireland. A practice placement provider had asked whether there should be criteria that stated if criminal convictions were subsequent to admission to the programme, this would preclude completion of the course. The Group agreed that a criminal conviction would not preclude completion, which would be dependent on the seriousness of the conviction.

2 Programme admissions

The admissions procedures must:

- 2.2 apply selection and entry criteria, including:
 - 2.2.3 compliance with any health requirements;

An education provider had requested a standard that ensured health requirements were non discriminatory and only applied where the public needs protection. The Group noted that the Disability Discrimination Act or other current legislation might have implications for this standard.

2 Programme admissions

The admissions procedures must:

- 2.2 apply selection and entry criteria, including:
 - 2.2.4 appropriate academic and/or professional entry standards;

An education provider had felt there should be an additional standard requiring a basic level of competence in maths. The Group agreed that guidance on the standard could mention literacy and numeracy.

2 Programme admissions

The admissions procedures must:

- 2.2 apply selection and entry criteria, including:
 - 2.2.5 Accreditation of Prior Learning and other inclusion mechanisms.

A Visitor and education provider had stated that some programmes could not or did not accept AP(E)L and therefore the wording should be changed to 'where appropriate' or 'normally'. The Group noted that no revision was necessary, as the standard referred to AP(E)L alongside 'other inclusion mechanisms'.

The Group suggested that this standard could be included as a separate bullet point under SET 2.2.4.

2 Programme admissions

The admissions procedures must:

2.3 ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

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SET 3: Programme management and resource standards

The group noted that, at its meeting on 13 September 2007, it had been suggested that health and character checks should be maintained during the programme. In discussion, it was suggested that the guidance on the SETs should address this issue, perhaps by indicating that checks should be carried out in the programme at 'appropriate times'.

The Group agreed that the standard should be re-drafted and re-ordered as indicated below.

The Group also agreed that the Executive should consider whether there should be a standard requiring education providers to have a fitness to practise process in place.

3	Programme management and resource standards
3.1	The programme must have a secure place in the education provider's business plan.
	A Visitor had suggested that 'and education funders business plan' should be added to recognise Strategic Health Authority involvement. However, the Group noted that not all programmes received funding and that it was the education provider's responsibility to secure funding.

3	Programme management and resource standards
3.2	The programme must be managed effectively.
	The Group noted that, at its meeting on 13 September 2007, it had been suggested that the standard should refer to quality assurance processes being in place.
	The Group noted a suggestion that there should be a clearer statement about expectations of quality and that the guidance should mention requirements for quality audit. The Group noted that monitoring and quality assurance was different from effective management and that not all education providers had quality assurance systems. The Group agreed that the Executive should draft an appropriate standard for consideration at the next meeting.

3 Programme management and resource standards

3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

The Group noted that programme leaders did not have to be registered with the HPC.

The Group noted that there were several different terms used instead of 'programme leader', such as 'team leader' and 'co-ordinator'. The Group agreed that the standard should be redrafted with a phrase such as '...a named person who has overall responsibility for the programme and who...'. The Group agreed that the standard should require that the programme leader should be appropriately qualified and experienced and from the relevant part of the Register.

3 Programme management and resource standards

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

An education provider and a Visitor had felt there should be a stated staff/student ratio. The Group noted that the HPC had no powers to require a certain ratio.

The Group felt that it was not necessary to include 'in place' in the standard but that the guidance should explain the standard, including how it related to external contractors and to staff actually in post. The Group agreed that 'adequate' needed to be defined in the guidance.

A Visitor had suggested that the guidance should indicate that administrative and technical support could be included. The Group did not feel that this was necessary.

3 Programme management and resource standards

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

The Group noted that at its meeting on 13 September, it had been suggested that the standard could be amended to read '...appropriate specialist expertise and knowledge.' The Group felt that the proposed change had the same meaning as the existing wording and was therefore not necessary.

The Group felt that it would not be necessary for the guidance to include case studies about clinical specialisms. The Group agreed that the guidance should not be too long.

3 Programme management and resource standards

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

The Group agreed that the guidance on the standards should mention the HPC's standards for continuing professional development. It was also suggested that guidance should refer to maintaining skills appropriate to their role.

3 Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

The Group agreed that this standard should be combined with 3.12, but the two sentences should be listed as two separate bullet points. The Group agreed that the guidance should clearly set out the differences between 3.7 and 3.12.

