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2012 – 13

Welcome to the:  
Education seminar –  
Student fitness to practise



## Agenda

Timings	Sessions
13.45 - 14.00	Registration Refreshments and orientation
14.00 - 14.05	Welcome and introduction to the seminar
14.05 – 14.55	Session one Introduction to the HCPC, the Education Department and standards
14.55 - 15.10	Refreshment break
15.10 - 16.30	Session two The standards of education and training and student fitness to practice
16.30 - 17.00	Session three Open question and answer session
17.00	Finish

Session one:

Introduction to HCPC, the Education  
Department and the standards

## The Health and Care Professions Council

- Health and Social Work Professions Order 2001
- 16 professions
- Our Register
- Our standards
- Professional bodies

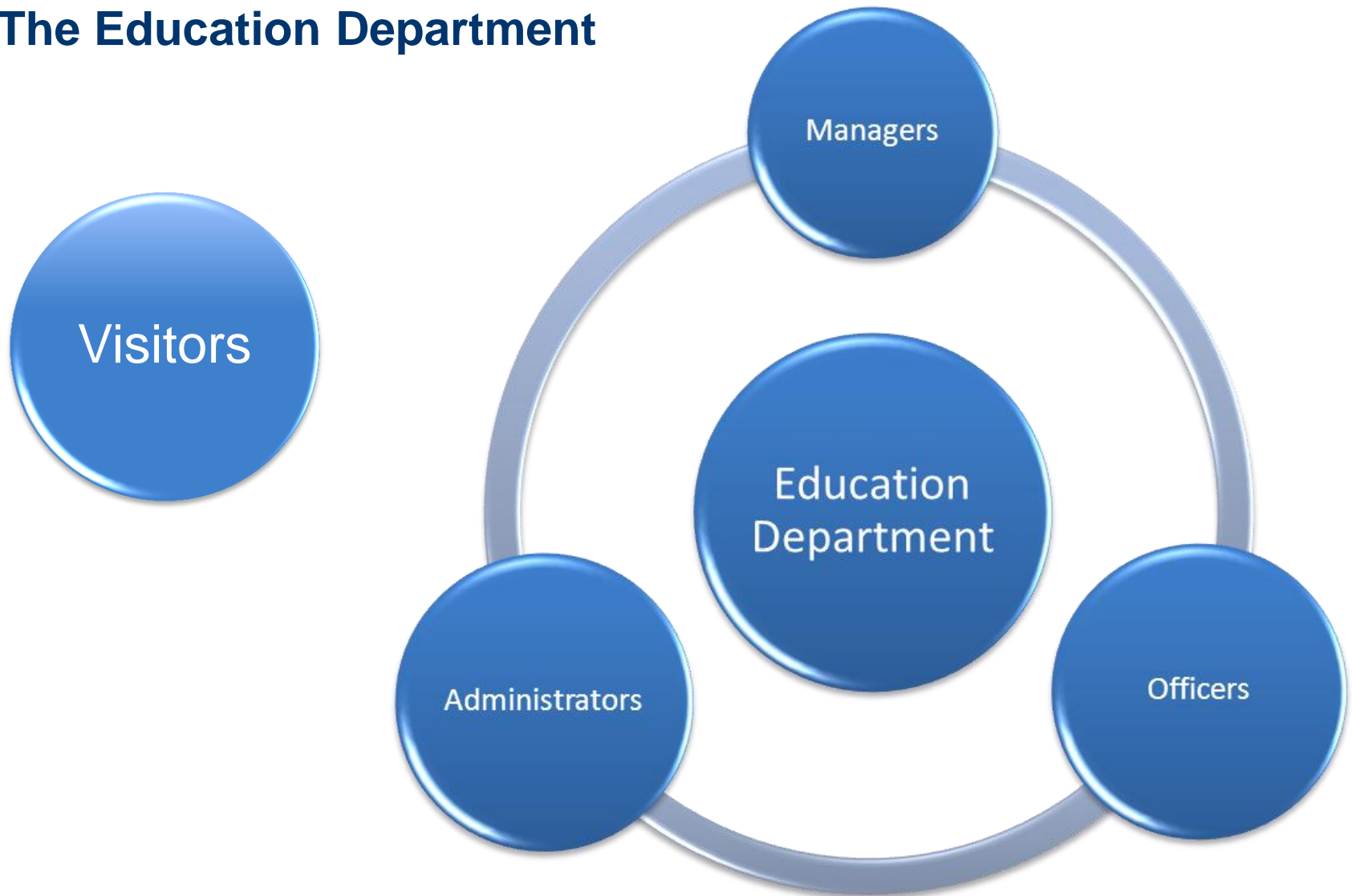


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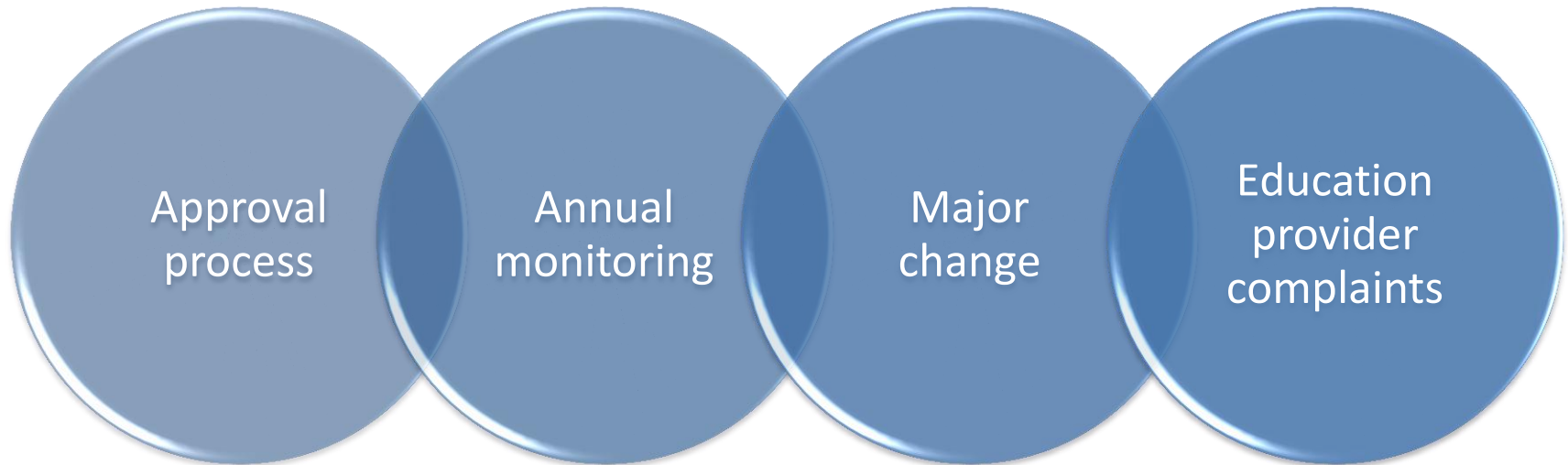
## Education – language of regulation

- Programme approval / on-going approval
- Education provider / programme team
- Practice placement provider
- Practice placement educator
- Service user

## The Education Department



## Approval and monitoring processes overview





## Finding out more and getting in touch

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hcpc health & care professions council

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### Education

We approve programmes within the UK for the professions we regulate. Someone who has successfully completed an approved programme is eligible to apply to our register.

- Register of approved programmes**  
Find an approved programme for one of the professions we regulate here. You can also find some approved post-registration programmes for prescribing.
- Major change**  
Are you making changes to your approved programme? Find out how to tell us about your changes here.
- Document downloads**  
Find all our approval, major change and annual monitoring forms here.
- News**  
Find all the latest news affecting education providers here.

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#### Student presentation

This presentation explains the role of the HCPC, what professional regulation means, how to apply for registration and how to stay registered.

