

Standards of Education and Training review meeting, 15th January
2008: Suggested changes to the Standards of Education and
Training and guidance

Executive summary and recommendations

Introduction

Article 15 (1) of the Health Professions Order 2001 (“the order”) provides that:

The Council shall from time to time establish—

*(a) the standards of education and training necessary to achieve the
standards of proficiency it has established under article 5(2)*

The attached paper sets out the alterations to the Standards of Education and Training (SETs) and the guidance suggested by the professional liaison group (PLG) and other stakeholders from the previous PLG meetings.

Decision

This paper is for discussion.

Background information

None

Resource implications

N/A

Financial implications

N/A

Appendices

None

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2008-01-03	a	POL	PPR	changes to SETs and guidance coversheet	Draft DD: None	Public RD: None

Date of paper

3rd January 2008

Suggested changes to the Standards of Education and Training and guidance

Introduction

The following paper sets out in detail the updated version of the standards of education and training. It has been updated in light of the discussions and recommendations made at the PLG meetings on the 13th September 2007 and the 22nd November 2007.

This paper places the decisions the group has made thus far against the existing standards of education and training guidance. In each section, the existing standard is given, followed by the existing guidance. Any changes to the standard are then detailed, together with a commentary, a recommendation and revised guidance if appropriate.

Any alterations to the SETs and guidance are shown with a strikethrough or italics. Comments and suggestions have only been added when there has been a discussion but no firm decision was made by the whole group. When the issue has not been resolved, or where work is required to reach a consensus comments and recommendations have been added to help inform the future discussions of the group.

SET 1: Level of qualification for entry to the Register

Summary

This standard is concerned with the qualifications needed to be eligible to apply to register with us.

Overall guidance

This does not apply.

More information

- Quality Assurance Agency for Higher Education, Qualifications framework for England, Wales and Northern Ireland
- Quality Assurance Agency for Higher Education, Qualifications framework for Scotland
- College of Radiographers, Handbook of the joint validation committee (Radiography)
 - 3.4 Registerable qualification (see note below)¹
 - Appendix two – Guidance for the development and approval of M level programmes with eligibility for registration
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Chartered Society of Physiotherapy, Expectations of Master's level programmes within qualifying physiotherapy education

Example questions

How is the MA different from the PG Dip?
Is there an exit route other than BSc or MA?

1 Level of qualification for entry to the Register

Current standard

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;

Note: The Joint Validation Committee of the Radiographers Board no longer exists, so a lot of this document has been replaced by HPC or Society of Radiographers guidance. However, this section is still relevant.

- radiography;
- speech and language therapy;
- biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and

1.1.2 Masters degree for the arts therapies.

1.1.3 Masters degree for the clinical sciences (with the award of the Association of Clinical Scientists' Certificate of Attainment, or equivalent).

1.1.4 Equivalent to Certificate of Higher Education for paramedics.

1.1.5 Diploma of Higher Education in operating department practice for operating department practitioners.

Current guidance

We expect that most of the programmes on our approved list will be at the standard which we have outlined above, but we realise that there may be some exceptions. We have set the level above for each profession, based on what we think is needed for people who successfully complete the programme to meet all of the standards of proficiency.

This standard contains the word 'normally', to show that you may be able to design a programme which leads to a different qualification from that above, but which meets the rest of the standards of education and training, and the standards of proficiency, so can still be approved by us.

Revised standard

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 (IBMS), or equivalent if appropriate).; ~~and~~

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 ~~award of the~~ Association of Clinical Scientists' ~~Certificate of Attainment~~, or

equivalent).

1.1.5 1.1.4 Diploma of Higher Education in ~~operating department practice~~ for operating department practitioners.

1.1.4 1.1.5 Equivalent to Certificate of Higher Education for paramedics.

Commentary

The group previously discussed additional guidance to clarify the meaning of 'or equivalent' in 1.1.1. This refers to the Certificate of Competence awarded by the IBMS or the Certificate of Attainment awarded by the ACS. It is used in the same way as "normally" but is specific for biomedical science and clinical science. Historically many students have completed a 3 year undergraduate programme and then undertake the certificates awarded by the professional bodies.

The wording "or equivalent" means we can approve programmes which do not result in a IBMS or ACS award, but nevertheless meet the SETs and SoPs. These are programmes which integrate the academic and professional learning and are known as co-terminus programmes.

The Approvals and monitoring annual report 2006 shows that there were no conditions against this standard.

Recommendations

No changes necessary. A programme which leads to a different qualification may still meet the standards of proficiency and for this reason "or equivalent" is not a contentious or confusing statement. This is already explained in the guidance for the word "normally". The group is invited to consider that additional guidance will not make this point any clearer.

Revised guidance

No changes.

SET 2: Programme admissions

Summary

This standard is about the admissions procedures for your programme, including the selection procedure and the information provided to those involved.

Overall guidance

Examples of the kinds of information that you could provide under this standard could include the information that is sent to students when they apply to you, information handed out at open days or interviews, any welcome or information pack sent in the post to successful applicants, or a copy of your section of the university prospectus.

The visitors will want to be assured that you are reviewing your admission procedures to assess how effective they are ~~and to prevent discrimination~~. So, you may want to provide information about how you analyse application and admission patterns.

It is important that your admissions staff and your applicants understand that, when you assess applications, you are checking that person's suitability to do your programme, and that you are not assessing or giving any assurances about whether they will eventually be registered. This particularly applies to the sections of this standard which refer to criminal conviction checks, and health requirements.

Admissions staff, and applicants, should be aware that the offer of a place is not a guarantee of registration at the end of the programme, neither is it an opinion from the institution as to the likelihood of eventually being registered.

When someone applies to us for registration, we will look at their application individually, and make a decision about their registration based on their own individual circumstances. We cannot offer future guarantees of registration, or decide that a future application for registration would definitely not be successful.

More information

- Health Professions Council, Standards of conduct, performance and ethics
- Health Professions Council, A disabled person's guide to becoming a health professional
- Health Professions Council, Information about the health reference
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education: Recruitment and admissions

- Quality Assurance Agency for Higher Education, Guidelines on the accreditation of prior learning

Example questions

How much information do students get before they apply to register?
 What information do you give to applicants about the programme, and in what format?
 How do you make sure that students reach International English Language Testing System (IELTS) 7.0 when they graduate?
 What are your English language requirements?
 Have you explained your criminal records check?
 How do you make sure that overseas applicants go through the same relevant checks as students from the European Union?
 What arrangements do you have to make initial health checks and any immunisations that are needed?
 Do you give credit to applicants with Accredited Prior (Experiential) Learning (AP(E)L)?
 What is the process for assessing an applicant's AP(E)L? How often do you do it?
 How do you monitor your ~~equal opportunities policy~~ equality and diversity policies?
 How do you tell applicants and students about your ~~equal opportunities policy~~ equality and diversity policies?

2 Programme admissions

Current standard

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.

Current guidance

All of your entry requirements should be clearly set out in the information you send to interested applicants, with contact details of your admissions tutor or someone similar.

You may want to provide information to show how you tell students about accommodation costs and any other costs, such as personal therapy (for therapists), driving tests (for paramedics), criminal record checks, health checks, immunisations and any other costs that students will need to meet, including the length and possible location of their placements, whether they will need to stay away from the university, their travel, and how this is funded.

You should make sure that your documents clearly tell students that completing

the programme means they are 'eligible to apply' for registration with us. Phrases like 'completing this programme entitles you to be registered with the HPC' or 'once you have completed this programme, you will be registered' could be misleading, as all students need to apply to register after they have completed their programme.

See also the guidance under SET 2.2 and SET 2.3 to make sure students understand that an offer of a place does not show that they automatically meet our standards, or that they will be registered with us in the future.

Revised standard

No changes.

Commentary

No changes were suggested by the group.

Recommendations

No changes.

Revised guidance

All of your entry requirements should be clearly set out in the information you send to interested applicants, with contact details of your admissions tutor or someone similar.

You may want to provide information to show how you tell students about accommodation costs and any other costs, such as personal therapy (for therapists), driving tests (for paramedics), criminal record checks, health checks, immunisations and any other costs that students will need to meet, including the length and possible location of their placements, whether they will need to stay away from the university, their travel, and how this is funded.

You should make sure that your documents clearly tell students that completing the programme means they are 'eligible to apply' for registration with us. Phrases like 'completing this programme entitles you to be registered with the HPC' or 'once you have completed this programme, you will be registered' could be misleading, as all students need to apply to register after they have completed their programme.

~~See also~~ *Also see* the guidance under SET 2.2 and SET 2.3 to make sure students understand that an offer of a place does not show that they automatically meet our standards, or that they will be registered with us in the future.

2 Programme admissions

Current standard

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;

Current guidance

You do not have to interview applicants to your programme, but we do need information about your selection and entry criteria, with information about how you apply these.

Please see also SET 4.1, which says that everyone who successfully completes your programme must be able to meet the standards of proficiency. This means that any English language requirements you set at the beginning of the programme should take account of the fact that at the end of the programme, all students must meet the required level of English ability for the standards of proficiency for their profession.

Those students whose first language is English will not normally need to provide evidence of meeting an IELTS standard or equivalent, but may be required by the education provider to have passed English at GCSE or equivalent.

Revised standard

No changes.

Commentary

The group discussed revising the guidance to state that students should have English to a level which would enable them to effectively engage in the delivery of the programme. The existing guidance explains the requirement for students to be able to meet the standards of proficiency on completion, including those relating to the ability to communicate in English.

Recommendations

The group is invited to agree that the existing guidance sufficiently covers this area.

Revised guidance

You do not have to interview applicants to your programme, but we do need information about your selection and entry criteria, with information about how

you apply these.

Please ~~see also~~ *also see* SET 4.1, which says that everyone who successfully completes your programme must be able to meet the standards of proficiency. This means that any English language requirements you set at the beginning of the programme should take account of the fact that at the end of the programme, all students must meet the required level of English ability for the standards of proficiency for their profession.

Those students whose first language is English will not normally need to provide evidence of meeting an IELTS standard or equivalent, but may be required by the education provider to have passed English at GCSE or equivalent.

2 Programme admissions

Current standard

The admissions procedures must:

- 2.2 apply selection and entry criteria, including:
 - 2.2.2 criminal convictions checks;

Current guidance

You will probably run checks on your students through the Criminal Records Bureau, the Scottish Criminal Record Office or the Police Service of Northern Ireland, and we would expect that this would be 'enhanced' disclosure or equivalent, due to the positions of responsibility in which health professionals are placed.

See also the comments above in the general guidance for this standard, about the role of your staff in assessing applicants for your programme, and not for registration.

However, if you are considering an application from someone who has a criminal conviction, you may find it helpful to refer to our standards of conduct, performance and ethics, and consider if any criminal conviction might affect that person's ability to meet those standards. You may also find it helpful to consult your practice placement educators to find out if they would be willing to offer the applicant a place. We will want to see what procedures you have in place if practice placement educators are not willing to offer a student a place after you have already accepted the student.

We will also like to see what you would do if you received a positive criminal conviction declaration from an applicant. You may also have a procedure for monitoring criminal records during the programme, such as an annual self-declaration form that students sign, which you can give to the visitors.

Revised standard

No changes.

Commentary

No changes were suggested by the group.

Recommendations

No changes.

Revised guidance

You will probably run checks on your students through the Criminal Records Bureau, the Scottish Criminal Record Office or the Police Service of Northern Ireland, and we would expect that this would be 'enhanced' disclosure or equivalent, due to the positions of responsibility in which health professionals are placed.

~~See also~~ *Also* see the comments above in the general guidance for this standard, about the role of your staff in assessing applicants for your programme, and not for registration.

However, if you are considering an application from someone who has a criminal conviction, you may find it helpful to refer to our standards of conduct, performance and ethics, and consider if any criminal conviction might affect that person's ability to meet those standards. You may also find it helpful to consult your practice placement educators to find out if they would be willing to offer the applicant a place. We will want to see what procedures you have in place if practice placement educators are not willing to offer a student a place after you have already accepted the student.

We will also like to see what you would do if you received a positive criminal conviction declaration from an applicant. You may also have a procedure for monitoring criminal records during the programme, such as an annual self-declaration form that students sign, which you can give to the visitors.