The Group noted that virtual education environments were increasingly being used in some professions to replace practise-based learning, although this did not affect all of the professions regulated by the HPC. The Group agreed that the Executive should re-draft the standard and check that the re-drafted version covered any new developments in education, such as virtual education environments.

3 Programme management and resource standards
3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.
The Group agreed that this standard should be combined with 3.10 and that each standard should be listed separately as a bullet point in the combined standard. The Group agreed that they should be separate bullet points because one was ensured by the education provider whilst the other was ensured by the programme.

3 Programme management and resource standards
3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.
The Group agreed with a suggestion made at the meeting on 13 September 2007 that guidance should address the variation in practice within education providers.

3 Programme management and resource standards
3.10 A system of academic and pastoral student support must be in place.
The Group agreed to combine this standard with 3.8 (see discussion above).

3 Programme management and resource standards
3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.
The Group agreed that the last section of the guidance on this standard should read 'The Visitors will want to be assured that your requirements...' rather than 'probably want to be assured'.

3 Programme management and resource standards
3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.
The Group agreed to combine this standard with 3.7 (see discussion above).

3 Programme management and resource standards

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

The Group noted a suggestion from the meeting on 13 September 2007 that the term 'IT facilities' was out of date and should be replaced with another term such as 'e-learning', 'appropriate technology' or 'ICT'. The Group agreed that 'IT facilities' was a phrase which was still widely understood and that the guidance could expand on what this meant, referring to the other terms used.

In addition, the Group felt that the guidance should also make it clear that learning resources, including IT facilities and internet access, should be readily available wherever the student was.

It was agreed that this SET should be linked together with the other SETs that were about resources.

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SET 4: Curriculum standards

The Group noted that, at its meeting on 13 September 2007, it had been suggested that there should be an additional standard under SET 4 for the curriculum to require the students to be aware of the HPC's Standards of Conduct, Performance and Ethics. The Group agreed that the Executive should draft a standard for consideration at the next meeting.

The Group noted that an education provider had stated that the interface between professional body standards in relation to curriculum and the HPC curriculum frameworks could be clarified. The education provider had felt there should be a single document agreed by the HPC and the professional body which programmes would use to develop and monitor curriculum. The Group agreed that it was inappropriate for a regulator to do this. However, the guidance on the SETs could indicate that professional bodies were usually able to advise education providers about the curriculum.

4 Curriculum standards
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.
The Group noted that there had been no comments on this standard.

4 Curriculum standards
4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.
The Group noted that the wording assumed that curriculum guidance had been produced by a professional body, but in reality this varied between professions. The Group agreed that the standard should be amended to read 'The programme should reflect...' The Group agreed that the guidance should make it clear that professional bodies did not always produce curriculum guidance.
The Group agreed that that the standard should be amended to refer to 'philosophy, core values, skills and knowledge base...'

4 Curriculum standards
4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.
The Group noted a suggestion from the meeting on 13 September 2007 that the standard should be clarified as follows:

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'Ensure effective integration of theory and practice is central to the curriculum to enable the development of safe and effective practice. '

The Group agreed that the guidance should explain that theory and practice should be integrated.

The Group also felt that the wording 'to enable safe and effective practice' was unnecessary and could be removed.

4 Curriculum standards

4.4 The curriculum must remain relevant to current practice.

The Group discussed whether it would be appropriate for the standard to encourage education providers to aspire to develop the profession and practice. It was suggested that the standard should refer to 'current and future practice'. However, the Group agreed that 'future practice' was (by definition) an unknown and that the phrase 'current practice' would include recent developments in a profession.

4 Curriculum standards

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

The Group agreed that the standard should be divided into two separate requirements, because evidence based practice was different to autonomous and reflective thinking. The Group agreed that the Executive should draft revised standards for consideration at the next meeting.

4 Curriculum standards

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

The Group agreed that the standard should be amended to refer to '...must be appropriate to the effective delivery of the curriculum.'

4 Curriculum standards

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

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The Group agreed that 'Where' should be changed to 'When' at the start of the standard.

The Group noted a suggestion from the previous meeting that guidance should stress that opportunities for inter-professional learning should be actively sought and promoted, where the learning of profession specific skills and knowledge of each professional group were not compromised.

The Group agreed that the guidance should encourage inter-professional learning 'where appropriate' but that it should not be, and could not be, mandatory for all professions.