### Education Department:

- 020 7840 9812
- education@hcpc-uk.org
- www.hcpc-uk.org

# The standards

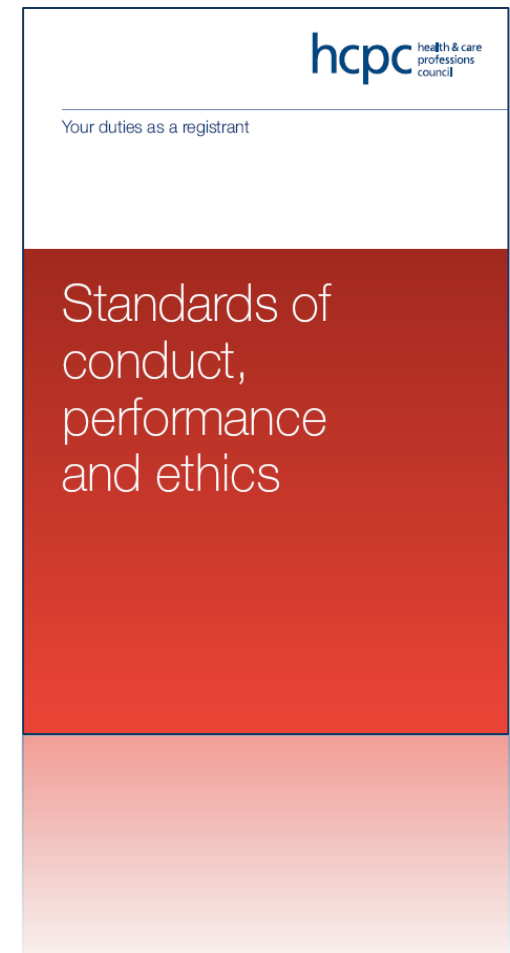
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## Standards of education and training (SETs)

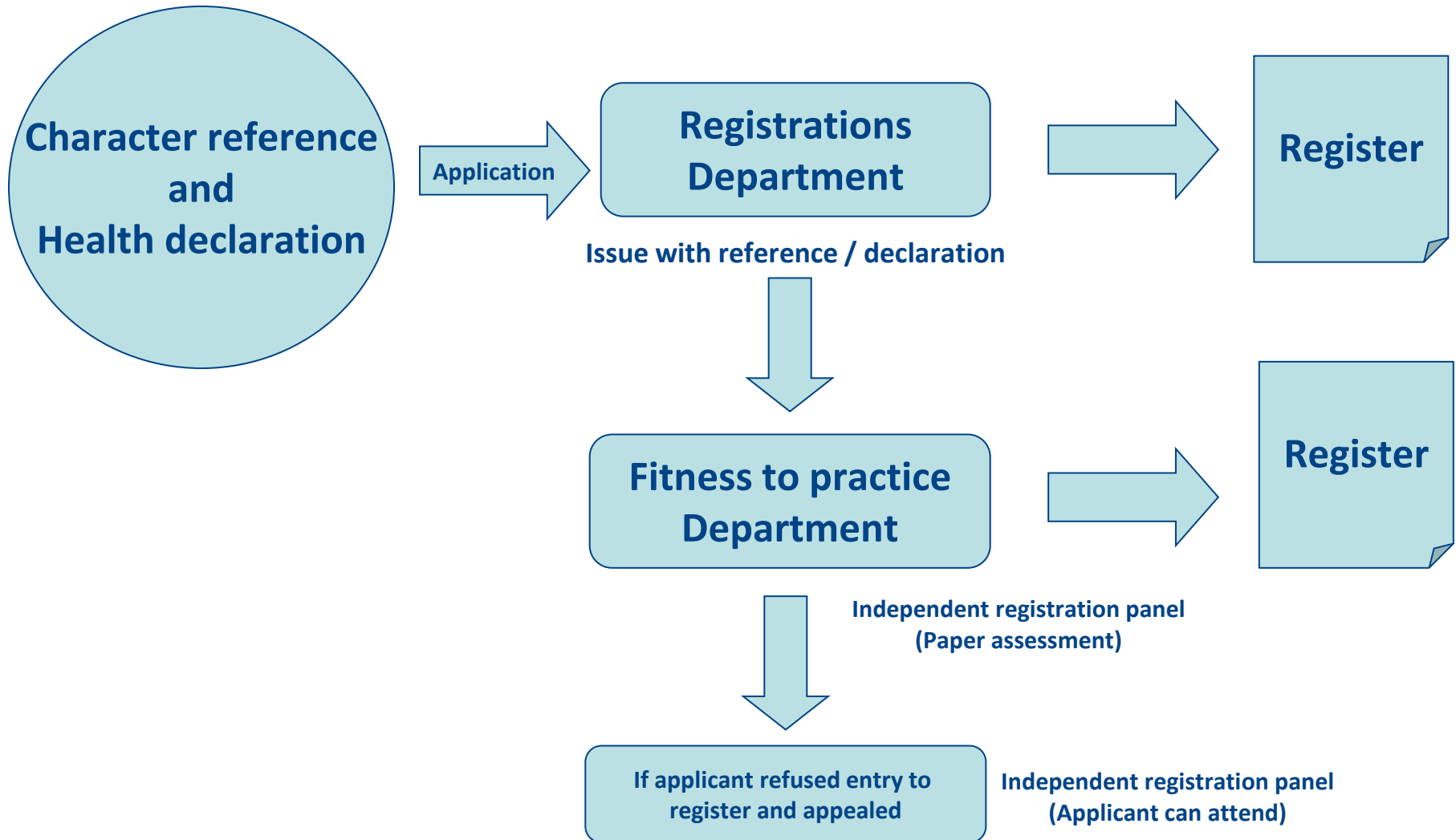
- Generic
- Threshold level
- Flexible
- Output focussed
- Overall responsibility