2 Programme admissions

Current standard

The admissions procedures must:

2.2 apply selection and entry criteria, including:

2.2.3 compliance with any health requirements;

Current guidance

Our guidance document, 'A disabled person's guide to becoming a health professional' is available, with information for disabled people applying to approved programmes, and for admissions staff on considering applications from disabled people.

We have also published a document called 'Information about the health reference' with information for applicants and doctors about the health reference.

See also the comments above in the general guidance for this standard, about the role of your staff in assessing applicants for your programme, and not for registration.

You should give candidates information about any preparation needed before their practice placement starts, for example, vaccinations.

Health checks must be carried out as part of the admissions process. Requirements vary across the professions and we will want to see that you give students clear information. For example, some programmes will need students to have immunisations while others will not. It is your responsibility to have systems in place to carry out health checks on all students, including those working in the NHS and private practice.

Revised standard

No changes.

Commentary

In 2007, the Disability Rights Commission (DRC) published the outcomes of an investigation into fitness standards in teaching, nursing and social work. The investigation focused on health requirements for training, and for admission to professional registers.

The report concluded that such requirements were often discriminatory and recommended that regulators remove requirements for physical and mental fitness and worked to remove other requirements contained in legislation (e.g health references).

On 26 November 2007, HPC held an event with education providers to discuss its guidance on disability and implications of the report. Some of the discussion concerned the requirements of the SETs in light of the DRC report.

The existing guidance says 'Health checks must be carried out...'. This could be seen as inconsistent with the wording of the standard which refers to 'any health requirements'.

A summary and full copy of the DRC report is found on:
www.maintainingstandards.org

Recommendations

The group is invited to discuss this SET in light of the DRC findings.

The Executive proposes that, at this stage, the SET could remain the same, to allow for programmes where it might be appropriate to have some requirements relating to health (e.g. immunisations). However, some suggested changes to the guidance are made below, in light of the DRC report, and the need to ensure the SET and the supporting guidance are consistent with each other.

Revised guidance

Our guidance document, 'A disabled person's guide to becoming a health professional' is available, with information for disabled people applying to approved programmes, and for admissions staff on considering applications from disabled people.

We have also published a document called 'Information about the health reference' with information for applicants and doctors about the health reference.

~~See also~~ *Also see* the comments above in the general guidance for this standard, about the role of your staff in assessing applicants for your programme, and not for registration.

You should give candidates information about any preparation needed before their practice placement starts, for example, vaccinations.

~~Health checks must be carried out as part of the admissions process.~~

Requirements vary across the professions and we will want to see that you give students clear information. For example, some programmes will need students to have immunisations while others will not. It is your responsibility to ~~have systems in place to carry out health checks on all students, including those working in the NHS and private practice~~ *to make sure all reasonable steps have been taken to comply with any health requirements.*

2 Programme admissions

Current standard

The admissions procedures must:

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

Current guidance

The visitors will want to be assured of your academic and professional entry standards, and also how you tell applicants about these standards and how they are applied.

Revised standard

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.

Commentary

The group felt that the guidance could make reference to literacy and numeracy.

The group also suggested that the standard should be listed along with SET 2.2.5. The guidance in relation to AP(E)L may need some adjustment to take account of the programmes who do not, or can not offer AP(E)L.

Recommendations

The group is invited to discuss the additional wording in the guidance.

Revised guidance

The visitors will want to be assured of your academic and professional entry standards, *for example those regarding literacy and numeracy*, and also how you tell applicants about these standards and how they are applied.

You must *also* show that you have a system for ~~accrediting prior learning~~ *inclusion mechanisms*, and show how you do this. You may want to show how you explain your AP(E)L *inclusion* policies to applicants, including any details of charges that education providers may make for this administrative work (this information may also be relevant to show how you meet SET 2.1) You should also make sure that students who are eligible for AP(E)L are able to meet the standards of proficiency for their profession when they successfully complete the programme.

The visitors will need to be assured that students' prior learning is mapped

against the learning outcomes for a programme or individual modules. You will need to show what the upper limit for A(P)EL is and how you decide this.

2 Programme admissions

Current standard

The admissions procedures must:

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

Current guidance

You must show that you have a system for accrediting prior learning, and show how you do this. You may want to show how you explain your AP(E)L policies to applicants, including any details of charges that education providers may make for this administrative work (this information may also be relevant to show how you meet SET 2.1) You should also make sure that students who are eligible for AP(E)L are able to meet the standards of proficiency for their profession when they successfully complete the programme.

The visitors will need to be assured that students' prior learning is mapped against the learning outcomes for a programme or individual modules. You will need to show what the upper limit for A(P)EL is and how you decide this, together with an indication of how they will be implemented and monitored.

Revised standard

~~The admissions procedures must:~~

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

Commentary

The group suggested that the standard should be listed as a separate bullet point after SET 2.2.4

Recommendations

The guidance for 2.2.4 and 2.2.5 should be brought together.

Revised guidance

See guidance for 2.2.4 and 2.2.5.

2 Programme admissions

Current standard

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.

Current guidance

See also the guidance under SET 3.10.

The visitors will need to be assured that you have an equal opportunities and anti-discriminatory policy.

You may have a separate policy for equal opportunities, and one for anti-discrimination, or the documents may be published together, or perhaps your equal opportunities policy also tackles how you will deal with discrimination. Your department, school or programme may have its own policy, or your university may have a policy that applies to you.

This is not a problem, as long as the visitors have enough evidence to show that you have these policies in place, and that they are put into practice and monitored at a school or department level.

The visitors may also want to see that information that you give to students (for example, a student handbook) includes this policy, with information about the procedure to follow if a student feels that they have been discriminated against. You may also want to show what information you give students about the policies relating to placements.

Revised standard

The admissions procedures must:

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

Commentary

The term 'equal opportunities' is now deemed as outdated because it assumes that all people should be treated equally without taking into account any difficulties they may face. The current terminology refers to 'equality and diversity' which shows an acceptance of differences and that adjustments will be made to positively support all people. This also incorporates the term 'anti-discriminatory'.

Recommendations

Equality and diversity policies will cover the different types of policies that exist. The group is invited to discuss the additional wording in the standard and guidance.

Revised guidance

~~See also the guidance under SET 3.10.~~

The visitors will need to be assured that you have ~~an equal opportunities and anti-discriminatory policy~~ *equality and diversity policies*.

~~You may have a separate policy for equal opportunities, and one for anti-discrimination, or the documents may be published together, or perhaps your equal opportunities policy also tackles how you will deal with discrimination.~~

Your department, school or programme may have ~~its own policy~~ *separate equality and diversity policies*, or your university may have a *policy/ies* that applies to you. ~~The visitors will want to have enough evidence~~ *This is not a problem, as long as the visitors have enough evidence* to show that you have these policies in place, and that they are put into practice and monitored at a school or department level.

The visitors ~~may~~ *will* also want to see that information that you give to students (for example, a student handbook) includes this policy, with information about the procedure to follow if a student feels that they have been discriminated against. You may also want to show what information you give students about the policies relating to placements.

SET 3: Programme management and resource standards

Summary

This standard is about managing the programme, and the resources available to the academic and support staff, and to the students on the programme.

Overall guidance

Visitors will usually take note of the on-site resources available during their tour of the library and facilities. Notes taken on this tour may help to show the visitors how you meet this standard. You might want to use the tour to tell them about facilities which you feel meet the standards particularly effectively.

Visitors ~~may~~ *will* also want to ask the programme team questions about how well the policies and procedures that you outline in your documents are working in practice. Questions that the visitors ask the practice placement educators about how placements are managed, and the resources available during placements, may be relevant to this standard as well.

Visitors ~~may~~ *will* also ask senior managers (for example, the head of faculty) questions about the whole of SET 3.

More information

- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in Higher Education
- Department of Health, Partnership framework for quality assurance of healthcare education

Example questions

Do you use visiting lecturers? If so, how do you quality assure them?

Do you have staff appraisals every year?

Do you do peer observation as part of staff development? If so, do you include these comments in staff appraisals?

Do students participate as ~~clients~~ *service users* in teaching? If so, how do you get their consent?

How do you monitor student attendance?

If students don't attend, how will you deal with this?

Can students access information technology and library resources off campus or at weekends?

3 Programme management and resource standards

Current standard

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

Current guidance

The visitors would normally need to see a business plan, to make sure that the programme was secure within the institution, not under any threat, and that it had enough support.

A 'secure place' means that:

- the education provider is committed to providing enough resources to deliver the programme;
- the risks or threats to delivering the programme are minimal; and
- there is a long-term future for the programme.

The questions for this SET will be directed mainly at senior managers and workforce development confederation (WDC) planners. There must be clear information about partnerships with other education providers.

As part of your documents, you may want to include university planning statements as returned to HEFCE, SHEFC, HEFCW and Department of Health Commissioners, if appropriate.

You could, for example:

- explain the context of your programme, for example, in terms of how it fits with its research profile and strategy;
- show how you manage programmes with providers of practice-based learning, to make sure that they are effectively developed, delivered and reviewed; and
- explain your processes for reviewing the way your programme is delivered and the related need for development.

Revised standard

No changes.

Commentary

Workforce development confederations no longer exist; their role is now undertaken by strategic health authorities.

Recommendations

The group is invited to discuss the changes to the guidance.

Revised guidance

The visitors would normally need to see a business plan, to make sure that the programme was secure within the institution, not under any threat, and that it had enough support.

A 'secure place' means that:

- the education provider is committed to providing enough resources to deliver the programme;
- the risks or threats to delivering the programme are minimal; and
- there is a long-term future for the programme.

The questions for this SET will be directed mainly at senior managers ~~and workforce development confederation (WDC) planners~~. There must be clear information about partnerships with other education providers.

As part of your documents, you may want to include university planning statements as returned to HEFCE, SHEFC, HEFCW and Department of Health Commissioners, if appropriate.

You could, for example:

- explain the context of your programme, for example, in terms of how it fits with its research profile and strategy;
- show how you manage programmes with providers of practice-based learning, to make sure that they are effectively developed, delivered and reviewed; and
- explain your processes for reviewing the way your programme is delivered and the related need for development.

3 Programme management and resource standards

Current standard

3.2 The programme must be managed effectively.

Current guidance

The visitors may ask the senior managers (for example, head of faculty, Dean and Strategic Health Authority (SHA) planners) questions to make sure that this standard is being met.

Evidence you could provide that would help to show you meet this standard might include:

- external examiners' reports and your response to these reports;

- a critical review of current arrangements;
- analysis of student feedback through module evaluations, placement evaluations, programme committees, and staff student liaison committees;
- feedback through placement audits and evaluations, and partnership meetings;
- analysis of tutor feedback through module evaluations, programme committees, and annual reports;
- quality audits of practice placements; and
- clear action plans and evidence of the action taken.

If the programme proposal is new, the visitor must be convinced that there are effective systems in place to manage the programme and that individuals involved have the skills and expertise they need to work within these systems.

If there is a partnership with another person or organisation to deliver the academic content of the programme (for example, another education provider, or where a trust employs the academic staff as well as the practice placement educators), visitors may ask to see the partnership agreement and find out which regulations and disciplinary procedures apply to students and staff. The visitors will want to be assured that there are clear procedures to deal with any problems in this area, and these should be clearly written into any partnership agreement.

Revised standard

No changes.

Commentary

The group suggested there should be a separation in the standards to distinguish the requirements made for the monitoring and evaluation of a programme (see the proposed new standard 3.3) from the governance of a programme.

No alterations to the guidance were suggested by the group.

Recommendations

No changes.

Revised guidance

The visitors *may will* ask the senior managers (for example, head of faculty, Dean and Strategic Health Authority (SHA) planners) questions to make sure that this standard is being met.

Evidence you could provide that would help to show you meet this standard might include:

- external examiners' reports and your response to these reports;
- a critical review of current arrangements;
- analysis of student feedback through module evaluations, placement evaluations, programme committees, and staff student liaison committees;
- feedback through placement audits and evaluations, and partnership meetings;
- analysis of tutor feedback through module evaluations, programme committees, and annual reports;
- quality audits of practice placements; and
- clear action plans and evidence of the action taken.

If the programme proposal is new, the visitor must be convinced that there are effective systems in place to manage the programme and that individuals involved have the skills and expertise they need to work within these systems.

