

Professional Liaison Group for the review of the standards of education and training, 23 November 2015

Existing standards of education and training

Executive summary and recommendations

Introduction

The existing HCPC standards of education and training are attached for information and ease of reference.

Decision

This paper is to note; no action is required.

Background information

None

Resource implications

None

Financial implications

None

Appendices

None

Date of paper

30 September 2015

Your duties as an education provider

Standards of education and training

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Introduction

This document sets out the standards of education and training (SETs). These are the standards against which we assess education and training programmes.

A programme which meets the SETs allows a student who successfully completes that programme to meet the standards of proficiency. They are then eligible to apply to the Health and Care Professions Council (HCPC) for registration.

The Education Department is responsible for conducting approval visits to education providers to ensure their programmes meet the SETs. If a programme meets the SETs we grant open-ended approval, subject to ongoing monitoring.

Annual monitoring is a retrospective, documentary process to determine whether a programme continues to meet the standards of education and training. If any changes are made which significantly impact on the provision of the programme we consider these via our major change process to make sure that the SETs continue to be met.

We have also produced supplementary information documents for education providers when preparing for an approval visit, completing annual monitoring submissions, or making significant changes to programmes. These documents give more information about the processes we use to assess and monitor programmes against the SETs.

Level of qualification for entry to the Register

- 1.1 The Council normally expects that the threshold entry routes to the Register will be the following:

Bachelor degree with honours for:

- biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);
- chiropodists / podiatrists;
- dietitians;
- occupational therapists;
- orthoptists;
- physiotherapists;
- prosthetists / orthotists;
- radiographers;
- social workers in England; and
- speech and language therapists.

Masters degree for arts therapists.

Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).

Foundation degree for hearing aid dispensers.

Diploma of Higher Education for operating department practitioners.

Equivalent to Certificate of Higher Education for paramedics.

Professional doctorate for clinical psychologists.

Professional doctorate for counselling psychologists, or equivalent.

Professional doctorate for educational psychologists, or equivalent.

Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).

Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).

Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).

Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).

Programme admissions

- 2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.
- 2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.
- 2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.
- 2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.
- 2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.
- 2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.
- 2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Programme management and resources

- 3.1 The programme must have a secure place in the education provider's business plan.
- 3.2 The programme must be effectively managed.
- 3.3 The programme must have regular monitoring and evaluation systems in place.
- 3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.
- 3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.
- 3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.
- 3.7 A programme for staff development must be in place to ensure continuing professional and research development.
- 3.8 The resources to support student learning in all settings must be effectively used.
- 3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.
- 3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.
- 3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.
- 3.12 There must be a system of academic and pastoral student support in place.
- 3.13 There must be a student complaints process in place.
- 3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

- 3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.
- 3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.
- 3.17 Service users and carers must be involved in the programme.

Curriculum

- 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.
- 4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.
- 4.3 Integration of theory and practice must be central to the curriculum.
- 4.4 The curriculum must remain relevant to current practice.
- 4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.
- 4.6 The delivery of the programme must support and develop autonomous and reflective thinking.
- 4.7 The delivery of the programme must encourage evidence-based practice.
- 4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.
- 4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Practice placements

- 5.1 Practice placements must be integral to the programme.
- 5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.
- 5.3 The practice placement settings must provide a safe and supportive environment.
- 5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.
- 5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.
- 5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.
- 5.7 Practice placement educators must have relevant knowledge, skills and experience.
- 5.8 Practice placement educators must undertake appropriate practice placement educator training.
- 5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.
- 5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.
- 5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:
 - the learning outcomes to be achieved;
 - the timings and the duration of any placement experience and associated records to be maintained;
 - expectations of professional conduct;
 - the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
 - communication and lines of responsibility.

- 5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.
- 5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Assessment

- 6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.
- 6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.
- 6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.
- 6.4 Assessment methods must be employed that measure the learning outcomes.
- 6.5 The measurement of student performance must be objective and ensure fitness to practise.
- 6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.
- 6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.
- 6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.
- 6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.
- 6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.
- 6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Notes

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