## Standards of conduct, performance and ethics (SCPE)

- Registrants and applicants
- Expectations of behaviour
- Standards of proficiency (SOPs):
  - Professional autonomy and accountability (SOP 1a)
  - Identification and assessment of health and social care needs (SOP 2a)
  - Critical evaluation of the impact of, or response to, the registrants actions (SOP 2c)
- **We can not apply these standards to students as they are not registrants of the HCPC**



## Application to the Register



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## **Recent developments – student fitness to practise and registration**

- Public consultation (November 2011 to February 2012)
- Literature review
- Council discussions and decisions (May & September 2012)
- Implementation of decisions (June 2012 → )

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## **Explicit SETs ensure education providers:**

- only offer places to students of suitable character, including carrying out criminal conviction checks.
- have procedures in place to deal with concerns about a student's conduct.
- ensure students understand the standards required of them as students and as future registrants and are assessed in professional aspects of practice.

## **Explicit SETs ensure education providers:**

- work in partnership with employers and practice placement providers to deal effectively with concerns about a student's conduct while they are on placement.
- have robust processes to manage practice placements, including appropriate supervision.



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## Student suitability scheme – Social work programmes

- Transitional arrangement
- Education providers make admissions and suitability decisions
- HCPC will hold a prohibited list of students
- In exceptional circumstances HCPC will:
  - provide advice to education providers on admissions
  - investigate a complaint about student conduct
- Education providers must:
  - notify HCPC if they exclude a student or a student withdraws during proceedings
  - check if an applicant is on prohibited list

# Group discussion

## Discussion

- 1) A student has a certain health or character issue. The student has applied to your HCPC approved programme. What would you do?
- 2) Are education providers able to graduate individuals who are not eligible for registration?
- 3) Are there any situations where a student would not be allowed to register if they have a caution for a particular offence?