If there is a partnership with another person or organisation to deliver the academic content of the programme (for example, another education provider, or where a trust employs the academic staff as well as the practice placement educators), visitors ~~may~~ *will* ask to see the partnership agreement and find out which regulations and disciplinary procedures apply to students and staff. The visitors will want to be assured that there are clear procedures to deal with any problems in this area, and these should be clearly written into any partnership agreement.

3 Programme management and resource standards

New standard

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

Commentary

The group felt that a standard should be added regarding monitoring and quality assurance because it should be separate to the governance of a programme that is covered by SET 3.2.

It was agreed that not all education providers have, or should have, quality assurance systems in place. The group felt that in light of this the guidance should have quality audits as an example of the type of monitoring and evaluation system that an education provider may have.

The group is invited to consider that most education providers have a quality assurance system and most will take part in a number of others.

Recommendations

A monitoring and evaluation system needs to be appropriate to programme management and resources. The group will wish to ensure that there is no duplication made in the information that education providers need to give to other bodies. If the group feels there must be guidance specifically about quality assurance we would need to provide direction on why it is needed.

Proposed guidance

To be discussed by the group if they feel the standard is required.

3 Programme management and resource standards

Current standard

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.

Current guidance

You will probably want to provide the CV of your programme leader, to show how you consider them to be 'appropriately qualified and experienced'.

We expect that your programme leader will normally be registered with us. However, we recognise that it may be possible for a programme to be led by someone who is not registered in the relevant part of the register. If this is the case, you should show more detail about their qualifications, and their experience. If they are not registered, you must make sure that their job title does not give the impression that they are registered by using a protected title.

If your programme leader is not registered in the relevant profession with us, the visitors may want to see information about how you make profession-specific information available to support them in their role.

The information that you can give the visitors about your programme leader might include:

- evidence of their previous effective programme leadership;
- an ability to effectively organise the delivery of the programme;
- a professional qualification; or
- an educational qualification.

Revised standard

~~3.3~~ 3.4 There must be a named ~~programme leader~~ *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.

Commentary

The group noted that several different terms were used instead of 'programme leader', such as 'team leader' or co-ordinator'. The guidance needs to reflect the change in the standard from 'programme leader' to 'named person'.

Recommendations

The group is invited to discuss the changes to the guidance.

Revised guidance

You will probably want to provide the CV of ~~your programme leader~~ *the named person with overall responsibility for the programme*, to show how you consider them to be 'appropriately qualified and experienced'.

We expect that ~~your programme leader~~ *this person* will normally be registered with us. However, we recognise that it may be possible for a programme to be led by someone who is not registered in the relevant part of the register. If this is the case, you should show more detail about their qualifications, and their experience. If they are not registered, you must make sure that their job title does not give the impression that they are registered by using a protected title.

If ~~your programme leader~~ *the named person with overall responsibility for the programme* is not registered in the relevant profession with us, the visitors ~~may~~ *will* want to see information about how you make profession-specific information available to support them in their role.

The information that you can give the visitors ~~about your programme leader~~ might include:

- evidence of their previous effective programme leadership;
- an ability to effectively organise the delivery of the programme;
- a professional qualification; or
- an educational qualification.

3 Programme management and resource standards

Current standard

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

Current guidance

See also the guidance under SET 3.2.

We do not set staff / student ratios, but our visitors will want to make sure that there are enough staff to deliver the programme effectively, so that our standards are met. The visitors may want to look at the staffing within the overall context of your education provision. For example, involving your staff in other programmes in the same profession, your expected research, or your inter-professional learning and teaching, might all affect the staff available for the programme being considered. Visitors will need information on what administrative or technical staff are in place to support the programme, and their experience and qualifications if appropriate.

You will probably want to take account of the practical requirements of your programme, and the possible need for teaching in small groups, when deciding how many staff are needed. You may also want your staff to have clinical as well as academic experience.

The information that you give the visitors about staffing at your placements (SET 5.2) will also be relevant to this standard.

Revised standard

3.4 3.5 No changes to wording.

Commentary

The group felt that in the guidance there should be an explanation of how the standard related to external contractors and to staff in post. They also agreed that “adequate” should also be more clearly defined.

Recommendations

The group is invited to discuss the additional wording in the guidance.

The guidance should not be too narrow or prescriptive and the group is invited to consider that the guidance presently gives a non-restrictive definition of “adequate” which allows visitors to make decisions on a case-by-case basis.

Revised guidance

~~See also see the guidance under SET 3.2.~~

~~We do not set staff / student ratios, but our visitors will want to make sure that there are enough staff to deliver the programme effectively, so that our standards are met.~~ *so by 'adequate' we mean that our visitors will want to be sure that the number of staff is appropriate for the effective delivery of the programme.* The

visitors *may will* want to look at the staffing within the overall context of your education provision. For example, involving your staff in other programmes in the same profession, your expected research, or your inter-professional learning and teaching, might all affect the staff available for the programme being considered. Visitors will need information on what administrative or technical staff are in place to support the programme, and their experience and qualifications if appropriate.

You will probably want to take account of the practical requirements of your programme, and the possible need for teaching in small groups, when deciding how many staff are needed. You may also want your staff to have clinical as well as academic experience.

The information that you give the visitors about staffing at your placements (SET 5.2) will also be relevant to this standard.

Also see the guidance under SET 3.2.

3 Programme management and resource standards

Current standard

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

Current guidance

Your staff CVs will probably cover this SET.

The programme team must show us that the staff on the team, and any other people who help to deliver the programme (such as sessional lecturers), are qualified to deliver the programme. We do not specify the precise expertise and knowledge which are needed to deliver certain aspects of your programme, as we feel that this may change as best practice develops.

Visitors may also consider the input from specialist visiting lecturers and the expertise and knowledge that they bring to the programme balanced against the quality of delivery and continuity of students' experience. If visiting lecturers teach on your programme, the visitors may want to know how you guarantee their teaching quality.

Revised standard

~~3.5~~ 3.6 No changes to wording.

Commentary

No alterations were suggested by the group.

Recommendations

No changes.

Revised guidance

Your staff CVs will probably cover this SET.

The programme team must show us that the staff on the team, and any other people who help to deliver the programme (such as sessional lecturers), are qualified to deliver the programme. We do not specify the precise expertise and knowledge which are needed to deliver certain aspects of your programme, as we feel that this may change as best practice develops.

Visitors ~~may~~ *will* also consider the input from specialist visiting lecturers and the expertise and knowledge that they bring to the programme balanced against the quality of delivery and continuity of students' experience. If visiting lecturers teach on your programme, the visitors ~~may~~ *will* want to know how you guarantee their teaching quality.

3 Programme management and resource standards**Current standard**

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

Current guidance

It is important that all staff, including part-time staff, practice placement educators and visiting lecturers, have the opportunity to develop and maintain their professional skills, to make sure that they continue to deliver the programme effectively.

The visitors will want to be assured that there is a staff development policy. This could be supported by:

- departmental planning documents;
- staff development strategies;
- CVs;
- staff appraisal systems;
- staff profiles;
- professional development portfolios; and
- keeping up-to-date with professional body guidance.

The visitors may want to ask members of your programme team about how this works, and how accessible and available staff development is. They may ask your practice placement educators about how you support them in their development. They will also want to know about any peer observation or mentoring schemes that are run and what training is available to new lecturers.

Revised standard

3.6 3.7 No changes to wording.

Commentary

The group felt that the guidance should mention HPC's standards for CPD and also refer to maintaining skills appropriate to their role.

Recommendations

The group is invited to consider the additional wording in the guidance.

Not all staff involved in programmes are registered with HPC so the group is invited to discuss whether making specific mention of HPC's standards for CPD is necessary.

Revised guidance

It is important that all staff, including part-time staff, practice placement educators and visiting lecturers, have the opportunity to develop and maintain their professional skills, *especially those that are appropriate to their role*, to make sure that they continue to deliver the programme effectively.

The visitors will want to be assured that there is a staff development policy. This could be supported by:

- departmental planning documents;
- staff development strategies;
- CVs;
- staff appraisal systems;
- staff profiles;
- professional development portfolios; and
- keeping up-to-date with professional body guidance.

The visitors ~~may~~ *will* want to ask members of your programme team about how this works, and how accessible and available staff development is. They may ask your practice placement educators about how you support them in their development. They will also want to know about any peer observation or mentoring schemes that are run and what training is available to new lecturers.

3 Programme management and resource standards

Current standard

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

Current guidance

'Resources' in this context may include:

- student handbooks and module guides;
- information technology (IT), visual learning environments and other specialist programs;
- academic and support staff;
- buildings;
- books;
- equipment; and
- materials.

This standard means that resources must not only be available, but should also be used effectively. You could provide information about the resources students have access to, including how equipment booking systems are used, or how laboratory resources are used. (The visitors will look separately at your library provision – see SET 3.13)

The visitors will want to be sure that resources are effectively used on placements, so, as part of your evidence to show that you meet this standard, you could show the visitors how you support student learning in a practice placement setting. They will also want to see how students who are employed and studying part-time or doing post-registration qualifications are catered for in their placements or place of work.

The visitors may want to see evidence of how you assess the effectiveness and use of the resources in your quality assurance procedures and reports.

Revised standard

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

~~3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.~~

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.

Commentary

The group felt that the guidance should clearly set out the differences between the effective use of resources and that the resources used are appropriate for the programme.

The group also wanted to ensure that the standard and guidance would cover any new developments in the delivery of educational programmes, for example virtual learning.

Recommendations

The group is invited to consider the additional wording in the guidance.

Revised guidance

'Resources' in this context may include:

- student handbooks and module guides;
- information technology (IT), visual learning environments and other specialist programs;
- academic and support staff;
- buildings;
- books;
- equipment; and
- materials.

This standard means that resources must not only be available *and appropriate for the delivery of the programme*, but should also be used effectively. You could provide information about the resources students have access to, including how equipment booking systems are used, or how laboratory resources are used. *During the tour of facilities, you should show the visitors evidence of resources, which may include lecture theatres, tutorial rooms, presentation equipment, specialist labs and equipment.*

'All settings' could refer to, for example, a second site where parts of the programme are delivered, or to resources that are available to students on practice placements. The visitors may not need to see lecture rooms, but will be interested to see other resources such as skills laboratories. (The visitors will look separately at your library provision – see SET 3.12)

~~The visitors will want to be sure that resources are effectively used on placements, so, as part of your evidence to show that you meet this standard, you could show the visitors how you support student learning in a practice placement setting. They will also want to see how students who are employed and studying part-time or doing post-registration qualifications are catered for in~~

their placements or place of work.

The visitors ~~may~~ *will* want to see evidence of how you assess the effectiveness and use of the resources in your quality assurance procedures and reports.

3 Programme management and resource standards

Current standard

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Current guidance

To meet this standard, you will need to provide evidence of the facilities available for student support, how students are informed about these, and how accessible they are. Visitors will need assurance that appropriate support facilities are in place, and these could include counselling, a health centre, medical advice and so on.

See also SET 5 about support for students on practice placement.

Revised standard

~~3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.~~

~~3.10 A system of academic and pastoral student support must be in place.~~

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.

Commentary

The group felt the guidance should reflect that facilities and welfare are the responsibility and can be ensured by the overall education provider, whereas academic and pastoral support is ensured by each individual programme team.

Recommendations

The group is invited to consider the additional wording in the guidance.

Revised guidance

To meet this standard, you will need to provide evidence of the facilities available

for student support, how students are informed about these, and how accessible they are. Visitors will need assurance that appropriate support facilities are in place, and these could include counselling, a health centre, medical advice and so on.

Visitors may will want to see how your systems can support students, for example, those on part-time, in-service or work-based learning, or mature or disabled students.

If you use a personal tutor system, you will probably want to provide information on how this works to show how you meet this standard. You could also show how you support students with dyslexia, including how they are supported during their placements. Visitors may will also ask students about how well they feel the support systems are working. You should provide evidence to show the support you provide for students during periods of sick leave or carers' leave, or any other unexpected leave the student has to take. You may also like to detail financial help available, counselling and specialist teaching or learning facilities.

~~See also~~ Also see SET 5 about support for students on practice placement.

3 Programme management and resource standards

Current standard

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Current guidance

This standard is mainly concerned with preventing injuries and emotional distress, and helps to make sure that education and placement providers acknowledge risk factors. The level of involvement of students will vary from profession to profession, and may not apply to all programmes. Professional bodies will have information about this.

