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MINUTES of the third meeting of the Professional Liaison Group to Review the Standards of Education and Training held on **Tuesday 15 January 2008** at Park House, 184 Kennington Park Road, London, SE11 4BU

Present: Professor C Lloyd (Chairman)
Ms A Burge
Ms H Davis
Ms J Farmer
Ms L Hughes (items 1-5 and part of item 6)
Professor M Lovegrove (items 1-5 and part of item 6)
Ms S Shandley
Mrs B Stuart (items 1-5 and part of item 6)
Professor A Turner
Mr N Willis

In attendance:
Mr O Ammar, Education Officer
Mr C Bendall, Secretary to the Group
Ms A Creighton, Education Manager
Mr M Guthrie, Policy Manager (items 1-5 and part of item 6)
Mr S Mars, Policy Officer
Ms T Samuel-Smith, Education Officer
Ms E Simeoni, Education Officer
Ms R Tripp, Director of Policy and Standards (for part of item 6)

Item 1.08/1   Apologies for absence

1.1   The Chairman welcomed everyone to the meeting and attendees introduced themselves.

1.2   Apologies for absence were received from Professor T Hazell, Mr J Petter and Professor D Waller. The Group noted that Professor Waller had sent an e-mail, commenting on the guidance to the standards. The Chairman reported the comments during the discussion at item 6.

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Item 2.08/2 Approval of agenda

2.1　The Group approved the agenda, subject to considering the paper on the first draft of the standards as item 5.

Item 3.08/3 Minutes of the review of the Standards of Education and Training Professional Liaison Group held on 22 November 2007

3.1　It was agreed that the minutes of the second meeting of the Group should be confirmed as a true record and signed by the Chairman, subject to an amendment that, in the first paragraph relating to Standard of Education and Training (SETs) 2.2, the second sentence should read 'The Group noted that this would not be possible as the Criminal Records Bureau only operated in England and Wales.'

Item 4.08/4 Matters arising

4.1　The Group received a paper to note from the Executive.

4.2　The Group noted that the Executive would produce a paper for the next meeting on how the SETs related to standards issued by other healthcare regulators. The Group noted that a member could provide assistance with the paper outside the meeting.

Action: SM (by 18 February 2008)

Item 5.08/5 Revised Standards of Education and Training: First draft

5.1　The Group received a paper for discussion from the Executive.

5.2　The Group noted that the paper set out the first draft of the revised standards, without guidance or commentary. The Group discussed the wording and the order of the revised standards. Please see the appendix to these minutes for details of the discussion.

5.3　The Group agreed that the introduction to the standards and the introduction to the guidance should make it clear that the SETs applied to all parts of a programme (for example, the requirements in SET 3 for student support still applied when students were on placements). The Group noted that it was intended that there would be an introduction to the standards and a separate introduction to each of the six SETs. The Group agreed that the introductions should be considered at the next meeting, once the standards and guidance had been redrafted.

Action: SM (by 18 February 2008)

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Item 6.08/6 Suggested changes to the Standards of Education and Training and guidance

6.1   The Group received a paper for discussion from the Executive.

6.2   The Group noted that the paper set out the alterations to the standards and guidance suggested by the Group and other stakeholders from the previous meetings. Please see the appendix to these minutes for details of the discussion.

Item 7.08/7 Student fitness to practise

7.1   The Group received a paper for discussion from the Executive.

7.2   The Group noted that a meeting involving external stakeholders had been held on 5 November 2007 to discuss issues around student registration and fitness to practise. The meeting had been held in response to a request in the White Paper 'Trust, Assurance and Safety – The Regulation of Health Professionals in the 21st Century' for regulators to submit proposals on the issue to the Department of Health.

7.3   The Group noted that the paper made several recommendations, including that the Group should draft a SET requiring education providers to have student fitness to practise panels. The Group agreed that the proposed SET should require education providers to have a fitness to practise process. The Group noted that a panel system was only one way in which the proposed standard could be met. Please see the appendix to these minutes for details of the discussion (SET 3.13).

Item 8.08/8 Work plan

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

Item 9.08/9 Future professions

9.1   The Group received a paper to note.

9.2   The Group noted that any consultation on the revised standards would include stakeholders representing professions which had applied to the HPC for statutory regulation and other professions which might be regulated in the future. The consultation document would include a question on whether education programmes for those professions would be able to meet the proposed standards.