# Refreshment break

## Session two:

The standards of education and training and student fitness to practice

## Standards of education and training (SETs)

**SET 1:**

Level of qualification  
for entry to the  
Register

**SET 2:**

Programme  
admissions

**SET 3:**

Programme  
management and  
resources

**SET 4:**

Curriculum

**SET 5:**

Practice placements

**SET 6:**

Assessments

## SETs explicitly linked to student fitness to practise

SET 2: Programme admissions

- 2.3

SET 3: Programme management and resources

- 3.16

SET 4: Curriculum

- 4.1
- 4.5

SET 5: Practice placements

- 5.12

SET 6: Assessment

- 6.3

## SETs linked to student fitness to practise

SET 2: Programme admissions

- 2.7

SET 3: Programme management and resources

- 3.11

SET 4: Curriculum

- 4.2
- 4.6

SET 5: Practice placements

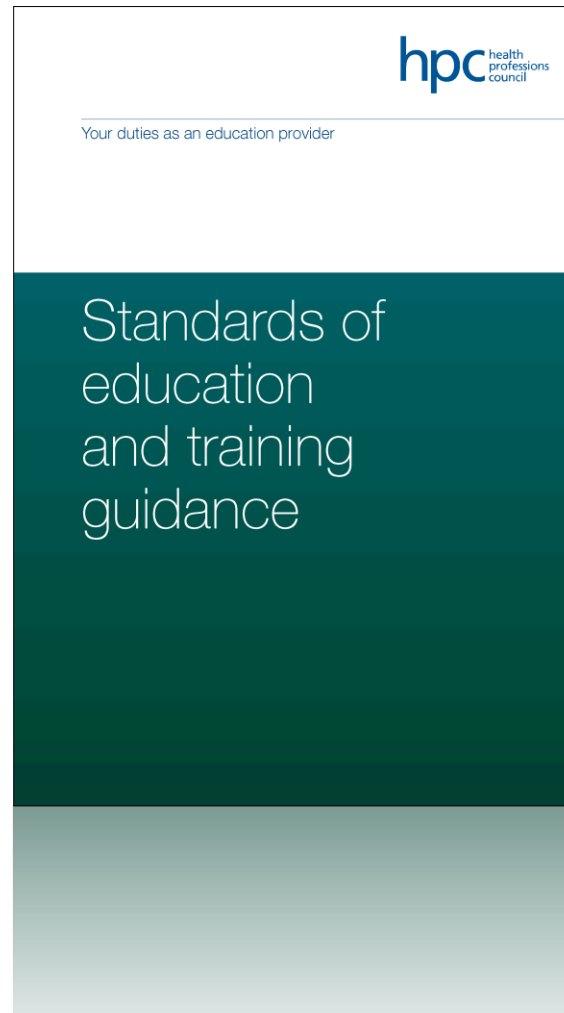
- 5.11
- 5.13

SET 6: Assessment

- 6.5



## Guidance on SETs



# Case studies: Student fitness to practice

## Generic questions

- 1) Is there an issue regarding the student's fitness to practise?
- 2) What course of action would you take in this situation? Why?
- 3) Should this student be accepted onto the programme / allowed to continue on the programme? Will the student's application to the HCPC Register be affected by this?

## Case studies – some related SETs

Case  
study 1

SET 4.5

SET 5.11

Case  
Study 2

SET 3.16

SET 4.5

Case  
Study 3

SET 5.11

SET 4.5

Case  
Study 4

SET 2.3

SET 3.16

SET 4.5

# Perceptions of professionalism

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# Professionalism in healthcare professionals

## Study – ‘Perceptions of Professionalism’

- Qualitative study involving students and educators
- Paramedics, occupational therapists and podiatrists

## Study purpose

- What constitutes professionalism?
- Identification of professional development
- What is perceived as professional / unprofessional behaviour and the role of context in that decision

## Different approaches to professionalism

Holistic, all-encompassing concept

*“It’s everything really, it’s the way from the minute you get to the station to the minute you get home, it’s the conduct of work.”*

(Paramedic student)

*“I think we’re in a caring profession, a caring role, so you’re treating people how you want to be treated and earn the respect of people and being quite intent when listening to their kind of worries.”*

(OT student)

## Different approaches to professionalism

### Good clinical care

*“...there is no shame in actually admitting at times that you don’t know everything but you will go and look something up or you will consult with another colleague, and then by the next time they come in for a consultation you’ll have an answer for them.”*

(Podiatry student)

*“I think it’s about insight as well...it’s about having the skills and choosing the appropriate level or the appropriate skill at the right time so that you’re not over the top, but additionally you’re not taking any risks with doing something incorrectly.”*

(OT classroom educator)



## Different approaches to professionalism

### Expression of self

*“To me, people’s values underpin everything they do as a professional...and so...professionalism has come from before I even entered the profession...its not about the job you do or anything like that, it’s about what is decent behaviour to another person”*

(Paramedic classroom educator)

*“It’s about an alignment of who you are with the expectations that are placed on you...and its become part of who they are and therefore it’s represented in every aspect of their own life...”*

(OT classroom educator)

## Different approaches to professionalism

Set of attitudes and behaviours

*“[The] attitude of my personal presentation before I get to work, attitude towards my work once I’m there, and the attitude towards my patients, again for me it’s attitude more than anything else ”*

(Paramedic student)

*“The way that you speak to people and the gestures that we use, we’re not kind of rushing people in and rushing people out again”*

(Podiatry student)

## Different approaches to professionalism

### Contextually defined

*“Making a good impression, promoting a good image is what I think it comes down to, is the first port of call”*

(OT placement educator)

*“What may or may not be appropriate will depend on circumstances and things that may occur in a community situation and a person’s own home may not be what necessarily happens within a department within a hospital...intrinsically you are the same person but your behaviour may adapt according to the circumstances within these very different boundaries”*

(OT classroom educator)