Examples of activities where you will need to have guidelines for gaining students' consent include:

- role play;
- bio-mechanical assessments of the arms and legs;
- patient positioning through manipulation of bony anatomical landmarks; and
- practising profession-specific techniques.

You should tell candidates how much they are expected to get involved in the programme, taking account of, for example, cultural differences or the personal

medical health of the individual. In your cross-referencing document, you could explain to the visitors how and where this is made clear in the programme documents, or student handbook, and included in the programme recruitment and admissions procedures, for example.

The visitors will want to check that there are systems in place for gaining students' consent. When necessary, we will want to see evidence, such as a copy of a consent form. Visitors will need to be provided with a copy of relevant guidelines, and they may also ask questions about this during their meetings with students or placement providers.

Other sources of guidance

- Chartered Society of Physiotherapy, Guidelines of Good Practice – Student consent, information for Higher Education Institutions (HEI) physiotherapy programmes and physiotherapy students

Revised standard

~~3.9~~ 3.10 Where students participate as ~~patients or clients~~ service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Commentary

The group felt the guidance should address the variation in practice within education providers.

Recommendations

The group is invited to consider the additional wording in the guidance.

Revised guidance

This standard is mainly concerned with preventing injuries and emotional distress, and helps to make sure that education and placement providers acknowledge risk factors. The level of involvement of students will vary *between programmes, and* from profession to profession, ~~and may not apply to all programmes~~. Professional bodies will have information about this.

Examples of activities where you will need to have guidelines for gaining students' consent include:

- role play;
- bio-mechanical assessments of the arms and legs;
- patient positioning through manipulation of bony anatomical landmarks; and

- practising profession-specific techniques.

You should tell candidates how much they are expected to get involved in the programme, taking account of, for example, cultural differences or the personal medical health of the individual. In your cross-referencing document, you could explain to the visitors how and where this is made clear in the programme documents, or student handbook, and included in the programme recruitment and admissions procedures, for example.

The visitors will want to check that there are systems in place for gaining students' consent. When necessary, we will want to see evidence, such as a copy of a consent form. Visitors will need to be provided with a copy of relevant guidelines, and they may also ask questions about this during their meetings with students or placement providers.

3 Programme management and resource standards

Current standard

3.10 A system of academic and pastoral student support must be in place.

Current guidance

See also the guidance under SET 3.8.

To show how you meet this standard, you can provide the visitors with information about the support that you offer to students. Visitors may want to see how your systems can support students, for example, those on part-time, in-service or work-based learning, or mature or disabled students.

If you use a personal tutor system, you will probably want to provide information on how this works to show how you meet this standard. You could also show how you support students with dyslexia, including how they are supported during their placements. Visitors may also ask students about how well they feel the support systems are working. You should provide evidence to show the support you provide for students during periods of sick leave or carers' leave, or any other unexpected leave the student has to take. You may also like to detail financial help available, counselling and specialist teaching or learning facilities.

Revised standard

See SET 3.9.2

Commentary

See SET 3.9.2

<p>Recommendations See SET 3.9.2</p>
<p>Revised guidance See SET 3.9.2</p>

<p>3 Programme management and resource standards</p>
<p>Current standard 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.</p>
<p>Current guidance See also the guidance under SET 5.5.</p> <p>You should provide information to the visitors to show when attendance is compulsory, and when it is not. You should show the visitors how you monitor attendance, for example, by a lecture register. You must show the systems you have in place for doing this, for example, the action that you will take if students do not go to the compulsory parts of the programme. Where attendance is linked to assessment, you must explain the systems in place for monitoring assessments.</p> <p>The visitors will want to make sure that all students can meet all of the standards of proficiency to be able to practise safely and effectively. This means, for example, that aspects of the programme which are essential to make sure that students met the standards of proficiency will need to be compulsory, with attendance monitored, and lack of attendance followed up to make sure that students gain this knowledge before they complete the programme.</p> <p>The visitors will probably want to be assured that your requirements, and any consequences of missing compulsory teaching, are clearly communicated to students, for example, in a student handbook or equivalent.</p>
<p>Revised standard No changes.</p>
<p>Commentary</p>

The group felt the last section of the guidance should be altered to ‘The visitors will want to be assured...’

Recommendations

The group is invited to consider the alteration to the wording in the guidance.

Revised guidance

~~See also~~ *Also see the guidance under SET 5.5.*

You should provide information to the visitors to show when attendance is compulsory, and when it is not. You should show the visitors how you monitor attendance, for example, by a lecture register. You must show the systems you have in place for doing this, for example, the action that you will take if students do not go to the compulsory parts of the programme. Where attendance is linked to assessment, you must explain the systems in place for monitoring assessments.

The visitors will want to make sure that all students can meet all of the standards of proficiency to be able to practise safely and effectively. This means, for example, that aspects of the programme which are essential to make sure that students met the standards of proficiency will need to be compulsory, with attendance monitored, and lack of attendance followed up to make sure that students gain this knowledge before they complete the programme.

The visitors will ~~probably~~ want to be assured that your requirements, and any consequences of missing compulsory teaching, are clearly communicated to students, for example, in a student handbook or equivalent.

3 Programme management and resource standards

Current standard

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Current guidance

During the tour of facilities, you should show the visitors evidence of resources, which may include lecture theatres, tutorial rooms, presentation equipment, specialist labs and equipment. Your documents may then show the visitors how these resources support your programme’s learning and teaching activities.

‘Off site’ could refer to, for example, a second site where parts of the programme are delivered, or to resources that are available to students on practice

placements. The visitors may not need to see lecture rooms, but will be interested to see other resources such as skills laboratories.

Revised standard

~~3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.~~

See SET 3.8.2

Commentary

See SET 3.8.2

Recommendations

See SET 3.8.2

Revised guidance

See SET 3.8.2

3 Programme management and resource standards

Current standard

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.

Current guidance

You should provide information in your documents about the learning resources provided for students and for staff, and you may also want to point out the learning resources to the visitors during the course of the tour of the library and facilities, including information technology (IT) facilities and any profession-specific resources.

The visitors will want to check the quantity, accessibility and currency of resources. They will want to be assured that stocks are kept up to date, that there is enough money to replace them, that there are enough core texts available (or that arrangements are made such as reserving certain titles for reference only, or short-term loan, or similar), and that opening hours and so on mean that the facilities are available to students and to staff.

You may want to cross-reference your evidence under this standard to the

information in SET 4.4 'The curriculum must be relevant to current practice', to show how your resources remain up to date with developments in the programme and your profession.

As well as your library facilities, the visitors will also need to make sure that your IT facilities are appropriate and readily available. They may ask the students how easy they found it to access computers, and whether they considered the number of computers available to be suitable for their needs. If you are using a visual learning environment such as WebCT or Blackboard, it can be helpful to the visitors to see how this is used during the tour of the library or the IT suites.

Revised standard

~~3.13~~ 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.

Commentary

The group discussed expanding on the term 'IT facilities', however, it was agreed that the term 'IT facilities' is a commonly used and understood and covers the spectrum of old and emerging technologies. The group is invited to consider that further expansion of the term in the guidance may make the guidance more prescriptive and potentially limited.

The group also agreed that the guidance should make clear that learning resources should be available wherever the student is.

Recommendations

The group is invited to consider the alteration to the wording in the guidance.

Revised guidance

You should provide information in your documents about the learning resources provided for students and for staff, and you may also want to point out the learning resources to the visitors during the course of the tour of the library and facilities, including information technology (IT) facilities and any profession-specific resources.

The visitors will want to check the quantity, accessibility and currency of resources. They will want to be assured that stocks are kept up to date, that there is enough money to replace them, that there are enough core texts available (or that arrangements are made such as reserving certain titles for reference only, or short-term loan, or similar), and that opening hours and so on mean that the facilities are available to students and to staff. *The visitors will also want to know*

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

You may want to cross-reference your evidence under this standard to the information in SET 4.4 'The curriculum must be relevant to current practice', to show how your resources remain up to date with developments in the programme and your profession.

As well as your library facilities, the visitors will also need to make sure that your IT facilities are appropriate and readily available. They may ask the students how easy they found it to access computers, and whether they considered the number of computers available to be suitable for their needs. If you are using a visual learning environment such as WebCT or Blackboard, it can be helpful to the visitors to see how this is used during the tour of the library or the IT suites.

3 Programme management and resource standards

New standard

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

Commentary

Please see the paper Standards of Education and Training review meeting, 15 January 2008: Student fitness to practise.

Recommendations

Please see the paper Standards of Education and Training review meeting, 15 January 2008: Student fitness to practise.

Proposed guidance

The group is invited to consider appropriate guidance if they feel the standard is required.

SET 4: Curriculum standards

Summary

This part of the standards is about the curriculum, making sure that graduates meet our standards for their professional skills and knowledge, and are fit to practise. We have created a set of curriculum standards which will allow you to design your own programme. You may choose to do this by following a curriculum framework document produced by a professional body, where this is available.

Overall guidance

Professional bodies may be involved in designing curriculum frameworks. We do not set more detailed standards for developing a curriculum or about the content of programmes and how they are delivered.

Different professional bodies are at different stages in relation to curriculum frameworks. Some have been involved in this for some time, certain professional bodies are beginning to develop this, and some professional bodies may not get involved in this area. For a list of documents, please see the back of this document, or our website.

More information

- Health Professions Council, standards of proficiency
- Professional body:
 - curriculum outlines; and
 - codes of professional conduct.See the back of this document for a list of publications.
- Department of Health, Partnership framework for quality assurance of healthcare education
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education

Example questions

What drives the design of your curriculum?

How would you explain the overall programme and how a student progresses from day one to graduation?

Can you explain how the learning outcomes of the programme meet the standards of proficiency?

Would you explain how your students will be able to use a range of approaches in their practice after they qualify?

What teaching methods do you use, and why?

Would you explain the reasons for the programme content and the balance between the number of hours for different subjects covered?
How do you make sure your curriculum stays relevant to current practice?

4 Curriculum standards

Current standard

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.

Current guidance

This is one of the most crucial standards, and one that we advise you to consider by completing the standards of proficiency cross-referencing document that we provide. Please make sure that you cross-reference against the generic, and also the profession-specific, parts of the standards.

You should refer the visitors to the module descriptors, or their equivalent, learning outcomes and module assessments which show how all of the standards of proficiency are covered by successfully completing the programme.

The visitors will want to make sure that every student completing the programme can meet all of the standards of proficiency, no matter what option modules they choose, or if they have postponed their study.

As well as the cross-referencing document we will send you, you can download a copy of the standards of proficiency for your profession from our website, in the publications section.

You should also be aware that in considering how your students can meet the standards of proficiency at the end of their programme, you can take into account any reasonable adjustments you have made to the way that you deliver the programme to disabled students.

When the visitors meet students, they are likely to ask them if they are aware of the standards of proficiency, and therefore we recommend you include these in your reading lists.

Other sources of guidance

- Health Professions Council, A disabled person's guide to becoming a health professional
- Health Professions Council, The standards of proficiency

Revised standard

No changes.
<p>Commentary No alterations were suggested by the group.</p>
<p>Recommendations No changes.</p>
<p>Revised guidance No changes.</p>

<p>4 Curriculum standards</p>
<p>Current standard 4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.</p>
<p>Current guidance The area of curriculum guidance (or curriculum outline or framework) is one where the professional bodies for each profession are particularly involved. Professional bodies may be involved in designing curriculum or similar detailed work around the philosophy, values, skills and knowledge for their profession (see also the overall guidance for this section, above).</p> <p>In meeting this standard, you may refer to any relevant documents produced by professional bodies. If your professional body does not produce any relevant document, you may refer to the QAA subject benchmark statements for your profession.</p>
<p>Other sources of guidance Profession-specific sources of guidance may include professional bodies’:</p> <ul style="list-style-type: none"> • curriculum frameworks; • practice placement standards; • good-practice guidelines; • clinical guidelines; and • codes of practice. <p>Examples of multi-professional reference frameworks could include the following.</p>

Education and quality

- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education
- Quality Assurance Agency for Higher Education, Qualifications framework for England, Wales and Northern Ireland
- Quality Assurance Agency for Higher Education, Qualifications framework for Scotland

Legislation

- Disability Discrimination Act 1995
- Human Rights Act 1998
- Health and Safety at Work Act and associated regulations, for example:
 - Ionising Radiation Regulations 1999
 - Ionising Radiation (Medical Exposure) Regulations 2000
- The Children Act 1989

Health and social care policy

- National Service Frameworks
- National Occupational Standards
- Knowledge and Skills Framework (Department of Health 2003)

See the list at the back of this document for a list of publications which you may find useful.