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Item 10.08/10 Any other business

    10.1   There was no other business.

Item 11.08/11 Date and time of next meeting

    11.1   The next meeting of the Group would be held at 10.30 am on Monday 18 February 2008. This would be the last scheduled meeting.

Chairman

Date

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Review of the Standards of Education and Training Professional Liaison Group – Third meeting 15 January 2008

Appendix to the minutes

This appendix indicates comments and suggested amendments which were made during the meeting on 15 January 2008. The version of the standards below is the redrafted version, which was produced following discussion at the meetings on 13 September 2007 and 22 November 2007.

Revised standards of education and training – 1st draft
SET 1: Level of qualification for entry to the Register

1   Level of qualification for entry to the Register
1. 1 The Council normally expects that the threshold entry routes to the Register will be the following: 1. 1. 1 Bachelor degree with honours for the following professions: • chiropody or podiatry; • dietetics; • occupational therapy; • orthoptics; • physiotherapy; • prosthetics and orthotics; • radiography; • speech and language therapy; and • biomedical science (with the Certificate of Competence awarded by the Institute   of Biomedical Science, or equivalent). 1.1.2 Masters degree for the arts therapies. 1.1.3 Masters degree for the clinical sciences (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent). 1.1.4 Diploma of Higher Education for operating department practitioners. 1.1.5 Equivalent to Certificate of Higher Education for paramedics.
The Group noted some exit routes from approved programmes would not entitle individuals to use a protected title. The Group felt that no further alterations were needed to the SET or the guidance.

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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 the SET should be amended to follow the order of the parties in the first part of the sentence, with the second part to read '...about whether to take up or make the offer of a place on a programme.'

The Group agreed that guidance should refer to the need for the education provider to gather information to make a decision on whether to offer a place.

The Group agreed that the guidance should be strengthened, to make it clear that it was misleading to state that a programme automatically entitled students to be registered by the HPC.

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 agreed that guidance should make it clear that education providers might interview applicants, but that this was not required by the HPC. The Group noted that many programmes did not routinely conduct interviews, due to a lack of capacity.

The Group agreed that guidance should include a new paragraph stating that students should have a good command of English to be able to fully engage in delivery of the programme, including reading, writing and speaking English. The Group felt that the guidance should state that the visitors will want to see that there is an effective process to assess English.

2	Programme admissions

The admissions procedures must:
2.2 apply selection and entry criteria, including:
    2.2.2 criminal convictions checks;

The Group agreed that the final sentence of the revised guidance (which referred to a procedure for monitoring criminal records during the programme) should be deleted, as this would be covered under a new SET (3.13) and its related

guidance.

2   Programme admissions

The admissions procedures must:

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

The Group agreed that the guidance should refer to recommendations published by the Disability Rights Commission in 2007.

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; and
- 2.2.5 Accreditation of Prior Learning and other inclusion mechanisms.

The Group noted that the HPC could not impose limits on the amount of prior learning which individuals brought into the programme.

The Group noted that there was a trend for feeder programmes (which enabled students to enter the second year of a programme) and agreed that guidance should mention feeder routes as an example of 'other inclusion mechanisms'.

2   Programme admissions

The admissions procedures must:

2.3 ensure that the education provider has equality and diversity policies in relation to candidates and students, together with an indication of how these will be implemented and monitored.

The Group agreed that the second paragraph of the revised guidance should state that 'Your department, school or programme may have separate equality or diversity policies, or your university may have policies that apply to you.'

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SET 3: Programme management and resource standards

3	Programme management and resource standards

3.1 The programme must have a secure place in the education provider's business plan.

The Group agreed that, in the guidance, the definition of 'a secure place' should include a bullet point that 'there is a continuing future for the programme.' The Group agreed that the guidance should indicate that risks or threats to delivery of the programme should be 'currently minimal.'

3	Programme management and resource standards

3.2 The programme must be managed effectively.

The Group agreed that word ordering in the standards should be reviewed by the Executive for consistency, in particular the placing of adverbs (e.g. 'managed effectively' in SET 3.2, but 'adequately support' in 3.8.2).