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SET 5: Practice placements standards

The Group discussed whether it should take into account the different models of practice placements used in professions which might become regulated by the HPC, such as applied psychologists. The Group agreed that, as far as possible, the standard should be drafted in general terms. The Group noted that the guidance could expand on the term 'practice placement'.

The Group noted that any changes to the SETs would be the subject of a public consultation and the consultation document could specifically ask whether the standards were appropriate for new professions.

The Group agreed that parts of SET 5 should be combined, as discussed below. The Group agreed to review the re-drafted standard at its next meeting and consider whether it should be re-ordered.

5 Practice placements standards
5.1 Practice placements must be integral to the programme.
The Group agreed that the guidance should clarify what was meant by 'integral to the programme'. The Group agreed that the guidance could refer to external guidance and frameworks relating to practice placements, but the HPC could not require compliance with guidance published by other organisations.

5 Practice placements standards
5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.
The Group noted that an education provider had felt there should be a definition of 'adequate' placement staff and level of practice. The Group felt that the HPC could not state specific numbers, but it might be appropriate for the guidance to expand on the phrases 'adequate number' and 'appropriately qualified'.

5 Practice placements standards
5.3 The practice placement settings must provide: 5.3.1 a safe environment;
The Group agreed that the guidance should expand on this standard, giving examples of risks (e.g. physical work and manual handling training).

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5 Practice placements standards

5.3 The practice placement settings must provide:
5.3.2 safe and effective practice.

The Group felt that this area was already covered in 5.4 and SET 5.3.2 should therefore be deleted. This would mean that the standard could be renumbered to '5.3'.

5 Practice placements standards

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

The Group noted a suggestion that a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis style should be used before each placement, along with risk analysis. The Group agreed that the HPC could not be prescriptive to this level of detail.

The Group agreed that the phrase 'be designed to' was unnecessary and should be deleted.

5 Practice placements standards

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

The Group agreed that, given its importance, this standard should be placed as 5.2.

5 Practice placements standards

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

The Group noted a comment from the previous meeting that guidance should emphasise regular monitoring of all placements and be strengthened on policies for dealing with placements where difficulties arose. The Group agreed that the guidance should emphasise that the education provider was ultimately responsible.

5 Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

- 5.7.1 the learning outcomes to be achieved;
- 5.7.2 timings and the duration of any placement experience and associated records to be maintained;
- 5.7.3 expectations of professional conduct;
- 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
- 5.7.5 communication and lines of responsibility.

The Group noted a suggestion from the previous meeting that there should be an additional standard, requiring a formal agreement between the placement provider and the education provider, so that there was a clear understanding between the parties. The Group agreed that the HPC could not enforce a formal agreement in every placement, but that the guidance on the SETs should suggest a formal agreement as a matter of good practice.

The Group agreed that 5.10 and 5.11 should be combined with SET 5.7 and should refer to practice placement information being available at the appropriate time for both the education provider and students, in an appropriate format.

5 Practice placements standards

5.8 Unless other arrangements are agreed, practice placement educators:
5.8.1 must have relevant qualifications and experience;

The Group noted that a few Visitors felt that more detailed criteria was required, such as a demonstration of Continuing Professional Development and mandatory annual qualification updates. The Group agreed that the HPC could not insist on the latter.

A practice placement provider had suggested that the standard could not insist on all clinical educators having a qualification, otherwise there would be limited numbers of placements. The Group agreed that the standard should be amended to refer to relevant knowledge, skills and experience.

5 Practice placements standards

Unless other arrangements are agreed, practice placement educators:
5.8.2 must be appropriately registered;

The Group noted that sometimes practice placements had to be re-arranged at short notice, due to unforeseen circumstances.

5 Practice placements standards

Unless other arrangements are agreed, practice placement educators:
5.8.3 must undertake appropriate practice placement educator training.

The Group agreed that this standard was particularly important and should be retained. It was suggested that it should be amended to state 'must undertake appropriate practice placement educator training or must be able to demonstrate knowledge and skills'. The Group agreed that the standard should be re-drafted and re-considered at the next meeting.

The Group agreed that the guidance should clarify what was meant by 'appropriate'.

5 Practice placements standards

5.9 There must be collaboration between the education provider and practice placement providers.

A student had suggested that placement providers should be involved in the approval of changes to programmes, to ensure that any changes would be appropriate training for clinical practice. The Group felt that this was already covered by the requirements of SET 3.