Revised standard

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

Commentary

The group felt that the guidance needed to make clear that professional bodies did not always produce curriculum guidance.

Recommendations

The current guidance highlights guidance from a range of bodies and not just the professional bodies. We recommend that no alterations or additions are required.

Revised guidance

No changes.

4 Curriculum standards

Current standard

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

Current guidance

See also the guidance under SET 5.1 and SET 5.5.

The visitors will be looking for evidence within your curriculum documents that theory and practice are combined within both the academic and practice placements.

You could show how you meet this standard specifically through your programme design. Also, your quality control systems may provide evidence of how you meet this standard, and you could highlight specific aspects of your programme.

Revised standard

4.3 Integration of theory and practice must be central to the curriculum ~~to enable safe and effective practice.~~

Commentary

The group suggested an alteration to the standard so that it read: "Ensure effective integration of theory and practice is central to the curriculum to enable the development of safe and effective practice."

The group felt that the guidance should explain that theory and practice should be integrated.

Recommendations

The group is invited to consider the clarity of the current standard and that of the suggested alteration. There is no need for the statement "to enable safe and effective practice" to be in either standard because it is a requirement of all of the SETs.

The group is invited to consider whether the existing wording is sufficiently clear.

Revised guidance.

See also *Also see* the guidance under SET 5.1 and SET 5.5.

The visitors will be looking for evidence within your curriculum documents that theory and practice are combined within both the academic and practice placements.

You could show how you meet this standard specifically through your programme design. Also, your quality control systems may provide evidence of how you meet this standard, and you could highlight specific aspects of your programme.

4 Curriculum standards

Current standard

4.4 The curriculum must remain relevant to current practice.

Current guidance

Examples of the kinds of evidence you could refer to in order to show how you meet this standard could include:

- regular contact with employers;
- staff CVs, which might include information about how you maintain the relevance of the curriculum through the ongoing clinical or research experience, or professional activity of members of the programme team;
- evidence of where research and scholarly activity affect the programme, and programme development;
- peer-reviewed journals used in the curriculum;
- QAA major review reports;
- evidence of the contribution that stakeholders (placement educators, employers, practitioners, past and present students, service users, workforce development confederations and strategic health authorities) make in the programme planning process; and
- evidence of how changes in policy and health and social care developments affect your programme's development.

You may want to provide information about how current frameworks influence the profession, and so influence the education and training that you provide, and how your programme design and delivery:

- predict or reflect change in health and social care and its organisation, changes in the law, and in patient need;
- reflect developments in a profession's research base and technological advances; and
- develop students' ability to respond to changes in practice.

Revised standard

No changes.

Commentary

Workforce development confederations no longer exist; their role is undertaken by strategic health authorities.

Recommendations

The group is invited to consider the alteration in the guidance.

Revised guidance

Examples of the kinds of evidence you could refer to in order to show how you meet this standard could include:

- regular contact with employers;
- staff CVs, which might include information about how you maintain the relevance of the curriculum through the ongoing clinical or research experience, or professional activity of members of the programme team;
- evidence of where research and scholarly activity affect the programme, and programme development;
- peer-reviewed journals used in the curriculum;
- QAA major review reports;
- evidence of the contribution that stakeholders (placement educators, employers, practitioners, past and present students, service users, ~~workforce development confederations~~ and strategic health authorities) make in the programme planning process; and
- evidence of how changes in policy and health and social care developments affect your programme's development.

You may want to provide information about how current frameworks influence the profession, and so influence the education and training that you provide, and how your programme design and delivery:

- predict or reflect change in health and social care and its organisation, changes in the law, and in patient need;
- reflect developments in a profession's research base and technological advances; and

develop students' ability to respond to changes in practice.

4 Curriculum standards

Current standard

4.5 The delivery of the programme must assist autonomous and reflective thinking, and

evidence based practice.

Current guidance

Most questions about this SET will be directed to the programme team and students. Students should be encouraged to consider their own practice, the limits of their safe and effective practice, and their responsibility to make sure that they are safe practitioners when they graduate.

The visitors will look for evidence of reflective thinking and evidence-based practice through student-centred and independent learning, teaching and assessment strategies. The evidence that you could refer to in order to show how you meet this standard could include:

- self-appraisal with planning and writing action plans;
- discussion groups;
- workshops;
- practice simulation and debriefing;
- reflective diaries or logs;
- professional development portfolios or personal development plans; and
- practice placement reviews.

Students do not have to write a dissertation to meet this standard. Evidence-based practice could be demonstrated, for example, by a research methods course, or by producing a research proposal.

Other sources of guidance

- Professional body:
 - codes of ethics; and
 - guidance on reflective practice.

See the back of this document for a list of publications.

Revised standard

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

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.

Commentary

The group felt that the standard should be separated between autonomous and reflective thinking, and evidence based practice. The group asked the Executive

to revise the standard for consideration.

Recommendations

There are many different ways that autonomous and reflective thinking can take place. The education provider should provide a positive and developmental environment for this to happen.

The current guidance is appropriate to both parts of this standard. No changes are required.

Revised guidance

No changes.

4 Curriculum standards

Current standard

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

Current guidance

In this standard, the term 'subjects' includes practice placements, so the information that you provide here may also be used to show how you meet SET 5, which is concerned with practice placements.

'Appropriate' means appropriate to the learning outcomes needed, both theoretical knowledge and the practical skills needed in professional practice.

Meeting this standard means that you will need to show that you use a 'range' of learning and teaching approaches in delivering the programme. We do not specify how many approaches you should adopt, but it is unlikely that a programme which relied on only one learning and teaching approach would be able to give evidence to show that it met this standard.

This standard will also influence SETs 4.3, 4.4 and 4.5.

Other sources of guidance

- The Higher Education Academy website – www.hea.ac.uk

Revised standard

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

Commentary No alterations to the guidance were suggested by the group.
Recommendations No changes.
Revised guidance No changes.

4 Curriculum standards
Current standard 4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group must be adequately addressed.
Current guidance We recognise that where inter-professional learning exists, and is successful, it can develop students' ability to communicate with other members of the health and social care team, which will help them to work effectively with others. However, we also recognise that you may not be able to offer inter-professional learning, because of factors beyond your direct control and therefore we don't require it. So, if your programme includes inter-professional learning, you must make sure that you consider the skills and knowledge of each separate professional group. To show how you meet this standard, you might provide information about which parts of the curriculum are shared, and which are not, with the reasons behind this, and the ways that you see inter-professional education developing in your institution, and how it benefits those groups which are involved.
Other sources of guidance <ul style="list-style-type: none"> • UK Centre for the Advancement of Interprofessional Education, Interprofessional education (CAIPE) – www.caipe.org.uk • Creating an Interprofessional Workforce – www.cipw.co.uk
Revised standard 4.7 Where <i>When</i> there is inter-professional learning the profession specific skills and

knowledge of each professional group must be adequately addressed.

Commentary

The group felt that the guidance should encourage inter-professional working.

Recommendations

The group is invited to consider the alterations and additions to the guidance.

Revised guidance

We recognise that ~~successful where~~ inter-professional learning exists, and is successful, it can develop students' ability to communicate with other members of the health and social care team, which will help them to work effectively with others. *Opportunities for inter-professional learning should be actively sought and promoted, where the learning of profession specific skills and knowledge of each professional group are not compromised.*

However, we also recognise that you may not be able to offer inter-professional learning, because of factors beyond your direct control and therefore we don't require it. So, if your programme includes inter-professional learning, you must make sure that you consider the skills and knowledge of each separate professional group.

To show how you meet this standard, you might provide information about which parts of the curriculum are shared, and which are not, with the reasons behind this, and the ways that you see inter-professional education developing in your institution, and how it benefits those groups which are involved.

4 Curriculum standards

New standard

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

Commentary

The standards of conduct, performance and ethics are standards that all health professionals registered with HPC must maintain. It is important that all registrants and prospective registrants are aware of the standards that are expected of them. The group felt it was important that awareness of the standards of conduct, performance and ethics should be highlighted throughout the curriculum.

Recommendations

The group is invited to consider whether a new standard is required, the wording of the standard, and the proposed wording in the guidance.

Proposed guidance

The standards of conduct performance and ethics are broad, non-profession specific standards that all people registered by the HPC must adhere to. These standards will be being met and taught throughout a programme, for example, as part of a module on ethics but also through other parts of the curriculum.

Visitors will want to see that the curriculum makes specific reference to the standards of conduct, performance and ethics, and that students are aware of, and keeping to these standards throughout the programme.

SET 5: Practice placements standards

Summary

This section of the standards is about your practice placements. We do not normally need to approve individual practice placements, but we may visit practice placements if specific questions have been raised about whether your placements meet our standards.

The education provider is responsible for the quality of the placement. We will want to see what systems are in place for monitoring placements. If you share practice placement arrangements with another education provider, you will both need to separately show the approval and ongoing quality assurance of placements. You should also have arrangements in place to make sure that students can still achieve your own learning outcomes.

We need to see evidence of how you:

- manage your placements;
- provide support;
- provide information to your students and practice placement providers; and
- monitor the placements to make sure that they continue to meet our standards.

Overall guidance

To make sure that you meet all of the standards for practice placements, the visitors will normally want to see:

- a practice placement handbook for students; and
- a practice placement handbook for practice placement educators and co-ordinators.

You may produce documents which have a different title, or this information may be published in some other form, with other documents, or on-line. This is not necessarily a problem, as long as in doing so you can show that you can meet all of the standards below.

The visitors would normally also meet practice placement educators, and they may ask questions about the information in the documents you have provided, or any standards which raised queries.

Please note that we do not have specific guidelines for the length, structure, organisation or timing of placements. Other organisations may have set requirements of a certain number of hours of clinical contact, or a number of

weeks that a placement must last. While you may want to meet these, you should be aware that these are not compulsory and you do not necessarily have to meet these for us to approve your programme. However, you must show that whatever structures you have in place meet the SETs and standards of proficiency. See SET 5.5 5.2 for more information on this.

The visitors will want to make sure that there is evidence of clinical governance within the practice placements. This will normally be through the three main themes of:

- improving patient care – informed choice, philosophy of care, managing risk;
- professional development of staff – continuing professional development (CPD), education and training (lifelong learning) and investment in staff; and
- organisational development – showing evidence-based practice (research basis of care planning and delivery) and examples of good practice (making changes).

Overall clinical governance should be seen as a process for reviewing and improving patient care. So, the visitors will need to make sure that there is evidence of a quality assurance system to support both the student and the patient within the practice placement.

Example questions

Questions that the visitors ask may include areas such as:

- student progression;
- visits to placements;
- quality assurance; and
- support of practice placement educators.

More information

- Health Professions Council, Standards of conduct, performance and ethics
- Professional body practice placement guidelines (where available)
- NHS Education for Scotland, The development of quality standards for practice placements
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education: placement learning
- Department of Health, Placements in focus: guidance for education in practice for health care professions
- Northern Ireland Department of Health, Social Services and Public Safety, Review of clinical placements for the allied health professions
- Making practice-based learning work, Case studies in dietetics, occupational therapy, physiotherapy and radiography

5 Practice placements standards

Current standard

5.1 Practice placements must be integral to the programme.

Current guidance

See also the guidance under SET 3.1 and SET 4.3.

The structure of your programme must show that practice placements are an important part of the programme. You could show this by referring to:

- your ongoing partnership arrangements with your practice placement educators;
- the way that they are supported and encouraged to take part in developing programmes;
- the way that the practice placement learning outcomes and progression are in line with the rest of the programme; and
- your reasons for your placement structure.

Revised standard

No changes.

Commentary

The group felt the guidance should clarify what is meant by “integral to the programme”. They also agreed that the guidance could refer to external guidance and frameworks, but that HPC could not require compliance with these.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

~~See also~~ *Also see* the guidance under SET 3.1 and SET 4.3.

The structure of your programme must show that practice placements *are complementary and appropriate* to the programme. You could show this by referring to:

- your ongoing partnership arrangements with your practice placement educators;
- the way that they are supported and encouraged to take part in developing

- programmes;
- the way that the practice placement learning outcomes and progression are in line with the rest of the programme; and
- your reasons for your placement structure.