The Group agreed that the guidance should stress the importance of clear lines of communication and clear definitions of responsibility (e.g. between education providers and practice placement providers and educators). The Group noted that the education provider was responsible for meeting the SETs.

3	Programme management and resource standards

3.3 The programme must have an effective monitoring and evaluation system in place.

The Group agreed to delete the word 'effective' in the SET and agreed that the guidance should make it clear that the monitoring and evaluation system should be effective.

The Group also agreed that the guidance should explain that documents from the monitoring and evaluation system (including internal and external evaluations) would be used by the HPC in annual monitoring of programmes.

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3   Programme management and resource standards

3.4 There must be a named person 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 agreed that the standard should be amended to require that the named person should be 'either on the relevant part of the HPC Register and appropriately qualified and experienced, or otherwise appropriately qualified and experienced.'

The Group noted that occasionally there were two programme leaders for one programme (for example, a job share post) but that the HPC could ask for a single named contact at the education provider.

The Group agreed that the guidance should list examples of information (such as curriculum vitas) which education providers could provide to the HPC as evidence of the standard.

3   Programme management and resource standards

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

The Group agreed that guidance should also mention pastoral and management staff. The Group agreed that guidance should state that factors in deciding whether there were an adequate number of staff would include provision for contingencies (e.g. when staff were on long-term absence) and whether staffing levels were responsive to the cohort size of the programme.

3   Programme management and resource standards

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

The Group made no comments on this SET or the guidance.

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3   Programme management and resource standards

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

The Group agreed that it was not necessary for the guidance to mention the HPC's standards for continuing professional development, as not all programme staff were registered with the HPC.

3   Programme management and resource standards

3.8 The resources to support student learning in all settings:
- 3.8.1 must be used effectively; and
- 3.8.2 must adequately support the required learning and teaching activities of the programme.

The Group agreed that the Executive should redraft the SET, to emphasise that resources should be available to all students from all settings, at all times throughout the programme. The Group agreed that the parts of SET 3 relating to resources should be placed together and that SET 3 should be re-ordered so that the parts of the standard flowed logically.

The Group agreed that, in the list of resources given in the guidance, the phrases 'texts and journals' should replace 'books'.

The Group agreed that the guidance should be amended to make it clear that visitors should be shown IT facilities (including arrangements for remote access) and might wish to see lecture rooms and other resources such as skills laboratories.

The Group noted that, where programmes were delivered by franchise arrangements, visitors would need to see evidence of provision of resources.

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3	**Programme management and resource standards**

3.9 There must be:
- 3.9.1 adequate and accessible facilities to ensure the welfare and well-being of students; and
- 3.9.2 a system of academic and pastoral student support in place.

The Group agreed that there should be an additional part to this standard, as 3.9.3: 'a students' complaints process in place.' The Group agreed that the guidance should be amended accordingly.

The Group agreed that, alongside the categories of students mentioned in the guidance, students with 'carer responsibilities' should also be mentioned as a category that might need support. The Group agreed that the guidance should refer to students with 'learning disabilities' instead of 'students with dyslexia' and should refer to 'planned or unexpected leave' which students had to take.

3	**Programme management and resource standards**

3.10 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

The Group agreed that experiential groups should be included in the list of examples where students' consent would have to be sought, as these groups were used in programmes in arts therapy and the psychological professions.

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 noted that SET 3 (programme management) would cover the need to ensure staff attendance.

3	**Programme management and resource standards**

3.12 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 agreed that this standard should follow SET 3.8, as both standards related to resources. The Group agreed that, in the second paragraph of the revised guidance, the last sentence should read 'The visitors will want to know

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how the students will be able to access the learning resources wherever the
student is.'

3 Programme management and resource standards

3.13 A fitness to practise process must be in place throughout the programme.

The Group noted that this was a new standard and felt that it should be placed
earlier in SET 3, with the other parts of the standard relating to programme
management and systems. The Group noted that parts of a standard were not
listed in order of importance and that a programme had to meet all of the
standards before it could be approved by the HPC. The Group noted that the
introduction to the standards and the guidance would make this clear.

The Group noted that the standard did not relate to 'fitness for purpose'.