5 Practice placements standards

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

The Group agreed that this standard should be included as part of 5.7. Please see the discussion above.

5 Practice placements standards

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

The Group agreed that this standard should be included as part of 5.7. Please see the discussion above.

5 Practice placements standards

5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

The Group agreed that the guidance should be amended to read 'The Visitor will want to see evidence...' instead of 'may want to see evidence...'. The Group agreed that the term 'service users' should be used throughout the SETs, for consistency with the Standards of Proficiency and the Standards of Conduct, Performance and Ethics.

5 Practice placements standards

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to students, together with an indication of how this will be implemented and monitored.

The Group noted that a suggestion from the previous meeting that the terminology is out-dated and the standard should instead refer to an 'inclusion' or 'diversity' scheme. The Group agreed that the Executive should check whether the wording was appropriate.

The Group noted that an education provider and a Visitor had both suggested that the standard should be removed, as they felt that all organisations had these policies. The Group agreed that it was important to retain the standard, for clarity.

SET 6: Assessment standards

6	Assessment standards
	<p>6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.</p>
	<p>The Group noted that a practice placement provider and an education provider both felt that the scope of the assessment of competence should be broader than at present. They suggested that new graduates do not necessarily have levels of competence in all fields to ensure a safe and appropriate service to the public. The Group noted that the SETs were designed to ensure that graduates met the standards of proficiency and could practise safely and effectively within their scope of practice.</p> <p>The Group agreed that the standard should be redrafted to read 'The assessment strategy and design must ensure that students can achieve the standards of proficiency'. The Group agreed that the guidance should make it clear that the phrase 'design' also covered procedures.</p>

6	Assessment standards
	<p>6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.</p>
	<p>The Group agreed to delete the phrase 'that are' as it was unnecessary.</p> <p>The Group agreed that the standard should be amended to '...practise safely and competently' but agreed to reconsider the wording at its next meeting.</p>

6	Assessment standards
	<p>6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.</p>
	<p>The Group agreed that the guidance should give examples of external reference frameworks, such as the Knowledge and Skills and Framework. The Group agreed that there should be a cross-reference to SET 3.</p>

6 Assessment standards

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

The Group noted a Visitor had suggested that SET 6.7 (which related to student progression and achievement) covered this area. However, the group noted that SET 6.4 related to a wider monitoring and evaluation process and required objectivity.

The Group agreed to remove 'progression' from the standard because it was covered by 6.7.1 and to re-word the standard to refer to 'The objective measurement of student performance must be an integral part of the wider process of monitoring and evaluation.'

6 Assessment standards

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

The Group agreed that the guidance should clearly state that Visitors might ask to see figures about drop-out and failure rates and that high levels of both should be examined. The guidance should state that the examiner's report should contain this information.

The Group noted that the phrase 'assessment' related to students and that this was made clear in the existing guidance.

6 Assessment standards

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

The Group noted a suggestion from the previous meeting that this standard should be combined with 6.1 and 6.2. However, the Group felt that SET 6.6 was important and should be retained as a separate standard.

The Group agreed that this standard should be moved, to become 6.2, and the other standards renumbered accordingly.

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6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
6.7.1 student progression and achievement within the programme;

The Group noted that a student had suggested there should be external examiners for all modules or at least all practical module assessments. However, the Group agreed that the HPC could not impose such a requirement.

A Visitor had suggested that a procedure for failure should be specified and the Group noted that local programme regulations would cover this.

The Group felt that the guidance on the SETs should include a section on the number of re-sits which might be allowed.

6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
6.7.2 awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;

The Group agreed that the existing wording was a double negative and should be reworded along the lines of 'only programmes which provide eligibility for inclusion on the Register should contain any reference to an HPC protected title in their named award'.

6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
6.7.3 an aegrotat award not to provide eligibility for admission to the Register;

The Group agreed that the phrase 'aegrotat award' should be included in the glossary section of the guidance.

6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
6.7.4 a procedure for the right of appeal for students; and

The Group noted that there had been no comments on this standard.

6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:

6.7.5 the appointment of at least one external examiner from the relevant part of the Register, unless other arrangements are agreed.

The Group noted that, following a public consultation, the standard had recently been amended to include the words 'unless other arrangements are agreed'.

A Visitor had argued that the external examiner must be from the 'relevant professional part of the Register' but the Group agreed that it was not necessary to include the word 'professional' in this context.

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