5 Practice placements standards

Current standard

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Current guidance

The visitors will want to make sure that there are enough members of staff to support the students in their learning in a safe practice environment. However, we do not say how many staff must be present at each placement (nor that those staff must be registered with us) as we realise that there are different models of practice-based learning.

If the staff present at certain placements are not registered with us, you may want to provide information about their professional qualifications (and their registration with other regulators or organisations, if appropriate) and also to show how their qualifications are appropriate to the placement, and to the learning outcomes. The visitors may want to see job descriptions and recruitment policies of the placements so that they can see how they are qualified to teach or supervise students.

We are aware that different professions practise different models of practice placement, including the relationship with the practice educator and supervisor. For example, a one-to-one relationship may be ideal for many professions whereas there may be four or five students to one supervisor in others. The visitors will look for evidence in documents, and at meetings with the programme team and placement educators, that you have clearly justified what you consider to be enough staff. This may vary according to the level of support needed by the student.

Other sources of guidance

Possible definitions of the terms 'qualified and experienced', with specific suggestions for ways to meet this requirement, may be found in professional body curriculum documents.

Revised standard

5.2 5.3 No changes to wording.

Commentary

No alterations to the guidance were suggested by the group.

Recommendations

No changes.

Revised guidance

No changes.

5 Practice placements standards

Current standard

5.3 The practice placement settings must provide:
5.3.1 a safe environment;

Current guidance

See also the guidance under SET 5.7.

A safe environment means one where staff and students have carried out relevant assessments of risk within the area of practice and where safety policies and procedures are in place. In showing how you meet this standard, you may show the visitors evidence of how you consider issues such as:

- physical risk from equipment;
- risk from substances hazardous to health;
- radiation risk;
- fire safety; and
- infection control.

Placement induction processes should explain how students will be told about risks and safety issues.

Placements should follow all elements of clinical governance to protect the public.

You could also provide information about how you check the quality of your placements, including whether, as part of this, your placement providers must give you information about their health and safety policies. Information that you have provided for SET 3 about student support may also be relevant to how you meet this standard, and you may want to cross-reference it here.

You could also show how you help students to assess risk in clinical situations, and to make professional decisions. (This kind of evidence may also be relevant in showing how you meet SET 4.5.)

Other sources of guidance

Any health and safety documents produced by:

- education providers;
- professional bodies;
- the NHS;
- the IHCD (Awarding Body services for the Ambulance Service Association); and
- the Institute of Biomedical Science.

(where available).

Revised standard

~~5.3~~ 5.4 The practice placement settings must provide ~~5.3.1~~ a safe environment.

Commentary

The group suggested that the guidance should provide examples of potential risks.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

~~See also~~ *Also see* the guidance under SET 5.7.

A safe environment means one where staff and students have carried out relevant assessments of risk within the area of practice and where safety policies and procedures are in place. In showing how you meet this standard, you may show the visitors evidence of how you consider issues such as:

- physical risk from equipment;
- *manual handling*;
- risk from substances hazardous to health;
- radiation risk;
- fire safety; and
- infection control.

Placement induction processes should explain how students will be told about risks and safety issues.

Placements should follow all elements of clinical governance to protect the public.

You could also provide information about how you check the quality of your placements, including whether, as part of this, your placement providers must give you information about their health and safety policies. Information that you have provided for SET 3 about student support may also be relevant to how you meet this standard, and you may want to cross-reference it here.

You could also show how you help students to assess risk in clinical situations, and to make professional decisions. (This kind of evidence may also be relevant in showing how you meet SET 4.5.)

5 Practice placements standards

Current standard

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

Current guidance

See also the guidance under SET 5.7 and SET 5.11.

In showing how your placements provide for safe and effective practice, you could show the visitors how you map your placements against learning outcomes, and you could explain the resources available to students (including, for example, learning contracts, portfolios, libraries and technology resources) and how the role of the practice placement educators helps to make sure that the students can practice safely and effectively.

You could also show how you help students to assess risk in clinical situations, and to make professional decisions. (This kind of evidence may also be relevant in showing how you meet SET 4.5.) Risk assessment is often found in the curriculum and the documents that prepare students and educators for placements.

Revised standard

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

Commentary

The group felt this standard was unnecessary because it is covered by other

standards.

Recommendations

Remove the standard as agreed.

Revised guidance

Not applicable.

5 Practice placements standards

Current standard

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

Current guidance

The visitors will want to be sure that your placements prepare your students for entry into their profession. You should provide evidence about how your programme prepares your students for independent learning on their placement, and how they are equipped with the resources and skills to work more independently. Visitors will want to see information about how students learn about the behaviour expected of them on their placement. You could relate this to any teaching about our standards.

The evidence that you could refer to might include:

- reflective logs or diaries;
- professional development portfolios;
- tutorial records; and
- placement reports.

This kind of information could also be relevant to showing how you meet SET 4.5 and SET 5.3.2.

Other sources of guidance

- Health Professions Council, Standards of conduct, performance and ethics
- Professional body standards of conduct and codes of ethics

Revised standard

5.4 5.5 Learning, teaching and supervision must be designed to encourage safe and

effective practice, independent learning and professional conduct.

Commentary

No alterations to the guidance were suggested by the group.

Recommendations

No changes.

Revised guidance

No changes.

5 Practice placements standards

Current standard

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

Current guidance

Visitors will want to be sure that there are clear reasons for the chosen number, length and range of placements. We do not set the number, length or range of placements that you must include in your programme to meet our standards.

Visitors may want to see that all students gain access to a wide range of learning experiences in a variety of practice environments which reflect the nature of modern practice and practice settings of the profession which they are preparing to enter. You may want to provide information about how you support students in recording how their learning in practice environments relates to the main areas of practice of that profession.

The visitors may also want to know how students are expected to progress in terms of their clinical skills during the placements, and how the learning outcomes for the first placement are different from those of the final one. Evidence that could be provided might include a map of the programme and details of assessment.

Revised standard

5.5 5.2 No changes to wording.

Commentary

The group agreed that the importance of this standard should place it as standard

5.2.

No alterations to the guidance were suggested by the group.

Recommendations

No changes to the guidance.

Revised guidance

Visitors will want to be sure that there are clear reasons for the chosen number, length and range of placements. We do not set the number, length or range of placements that you must include in your programme to meet our standards.

Visitors ~~may~~ *will* want to see that all students gain access to a wide range of learning experiences in a variety of practice environments which reflect the nature of modern practice and practice settings of the profession which they are preparing to enter. You may want to provide information about how you support students in recording how their learning in practice environments relates to the main areas of practice of that profession.

The visitors ~~may~~ *will* also want to know how students are expected to progress in terms of their clinical skills during the placements, and how the learning outcomes for the first placement are different from those of the final one. Evidence that could be provided might include a map of the programme and details of assessment.

5 Practice placements standards

Current standard

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

Current guidance

To show how you meet this standard, you will need to give the visitors information about how you approve placements before you use them, and also how they are subsequently monitored. We do not visit placements and give open-ended approval to programmes subject to annual monitoring. If the placement is with another organisation, you will need to show that you assess this effectively.

The evidence to support this could include:

- policies and processes for approving placements;
- examples of how these are put into practice;

- systems for ongoing monitoring and assessing placements;
- how feedback from students is collected, analysed and acted on;
- how you gain feedback from practice placement educators and co-ordinators, and make sure that channels of communication are clear;
- how you feed this information back into your processes; and
- policies or processes for how you deal with placements where difficulties arise.

Revised standard

No changes.

Commentary

The group felt the guidance should emphasise that the education provider is ultimately responsible for the practice placements and should therefore carry out regular monitoring of practice placements and have policies in place for dealing with placements where difficulties arose.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

To show how you meet this standard, you will need to give the visitors information about how you approve placements before you use them, and also how they are subsequently monitored. *Practice placements are your responsibility and visitors will want to see evidence that they are monitored on a regular basis and have links to the management of the programme. The visitors will also want to see that you have policies in place to respond appropriately when any difficulties arise.*

We do not visit placements and give open-ended approval to programmes subject to annual monitoring. If the placement is with another organisation, you will need to show that you assess this effectively.

The evidence to support this could include:

- policies and processes for approving placements;
- examples of how these are put into practice;
- systems for ongoing monitoring and assessing placements;
- how feedback from students is collected, analysed and acted on;
- how you gain feedback from practice placement educators and co-ordinators, and make sure that channels of communication are clear;
- how you feed this information back into your processes; and
- policies or processes for how you deal with placements where difficulties

arise.

5 Practice placements standards

Current standard

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.

Current guidance

See also the guidance under SET 5.9 and SET 5.10.

To show the visitors how you meet this standard, you will need to show not only that this information is provided to students and to practice placement educators, but also that this information is accessible to them, and that it is provided with enough time to answer any questions they have.

You might want to show how the information is provided, and also how you make sure that students and practice placement educators have understood the information that you have given. This might be through follow-up training, teaching, or opportunities for discussion. This could be in your student handbook, practice placement handbook, or equivalent. The visitors may ask questions during their meeting with the students or with the practice placement educators to find out how well-informed they feel about what is expected of them and their responsibilities during a placement.

See also the guidance provided for SET 5.11.

Revised standard

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.

Commentary

The group felt standards 5.10 and 5.11 regarding practice placement providers asked for the same information as this standard did for students and practice placement educators. They thought that the standards should be combined.

The group suggested adding to the guidance that a formal agreement in every placement would be best practice.

Recommendations

The group is invited to consider the wording of the standard.

The group is invited to consider the additional guidance.

Revised guidance

~~See also~~ *Also see* the guidance under SET 5.9 and ~~SET 5.10.~~

To show the visitors how you meet this standard, you will need to show not only that this information is provided to students, *practice placement providers* and to practice placement educators, but also that this information is accessible to them, *in an appropriate format*, and that it is provided with enough time to answer any questions they have.

You might want to show how the information is provided, and also how you make sure that ~~students and practice placement educators~~ *all parties* have understood the information that you have given. This might be through follow-up training, teaching, or opportunities for discussion. This could be in your student handbook, practice placement handbook, or equivalent. The visitors ~~may~~ *will* ask questions during their meeting with the students or with the practice placement educators to find out how well-informed they feel about what is expected of them and their responsibilities during a placement. *We would recommend that wherever possible you have a formal arrangement with placement providers.*

~~See also the guidance provided for SET 5.11.~~

5 Practice placements standards

Current standard

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

Current guidance

See also the guidance under SET 5.2.

Visitors will want to be sure that your practice placement educators have the knowledge, skills and experience they need to support students and to make sure that they have a safe environment for effective learning. We do not set specific requirements about the qualifications and experience that they must have.

Your professional body may offer an accreditation scheme for practice placement educators (for example, the College of Occupational Therapists, and the Chartered Society of Physiotherapy offer these types of scheme). If you take part in one of these schemes, you could give the visitors information about how it works and how you make sure that each placement has been approved.

Revised standard

5.8 Unless other arrangements are agreed, practice placement educators:

- 5.8.1 must have relevant qualifications knowledge, skills and experience;
- 5.8.2 must be appropriately registered; and
- 5.8.3 must undertake appropriate practice placement educator training.

Commentary

The group felt that standards 5.8.1, 5.8.2 and 5.8.3 should be brought together into one text box with guidance to cover all 3 standards.

Recommendations

The group is invited to consider the changes to the guidance.

Revised guidance

~~See also~~ *Also see* the guidance under SET ~~5.2~~ 5.3.

Visitors will want to be sure that your practice placement educators have the knowledge, skills and experience they need to support students and to make sure that they have a safe environment for effective learning. We do not set specific requirements about the qualifications and experience that they must have.

Your professional body may offer an accreditation scheme for practice placement educators (for example, the College of Occupational Therapists, and the Chartered Society of Physiotherapy offer these types of scheme). If you take part in one of these schemes, you could give the visitors information about how it works and how you make sure that each placement has been approved.

Normally, your practice placement educators will be registered with us in the

relevant profession. However, it is reasonable to assume that there are other entirely appropriate practice placement educators who do not have a profession-specific background which matches that of the student. For example, occupational therapists may supervise physiotherapy students in areas such as hand therapy, and nurses may supervise radiographers in aseptic techniques.