The Group agreed that guidance for this standard should give examples of
processes which might be used, including self-declaration, monitoring by a tutor,
or a panel hearing. Education providers would have to give evidence to support
their choice of process, which would have to be appropriate to the programme
and its delivery. It was important that there was accountability for any decision
made in a fitness to practise process and that the process should be fair and
transparent.

The Group noted that the proposed revised SETs would be subject to a
consultation process and were not expected to become effective until the
2009-10 academic year. This would give education providers time to make
adjustments to meet any new requirements in the SETs, such as this proposed
standard.

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SET 4: Curriculum standards

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 agreed that the standard should state that 'The learning outcomes must ensure...' instead of 'should ensure', for consistency with the other standards.

The Group made no comments the guidance.

4	Curriculum standards

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in the curriculum guidance for the profession.

The Group agreed that 'must' should replace 'should' because of consistency with the remaining standards and the potential difficulty of having the more permissive 'should' in standards against which assessments would be made.

The Group noted that the word 'reflect' could be interpreted in different ways and did not make it clear if the programme should strictly adhere to curriculum guidance. The Group noted that established programmes usually met this SET, but that newly-established programmes sometimes needed time to address the standard before the HPC could approve the programme. The Group discussed alternative wording instead of 'reflect' but was unable to reach a conclusion on a suitable alternative.

The Group felt that the standard should be amended to '...any curriculum guidance for the profession', instead of 'the curriculum guidance', which implied that there was a single document and did not take account of the fact that some professions had several different professional bodies.

The Group agreed that guidance should make it clear that, while some professions produced curriculum guidance, others did not.

4	Curriculum standards

4.3 Integration of theory and practice must be central to the curriculum.

The Group made no comments about the standards or the guidance.

4	Curriculum standards

4.4 The curriculum must remain relevant to current practice.

The Group discussed whether this standard should require the curriculum to remain relevant 'to current practice and professional thinking.' The Group felt that SET 4.2 already covered professional thinking.

The Group agreed that guidance should make it clear that current practice would lead to future developments in the profession and that programmes should therefore keep up-to-date with professional developments.

4	Curriculum standards

4.5 The delivery of the programme must:
- 4.5.1 support and develop autonomous and reflective thinking: and
- 4.5.2 encourage evidence based practice.

The Group agreed that the guidance should also mention autonomous thinking, to follow the wording of the standard.

4	Curriculum standards

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

The Group agreed that the guidance should be amended to remove the explanation of the term 'subjects', as that term was no longer used in the standard.

4	Curriculum standards

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

The Group agreed that the guidance should be amended to refer to students' ability to '...communicate and work with others', instead of '...other members of the health and social care team'. The Group felt that the amended phrase would apply to a wider range of professions.

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4   Curriculum standards

4.8 The curriculum must make sure that students are aware of HPC's standards of conduct, performance and ethics.

The Group noted that this was a new standard and agreed that, given its importance, it should become SET 4.3.

The Group agreed that students should not just be 'aware' of the standards of conduct, performance and ethics (SCPEs), but should also understand their importance. The Group agreed that the standard should be amended to require that the curriculum should make sure that students understood the SCPEs and their impact on practice.

The Group agreed that the proposed guidance should be amended to explain that the SCPEs were 'broad, generic standards' which all people registered by the HPC had to adhere to.

SET 5: Practice placements standards

5	**Practice placements standards**
5.1 Practice placements must be integral to the programme.
The Group agreed that a new standard should be added, requiring that an adequate number of placements 'must be available to support the learning outcomes.'

5	**Practice placements standards**
5.2 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.
The Group made no comments on the standard or guidance.

5	**Practice placements standards**
5.3 There must be an adequate number of appropriately qualified and experienced staff at the placement.
The Group agreed that the guidance should make it clear that the HPC would decide whether a programme met this SET by taking into consideration the size of the student cohort.

5	**Practice placements standards**
5.4 The practice placement settings must provide a safe environment.
The Group agreed that the standard should require '…a safe and supportive environment'. The Group agreed that the list of safety issues in the guidance should also include psychological stress; emotional stress; aggression; lone and community working; and violence in the workplace.