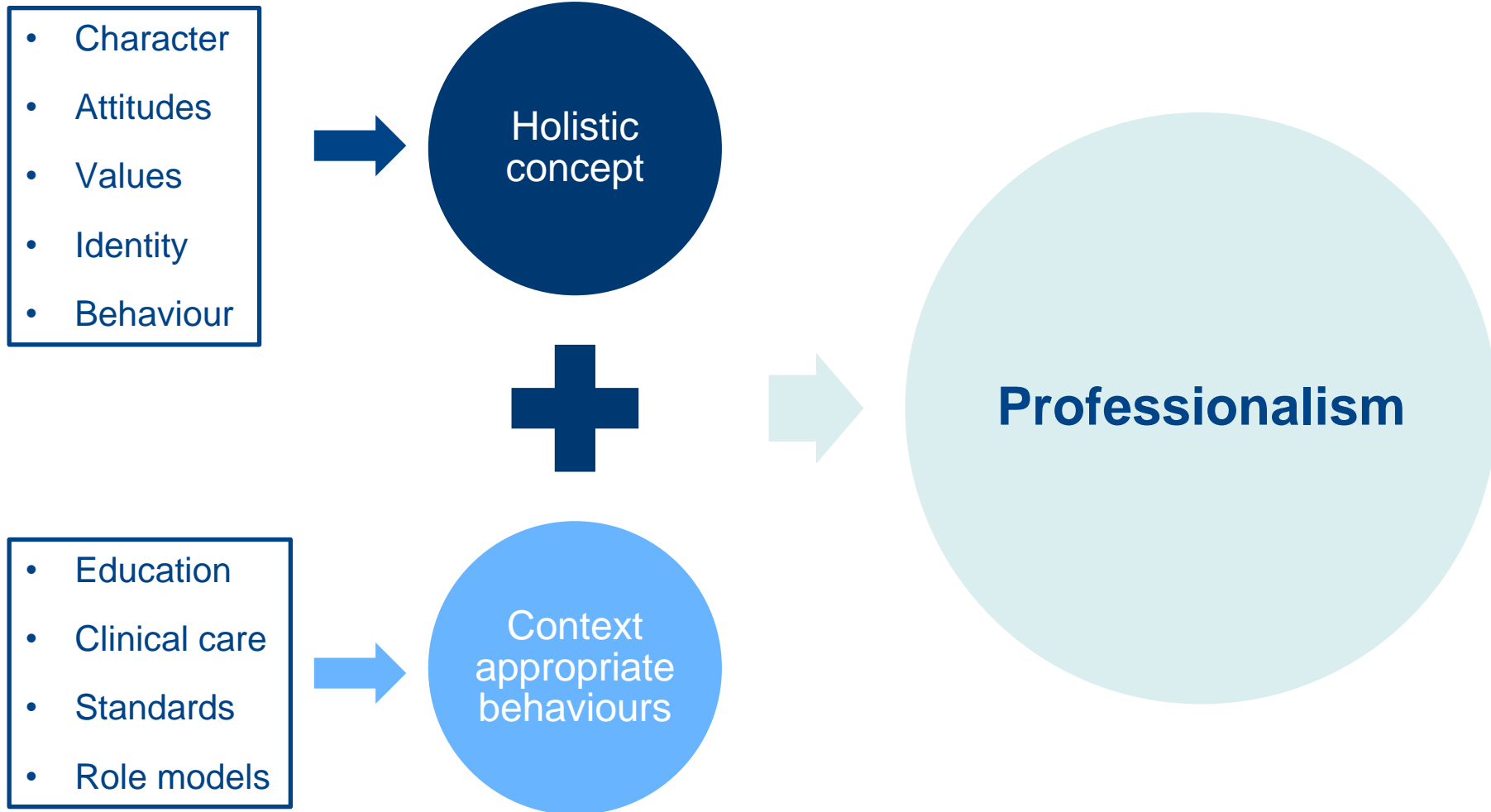
## Role of regulation

*“Regulations acted as a baseline level of professionalism that would not be breached, but behaviour beyond that level is adaptable to the situation” (pg. 21)*