~~Because this standard contains the text 'unless other arrangements are agreed', this means that your practice placement educators may include health professionals who are not registered with us, but who are registered with another statutory regulator, or members of a relevant voluntary register, or not registered at all. If you choose this, you will probably want to give the visitors more information about the practice placement educator's experience, qualifications and training, and how this is relevant to the placement, and how this helps your students to learn. The visitors will want to be assured that arrangements are in place to support these educators.~~

We expect that you will want to train all of your practice placement educators, and to follow this up with regular refresher training, as well as making arrangements for training new practice placement educators.

We do not set specific requirements for this training, either in length or content, as we feel that this level of detail is best decided by individual education providers. There may be best practice in other organisations, or advice published by other organisations about the content that you will want to cover. Your training may take a variety of forms, for example, attendance at the education provider institution, training in the workplace, on-line support, written support, and peer support through workshops and meetings.

~~Practice placement educator training will vary across the professions and also between education providers. Those education providers who use the same placements regularly and have relatively low staff turnover may need less ongoing training for practice educators and supervisors. Where placements are used less regularly or where staff turnover is high, training should be more regular.~~

Visitors ~~may~~ *will* want to see evidence of training for these placement providers involved in either formative or summative assessment to make sure assessed standards are consistent across all placements (~~see also~~ *also see* SET 6).

Because this standard says 'unless other arrangements are agreed', *this means that your practice placement educators may include health professionals who are not registered with us. If you choose this, you will probably want to give the visitors more information about the practice placement educator's experience, qualifications and training, and how this is relevant to the placement, and how this helps your students to learn.* ~~The it is possible for a programme to be approved that does not make arrangements for practice placement educator training. However, if you choose not to provide training, the visitors will also want to see~~

how you give information to your practice placement educators, to make sure that you meet SETs 5.3, 5.4, 5.6 and 5.7. If you do not think you will meet this standard, please contact the education officer organising your visit, who can send information to the visitors for their comment.

5 Practice placements standards

Current standard

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

Current guidance

Normally, your practice placement educators will be registered with us in the relevant profession. However, it is reasonable to assume that there are other entirely appropriate practice placement educators who do not have a profession-specific background which matches that of the student. For example, occupational therapists may supervise physiotherapy students in areas such as hand therapy, and nurses may supervise radiographers in aseptic techniques.

Because this standard contains the text 'unless other arrangements are agreed', this means that your practice placement educators may include health professionals who are not registered with us, but who are registered with another statutory regulator, or members of a relevant voluntary register, or not registered at all. If you choose this, you will probably want to give the visitors more information about the practice placement educator's experience, qualifications and training, and how this is relevant to the placement, and how this helps your students to learn. The visitors will want to be assured that arrangements are in place to support these educators.

Revised standard

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

Commentary

The group felt that standards 5.8.1, 5.8.2 and 5.8.3 should be brought together into one text box.

Recommendations

Move the standard to 5.8.

Revised guidance

See guidance under 5.8.

5 Practice placements standards

Current standard

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

Current guidance

We expect that you will want to train all of your practice placement educators, and to follow this up with regular refresher training, as well as making arrangements for training new practice placement educators.

We do not set specific requirements for this training, either in length or content, as we feel that this level of detail is best decided by individual education providers. There may be best practice in other organisations, or advice published by other organisations about the content that you will want to cover. Your training may take a variety of forms, for example, attendance at the education provider institution, training in the workplace, on-line support, written support, and peer support through workshops and meetings.

Practice placement educator training will vary across the professions and also between education providers. Those education providers who use the same placements regularly and have relatively low staff turnover may need less ongoing training for practice educators and supervisors. Where placements are used less regularly or where staff turnover is high, training should be more regular.

Visitors may want to see evidence of training for these placement providers involved in either formative or summative assessment to make sure assessed standards are consistent across all placements (see also SET 6).

Because this standard says 'unless other arrangements are agreed', it is possible for a programme to be approved that does not make arrangements for practice placement educator training. However, if you choose not to provide training, the visitors will want to see how you give information to your practice placement educators, to make sure that you meet SETs 5.3, 5.6 and 5.7. If you do not think you will meet this standard, please contact the education officer organising your visit, who can send information to the visitors for their comment.

Revised standard

~~Unless other arrangements are agreed, practice placement educators:~~

5.8.3 must undertake appropriate practice placement educator training.
<p>Commentary The group felt that standards 5.8.1, 5.8.2 and 5.8.3 should be brought together into one text box.</p>
<p>Recommendations Move the standard to 5.8.</p>
<p>Revised guidance See guidance under 5.8.</p>

5 Practice placements standards
<p>Current standard 5.9 There must be collaboration between the education provider and practice placement providers.</p>
<p>Current guidance See also the guidance under SET 5.8.</p> <p>Visitors will need to be sure that you regularly work together with your practice placement providers. This might take the form of regular meetings or channels of communication with your practice placement providers, or systems where they comment on their experience of supervising students on placement, or ways in which placement providers influence the structure of the placements or programme planning and design. Any information that you can provide which shows a partnership and ongoing relationship, and not one that only happens around the time of programme approval and quality monitoring, will help to show the visitors how you meet this standard.</p>
<p>Revised standard No changes.</p>
<p>Commentary No alterations to the guidance were suggested by the group.</p>
<p>Recommendations</p>

No changes.

Revised guidance

~~See also~~ *Also see* the guidance under SET 5.8.

Visitors will need to be sure that you regularly work together with your practice placement providers. This might take the form of regular meetings or channels of communication with your practice placement providers, or systems where they comment on their experience of supervising students on placement, or ways in which placement providers influence the structure of the placements or programme planning and design. Any information that you can provide which shows a partnership and ongoing relationship, and not one that only happens around the time of programme approval and quality monitoring, will help to show the visitors how you meet this standard.

5 Practice placements standards

Current standard

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

Current guidance

See also the guidance under SET 5.8.

The visitors will want to be sure that you provide necessary information to practice placement educators, and also how you provide it. This information might include:

- names of students and their year of study;
- information about the responsibilities of practice placement educators, their role in the programme, and expectations;
- induction information;
- programme management information;
- information about supporting disabled students on a placement;
- contact details, both routine and emergency; and
- details of the learning outcomes of placements.

We expect that some of this information will normally take the form of a practice placement educators' handbook, or equivalent. This would normally be given to practice placement educators before the beginning of a placement.

Revised standard

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

Commentary

The group felt this standard should be combined with SET 5.7.

Recommendations

Move standard.

Revised guidance

Not applicable.

5 Practice placements standards

Current standard

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

Current guidance

See also the guidance under SET 5.9 and SET 5.7.5.

To meet this standard, you should show how you make sure that students receive information from the practice placement providers, and that you receive the information you need from placement providers.

'The appropriate time' may mean, for example, that information is provided before the placement, with enough time for both sides to read the information, and to ask any questions which arise from it. However, there are other pieces of information for which 'the appropriate time' will mean a suitable time after the placement, for example, a record of student attendance, progress or placement reports, completed student feedback, completed placement audits, completed placement assessments and so on.

Revised standard

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

Revised guidance

The group felt this standard should be combined with SET 5.7.

<p>Commentary Move standard.</p>
<p>Recommendations Not applicable.</p>

<p>5 Practice placements standards</p>
<p>Current standard 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.</p>
<p>Current guidance Students may learn on placement in different ways, and different practice placement educators may structure the learning and teaching according to their own preferences and experience, or the individual needs of the students. It is important that whatever the range used, these must respect the needs of patients, clients, users, and also colleagues as laid out above.</p> <p>The visitor may want to see evidence that you have a system in place which makes sure that, wherever possible, patients and clients are aware that students are involved in their care.</p>
<p>Revised standard 5.12 5.10 A range of learning and teaching methods that respect the rights and needs of patients or clients <i>service users</i> and colleagues must be in place throughout practice placements.</p>
<p>Commentary The group felt the second sentence of the guidance should be amended with 'will want' replacing 'may want'.</p>
<p>Recommendations The group is invited to consider the changes to the guidance.</p>
<p>Revised guidance Students may learn on placement in different ways, and different practice</p>

placement educators may structure the learning and teaching according to their own preferences and experience, or the individual needs of the students. It is important that whatever the range used, these must respect the needs of ~~patients, clients,~~ *service users*, and also colleagues as laid out above.

The visitor ~~may~~ *will* want to see evidence that you have a system in place which makes sure that, wherever possible, ~~patients and clients~~ *service users* are aware that students are involved in their care.

5 Practice placements standards

Current standard

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.

Current guidance

To show that you meet this standard, you will need to give the visitors information about how you make sure that these policies are in place. The students on placement will need to know how they can access these policies and what they should do if they feel that they have been discriminated against. You will have an audit monitoring process for your placements and this will be part of that process. It is your responsibility to monitor any placements supported and co-ordinated by another education provider.

Other sources of guidance

- Chartered Society of Physiotherapy, Supporting disabled physiotherapy students on clinical placement
- College of Occupational Therapy, Guidance on disability and learning

Revised standard

~~5.13~~ 5.11 The placement providers must have an ~~equal opportunities anti-discriminatory equality and diversity policy/policies~~ in relation to students, together with an indication of how ~~this~~ *these* will be implemented and monitored.

Commentary

The group felt the terminology should be looked into to ensure it is up-to-date.

No alterations to the guidance were suggested by the group.

Recommendations

The term 'equal opportunity' is now deemed as outdated because it assumes that all people should be treated equally without taking into account any difficulties they may face. The term should now be 'equality and diversity policy' which shows an acceptance of differences and that adjustments will be made to positively support all people. This also incorporates the term 'anti-discriminatory'.

No changes to guidance.

Revised guidance

No changes.

SET 6: Assessment standards

Summary

This part of the standards of education and training is about how you assess your students, to make sure that they meet the requirements of your programme, that they meet our standards of proficiency, and that they are assessed fairly and consistently.

Overall guidance

You may want to give the visitors a copy of your institution's assessment strategy, or equivalent, as well as any other information about assessing your programme.

The visitors will need to see how you make sure that assessment of practice placements is thorough, consistent and fair. So, information about how you train practice placement educators, and how marks are moderated, may also be relevant here. You may want to refer to this information in your cross-referencing document, both in section 5 (practice placements) and here, in the assessment standards section.

Example questions

Why have you chosen the particular types of assessment for each module?
What is your policy on resits, for both academic and placement components?
How does your assessment meet external reference frameworks?
Is there a system for continuous assessment and ongoing feedback for students on a placement?
What happens if a student is failing placements but is doing well in academic subjects?
How does your assessment design produce students who are fit to practise?
Do you have the option to award an aegrotat award? If so, do you make it clear that an aegrotat means you cannot register with us?
Without special circumstances, do students still have the right of appeal?
Who is the external examiner? Is the external examiner registered with us?

More information

- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education, assessment of students
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Quality Assurance Agency for Higher Education, Qualifications framework for England and Wales
- Northern Ireland Quality Assurance Agency for Higher Education

- Quality Assurance Agency for Higher Education, Qualifications framework for Scotland

6 Assessment standards

Current standard

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Current guidance

When you assess a student, you must make sure that you are testing not only academic and theoretical learning and knowledge, but also the practical application of skills for the student to practise their profession safely and effectively.

The visitors will want to make sure that in order to complete the programme students have met the standards of proficiency and so gained the skills and knowledge they need to become independent members of their profession.

The visitors will want to make sure that your programme specification clearly sets out your assessment strategy and includes direct reference to the learning outcomes and associated assessment methods. This provides a direct link to fitness to practise. Each module outline should explain the assessment methods for that module.

The visitors will need to see information about your regulations on issues such as:

- number of resit attempts allowed (and within what period of time);
- number of module resits allowed within any one year;
- maximum number of resits allowed every year for practice placement modules;
- compensation and condonement regulations;
- the maximum length of a programme; and
- the maximum registration period.

Although we do not set limits on, for example, the number of resit attempts allowed, you should show the visitors how your policy on resits strikes a suitable balance between the need to support students, and the need to make sure that those who successfully complete the programme are fit to practise.

Revised standard

6.1 The assessment *strategy and design* ~~and procedures~~ must ~~assure~~ that the student can ~~demonstrate fitness to practise~~ *achieve the standards of proficiency*.