5	**Practice placements standards**
5.5 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.
The Group agreed that this standard should be moved, to become SET 5.3.

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5   Practice placements standards

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

The Group agreed that the guidance should be amended to delete the statement that practice placements were the education provider's responsibility, although the guidance would still state that visitors would need evidence that placements were monitored on a regular basis by the education provider and had links to the management of the programme.

The Group agreed that the guidance should ask the education provider to demonstrate collaborative working between the education provider and placement provider and that there should be a cross-reference to SET 3.9.

5   Practice placements standards

5.7 Students, practice placement providers 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 agreed that the terms 'practice placement providers' and 'practice placement educators' should be defined in the glossary to be included in the revised guidance and that the Executive should check that the terms were used consistently throughout the standards and guidance.

The Group agreed that the guidance should state that practical information about placements would need to be provided to students (e.g. dates and venues).

The Group agreed that, in the guidance, the list of necessary information to practice placement educators should become a list of examples.

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5	Practice placements standards

5.8 Unless other arrangements are agreed, practice placement educators:
- 5.8.1 must have relevant knowledge, skills and experience;
- 5.8.2 must be appropriately registered; and
- 5.8.3 must undertake appropriate practice placement educator training.

The Group agreed that SETs 5.8.1 and 5.8.2 should be combined into one sentence, which would require that practice placement educators should have relevant knowledge, skills and experience and be appropriately registered.

The Group agreed that the guidance should indicate broad learning outcomes for practice placement educator training.

The Group noted that members of the Executive in the Education – Approvals and Monitoring Department felt that the standards in SET 5 could be reordered. The Group agreed that the Executive should consider this and any proposed re-ordering should be considered at the next meeting of the Group.

5	Practice placements standards

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

The Group agreed that the standard should be amended to read 'There must be collaboration between the education establishment and practice placement.'

The Group agreed that guidance should make clear the nature of the partnership between the education provider and practice placement providers.

5	Practice placements standards

5.10 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

The Group made no comments about the standards or the guidance.

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5   Practice placements standards

5.11 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

The Group agreed that the guidance should refer to the Disability Discrimination Act, instead of the profession-specific sources of guidance which were currently mentioned.

SET 6: Assessment standards

6	**Assessment standards**
6.1 The assessment strategy and design must ensure that the student can achieve the standards of proficiency.	

The Group noted that the HPC could not impose a limit of the number of re-sits allowed, as it was concerned with whether students could meet the standards of proficiency upon successful completing a programme. However, visitors would want to see information about regulations on the number of re-sits, because it would enable them to assess the quality of the programme and students.

6	**Assessment standards**
6.2 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.	

The Group made no comments about the standards or the guidance.

6	**Assessment standards**
6.3 Assessment methods must be employed that measure the learning outcomes and skills required to practise safely and effectively.	

The Group discussed whether the standard should refer to 'assessment methods and procedures'. The Group felt that assessment strategy and design (covered by SET 6.1) would include procedures and agreed not to amend the standard.

6	**Assessment standards**
6.4 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.	

The Group made no comments about the standards or the guidance.

6	**Assessment standards**
6.5 The objective measurement of student performance must be an integral part of the wider process of monitoring and evaluation.	

The Group made no comments about the standards or the guidance.

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6 Assessment standards

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

The Group agreed that, in the second paragraph of the guidance, the last sentence should be amended to read 'The visitors will want to see figures about attrition rates.' The Group noted that the examiner's report would usually not contain figures about drop-out and failure rates and the guidance should be amended accordingly.

6 Assessment standards

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

The Group agreed that the guidance should state that 'The visitors will also want to see how you decide what prevents a student from progressing...' instead of 'what stops a student from progressing...'

6 Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
        6.7.2 programmes which provide eligibility for inclusion on the Register should be the only programmes which contain any reference to an HPC protected title in their named award;

The Group noted that this standard was now quite long and asked the Executive to review whether it would be possible to shorten the sentence, while keeping the same meaning.

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 made no comments about the standards or the guidance.

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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 made no comments about the standards or the guidance.

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 consultation, on 28 March 2007 the Education and Training Committee had agreed to amend the standard and the associated guidance. The revised guidance was tabled as an amendment to the paper.

The Group made no comments about the standards or the guidance.

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