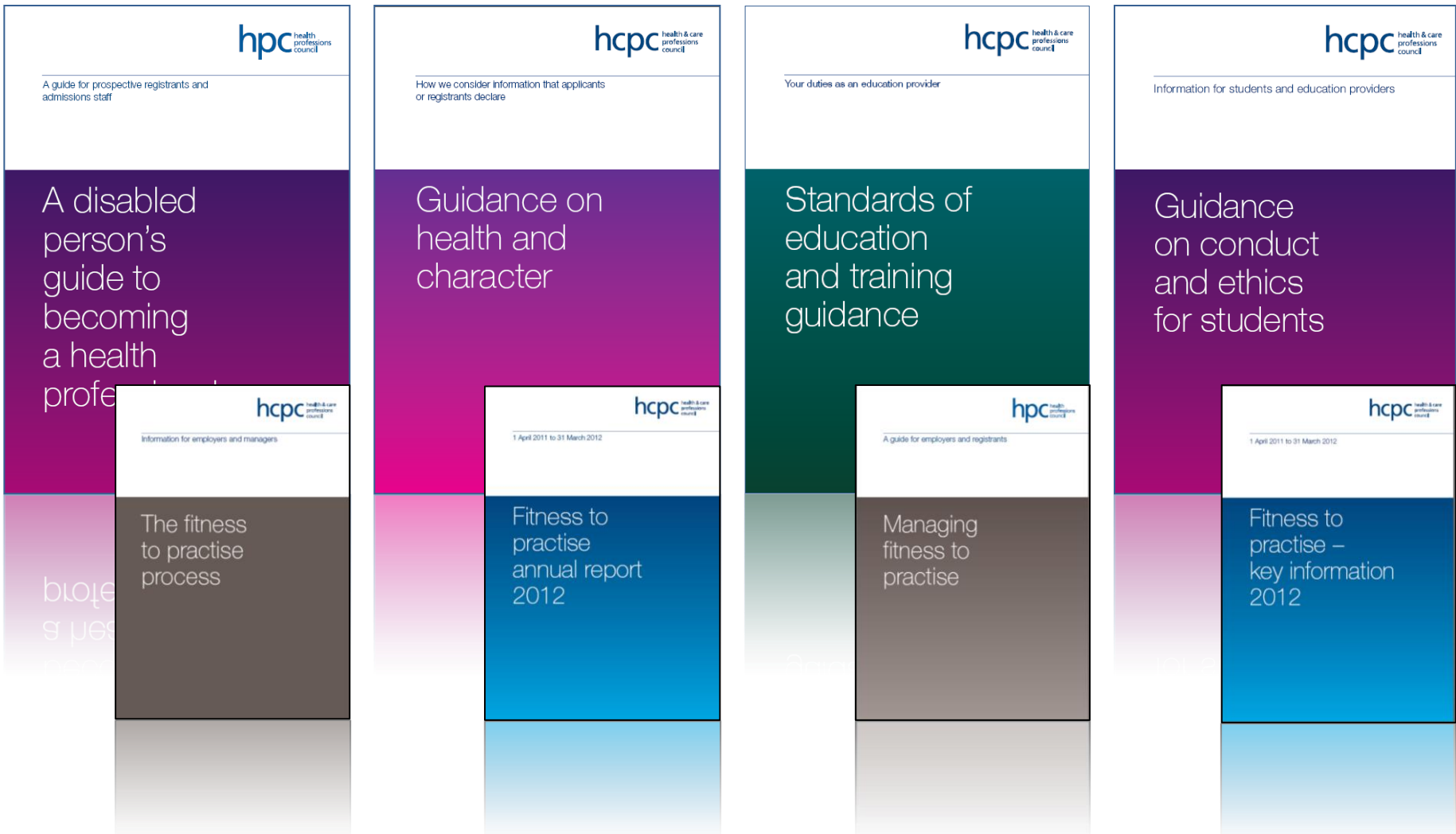
- Threshold standards: Standards of proficiency, Standards of conduct, performance and ethics
- SET 4.5 – embeds these into approved programmes
- Regulations and rules must be contextualised in practice to help define professionalism

*“The individual’s professionalism is...their creation within the parameters of regulations.” (pg. 22)*

## What is professionalism?



## What guidance information is available



# Key points

## Key points

- Student fitness to practise is ensured through the SETs, SOPs and SCPEs
- Education provider – meet and continue to meet all SETs so a successful student can meet the SOPs.
- Applicants – declaration of understanding of SCPEs upon application to the Register.
- HCPC – approve and monitor programmes against the SETs and SOPs. Consider applications to the Register against the SCPEs.



Session three:

Open question and answer

# Thank you for coming



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