Commentary

The group felt the standard should be redrafted whilst the guidance should make clear that the phrase 'design' also covers procedures.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

When you assess a student, you must make sure that you are testing not only academic and theoretical learning and knowledge, but also the practical application of skills for the student to practise their profession safely and effectively.

The visitors will want to make sure that in order to complete the programme students have met the standards of proficiency and so gained the skills and knowledge they need to become independent members of their profession.

The visitors will want to make sure that your programme specification clearly sets out your assessment strategy and includes direct reference to the learning outcomes and associated assessment methods. This provides a direct link to fitness to practise. Each module outline should explain the assessment methods for that module.

The visitors will need to see information about your regulations on issues such as:

- number of resit attempts allowed (and within what period of time);
- number of module resits allowed within any one year;
- maximum number of resits allowed every year for practice placement modules;
- compensation and condonement regulations;
- the maximum length of a programme; and
- the maximum registration period.

Although we do not set limits on, for example, the number of resit attempts allowed, you should show the visitors how your policy on resits strikes a suitable balance between the need to support students, and the need to make sure that those who successfully complete the programme ~~are fit to practise~~ *achieve the standards of proficiency*.

6 Assessment standards

Current standard

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Current guidance

To show how you meet this standard, you might want to provide information about your assessment methods, your reasons for using the different assessment methods that are used for different parts of the programme, and how the methods are in line with the learning outcomes in each module. The visitors will need to be assured that, whatever method of assessment applies, it leads to safe and effective practice.

Revised standard

~~6.2~~ 6.3 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Commentary

The group suggested changing the wording in the standard to 'safely and competently'.

Recommendations

'Safe and effective practice is the terminology used in article 5(2) of the Health Professions Order 2001 and is consistently used in all other HPC documents such as the standards of proficiency and the standards of conduct, performance and ethics. We recommend it is not changed in these standards.

No changes to guidance.

Revised guidance

No changes.

6 Assessment standards

Current standard

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Current guidance

You may want to provide information about how your assessment methods are thorough and effective, and also about how your programme meets any relevant

external reference frameworks. An example of this would be if your programme is a pre-registration Masters programme: showing how your programme meets the requirements of a Masters programme as well as meeting the standards of proficiency, could be part of the evidence for this standard.

Other sources of guidance

- Any relevant institution regulations
- Professional body guidelines
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education, assessment of students

Revised standard

~~6.3~~ 6.4 No changes to wording.

Commentary

The group felt the guidance should contain more examples of external reference frameworks. The group also wanted there to be a link to SET 3.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

You ~~may want to~~ *should* provide information about how your assessment methods are thorough and effective, and also about how your programme meets any relevant external reference frameworks. An example of this would be if your programme is a pre-registration Masters programme: showing how your programme meets the requirements of a Masters programme as well as meeting the standards of proficiency, could be part of the evidence for this standard.

Revised other sources of guidance

- Any relevant institution regulations
- Professional body guidelines
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education,

- assessment of students
 - *Knowledge and Skills Framework (Department of Health 2003)*

See the list at the back of this document for a list of publications which you may find useful.

6 Assessment standards

Current standard

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.

Current guidance

The visitors will want to see information about how you monitor student performance, your expectations for student progression through the programme, what criteria you use to assess students who are at different stages in their learning, and how this reflects on overall progression.

Your assessment strategy may contain information about the criteria used for assessment. Also, the moderation of marks, and the way that students are assessed on their placement, may all be relevant information to give to the visitors. The visitors will also want to see how you decide what stops a student from progressing and the options that are available for a failing student.

When visitors meet students, they often ask them about the level of feedback they receive on their assignments and whether the students feel it is enough. However, we do not normally expect to see samples of students' work.

Revised standard

~~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.~~

6.4 6.5 The objective measurement of student performance must be an integral part of the wider process of monitoring and evaluation.

Commentary

No alterations to the guidance were suggested by the group.

Recommendations

Progression is covered by SET 6.7. The group is invited to consider the alteration to the guidance.

Revised guidance

The visitors will want to see information about how you monitor student performance, ~~your expectations for student progression through the programme, and what criteria you use to assess students who are at different stages in their learning, and how this reflects on overall progression.~~

Your assessment strategy may contain information about the criteria used for assessment. Also, the moderation of marks, and the way that students are assessed on their placement, may all be relevant information to give to the visitors. ~~The visitors will also want to see how you decide what stops a student from progressing and the options that are available for a failing student.~~

When visitors meet students, they often ask them about the level of feedback they receive on their assignments and whether the students feel it is enough. However, we do not normally expect to see samples of students' work.

6 Assessment standards

Current standard

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

Current guidance

Under this standard, you will need to provide information about how your programme is assessed, for example, by your university validation process (if this applies), or comments from your external examiner in their report. Visitors will want to be assured that your criteria are consistently applied, and that they are also appropriate for:

- your programme;
- the students' progression; and
- making sure that students can meet the standards of proficiency when they complete the programme.

The visitors may want to see that internal and external moderation are carried out. You could give the visitors the external examiner's reports and responses to these reports as part of an audit.

The visitors may use CVs and staff profiles to assess where educators from the programme team have experience in assessment. (For example, where staff act or have acted as external examiners at other education provider institutions.) The visitors will then be able to see how internal moderation systems of the education provider compare with external standards.

Revised standard

6.5 6.6 No changes to wording.

Commentary

The group felt that the guidance should state that the examiners report should contain details on drop-out and failure rates.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

Under this standard, you will need to provide information about how your programme is assessed, for example, by your university validation process (if this applies), or comments from your external examiner in their report. Visitors will want to be assured that your criteria are consistently applied, and that they are also appropriate for:

- your programme;
- the students' progression; and
- making sure that students can meet the standards of proficiency when they complete the programme.

The visitors *may will* want to see that internal and external moderation are carried out. You could give the visitors the external examiner's reports and responses to these reports as part of an audit. *The visitors will want to see figures about drop-out and failure rates, these should be contained in the examiner's report.*

The visitors *may will* use CVs and staff profiles to assess where educators from the programme team have experience in assessment. (For example, where staff act or have acted as external examiners at other education provider institutions.) The visitors will then be able to see how internal moderation systems of the education provider compare with external standards.

6 Assessment standards

Current standard

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

Current guidance

'Professional aspects of practice' may include, for example, the students'

familiarity with the ideas of autonomy and accountability, values and ethics, or their understanding of the nature of professional regulation, and the responsibilities this involves.

To show how you meet this standard, you could provide information to the visitors about how your assessment procedures assess this. For example, you may have a specific module which covers professional issues, with information about how this is assessed, or this information may be included in the placement handbook, learning log and other relevant parts of the curriculum.

Other sources of guidance

- Health Professions Council, Standards of conduct, performance and ethics (2003)

Revised standard

~~6.6~~ 6.2 No changes to wording.

Commentary

The group agreed that the importance of this standard should place it as standard 6.2.

No alterations to the guidance were suggested by the group.

Recommendations

No changes.

Revised guidance

No changes.

6 Assessment standards

Current standard

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

Current guidance

Your assessment regulations must make it clear how you assess students to make sure of and recognise their continuing progression within the programme. These must be clear so students can understand what is expected of them at

each stage of the programme, and also that staff can apply assessment criteria consistently to students' work.

The information that you provided for SET 6.4, which also refers to student progression, may also be relevant here.

Revised standard

No changes.

Commentary

The group felt the guidance should mention that the visitors will want to know how many resits may be allowed.

Recommendations

Resits are covered in the guidance for SET 6.1.

The group is invited to consider the revised guidance now that it is proposed to remove 'progression' from SET 6.5

Revised guidance

Your assessment regulations must make it clear how you assess students to make sure of and recognise their continuing progression within the programme. These must be clear so students can understand what is expected of them at each stage of the programme, and also that staff can apply assessment criteria consistently to students' work. *The visitors will also want to see how you decide what stops a student from progressing and the options that are available for a failing student.*

~~The information that you provided for SET 6.4, which also refers to student progression, may also be relevant here.~~

6 Assessment standards

Current standard

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;

Current guidance

See also the guidance under SET 6.7.1.

It is important that there is no confusion about which programmes are approved by us, and which are not. Under this standard, students who are not eligible to apply for registration should not be given an award which makes a reference to an approved title. Some education providers give these students awards with titles like 'Healthcare studies' which reflects the academic content achieved, but does not give the impression that they are eligible to apply for registration. The visitors will want to see that programme titles are clear, that applicants, students, staff and the public understand who is eligible to apply for registration with us, and who is not.

Revised standard

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;~~ 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;

Commentary

No alterations to the guidance were suggested by the group.

Recommendations

The group is invited to consider the additional guidance.

Revised guidance

~~See also the guidance under SET 6.7.1~~

It is important that there is no confusion about which programmes are approved by us, and which are not. Under this standard, students who are not eligible to apply for registration should not be given an award which makes a reference to an approved title. Some education providers give these students awards with titles like 'Healthcare studies' which reflects the academic content achieved, but does not give the impression that they are eligible to apply for registration. The visitors will want to see that programme titles are clear, that applicants, students, staff and the public understand who is eligible to apply for registration with us, and who is not.

6 Assessment standards

<p>Current standard</p> <p>6.7 Assessment regulations must clearly specify requirements for: 6.7.3 an aegrotat award not to provide eligibility for admission to the Register;</p>
<p>Current guidance</p> <p>It must be clear to students and to staff that students who are awarded an aegrotat degree are not eligible to apply for registration. To show that you meet this standard, you could refer the visitors to where this policy is laid out, and how students are informed, for example on your website or in your student handbook.</p>
<p>Revised standard</p> <p>No changes.</p>
<p>Commentary</p> <p>No alterations to the guidance were suggested by the group.</p>
<p>Recommendations</p> <p>No changes.</p>
<p>Revised guidance</p> <p>No changes.</p>

<p>6 Assessment standards</p>
<p>Current standard</p> <p>6.7 Assessment regulations must clearly specify requirements for: 6.7.4 a procedure for the right of appeal for students; and</p>
<p>Current guidance</p> <p>You may give the visitors information about the appeal procedure, and also information about how students are told about this. Visitors would normally expect to find this in a student handbook, or equivalent, and in your institution's regulations for examinations. This should contain information about how the procedure works, and how it is judged, and by whom. Visitors will also expect to see clear information for students about where they should go for advice on your institution's appeals process.</p>
<p>Revised standard</p>

No changes
<p>Commentary No alterations to the guidance were suggested by the group.</p>
<p>Recommendations No changes.</p>
<p>Revised guidance No changes.</p>

6 Assessment standards
<p>Current standard 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.</p>
<p>Current guidance This standard means that assessment regulations must require at least one external examiner (who must be registered in the relevant part of our register) for each programme. However, we do not play any part in their appointment.</p> <p>You may not currently have an external examiner in place, and if so, our visitors will want to be sure that your regulations indicate that one will be appointed. (For supplementary prescribing programmes, we only need one external examiner from one of the relevant parts of the register).</p>
<p>Revised standard 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.</p>
<p>Commentary The standard was altered after consultation because feedback suggested it was causing difficulties to approved programmes, and was not suitably flexible to meet the needs of the education sector.</p> <p>For example, when approving programmes for supplementary prescribing,</p>

education providers may wish to appoint an external examiner from a profession that has had prescribing rights for a longer period of time, in order to ensure the integration of good professional prescribing knowledge into the programme. Programmes in operating department practice have successfully appointed external examiners who are registered nurses. We recognise the role that health professionals from other professions can play in education (for example, we already recognise that programme leaders, and practice placement educators may be from other professions, if appropriate) and do not wish to restrict this unnecessarily.

Recommendations

The group is invited to consider the alterations to the wording of the guidance so that it reflects the alteration made to the standard.

Revised guidance

This standard means that assessment regulations must require at least one external examiner ~~(who must be registered in the relevant part of our register)~~ for each programme. However, we do not play any part in their appointment.

We would normally expect that at least one external examiner is registered on the relevant part of our register. However, we understand that in some circumstances this will not be possible. Our visitors will want to be sure that whatever the background of the external examiner that they are appropriately experienced and qualified.

We will want to know your reasons if you do not have an external examiner from an appropriate part of the register and this must be agreed with HPC in advance. You may not currently have an external examiner in place, and if so, our visitors will want to be sure that your regulations indicate that one will be appointed. ~~(For supplementary prescribing programmes, we only need one external examiner from one of the relevant parts of the register).~~