



**STANDARDS OF EDUCATION AND TRAINING AND
THE APPROVALS PROCESS**

CONSULTATION PAPER

DRAFT 17

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Foreword

The Health Professions Council (the Council) is an independent, UK-wide, regulatory body which was established by the Health Professions Order 2001 (the Order) in April 2002. In our Consultation Document, published in June 2002, we outlined our overall vision of how we would exercise our functions.

The Order requires us to establish Standards of Education and Training for health professionals and procedures for the approval and monitoring of programmes and education providers which meet those standards.

The QAA is also consulting on a Quality Assurance Partnership Framework for healthcare education in England, the “Partnership Framework”. The two consultations are complementary

The processes proposed by HPC and the Partnership Framework are aligned, even though HPC may not need to participate in all ongoing quality monitoring and enhancement [OQME] activities in the Partnership Framework

The Partnership Framework standards for Approval and OQME articulate with the HPC Standards of Education and Training but are more detailed to meet the needs of a wider group of stakeholders.

Through this consultation document we are seeking your views on our proposals for those standards and processes. We look forward to receiving your comments through responding to this document, attending one of our public meetings, or via our consultation website at www.hpc-uk.org.

Insert signature

Professor Norma Brook, *President*

Introduction

Background

Our function is to safeguard the health and wellbeing of anyone using or needing the services of the health professions we regulate. Currently the Council regulates:

- Arts Therapists
- Biomedical Scientists
- Chiropodists and Podiatrists
- Clinical Scientists
- Dietitians
- Occupational Therapists
- Orthoptists
- Paramedics
- Physiotherapists
- Prosthetists and Orthotists
- Radiographers
- Speech and Language Therapists

To date we have met our main objective, of protecting the public by:

- Establishing Standards of Proficiency
- Setting Standards of Conduct, Performance and Ethics
- Maintaining a register of persons meeting those standards,
- Taking appropriate action where registrants fail to do so.

The Council is now consulting on setting Standards of Education and Training and the processes for the approval and monitoring of programmes and education providers.

The approvals scheme operated by our predecessor required each programme, qualification and education provider to be separately approved. We are seeking to adopt a more modern approach which fits with existing work undertaken by education providers and avoids unnecessary duplication but without comprising public protection.

Timetable for the Consultation

STAGE 1	9 th March to 31 st May 2004	THE CONSULTATION ?
STAGE 2	from 1 st June 2004	ANALYSIS AND FEEDBACK <i>COUNCIL finalises the STANDARDS OF EDUCATION AND TRAINING and APPROVALS PROCEDURES based on feedback</i> ?
STAGE 3:	9 th July 2004	PUBLISH STANDARDS OF EDUCATION AND TRAINING AND PROCEDURES FOR APPROVAL AND MONITORING. THE NEW SCHEME BECOMES EFFECTIVE

The Consultation Process

We are keen to receive comments from all stakeholders. To encourage this, in addition to publishing this document, we will be including information on our website and holding several public meetings across the United Kingdom.

For those meetings and the latest information please visit the website – www.hpc-uk.org

Consultation events

The meetings held at each venue will commence at **1.30pm** for approximately 2 hours. **All events are open to the public and pre-registration is required.** At each session members of the Education & Training Committee will give a short presentation on the proposals and there will be time for those attending to put questions or comments to the panel.

Northern Ireland

University of Ulster

Friday 26th March 2004

Wales

University of Cardiff (University Hall)

Tuesday 6th April 2004

England (North)

University of Leeds (University House,
Great Woodhouse)

Friday 16th April 2004

Scotland

Royal Museum, Edinburgh

Friday 23rd April 2004

England (Midlands)

Birmingham and Midlands Institute

Wednesday 5th May 2004

England (South)

Regent's College London (Tuke Hall)

Tuesday 11th May 2004.

All venues are accessible to people with disabilities but it would be helpful if you could contact us (details below) at least 48 hours in advance, if you will need special assistance at the venue you wish to attend.

How to Respond

If you would like to respond to this consultation document, please do so by **31st May 2004** to:

SET & Approvals Consultation
Health Professions Council
Park House
184 Kennington Park Road
London SE11 4BU

Telephone : **+44 (0) 20 7840 9713**
Fax : **+44 (0) 20 7820 9684**
E-mail : consultation@hpc-uk.org

If you prefer, you may respond via our website at www.hpc-uk.org where this document is also available.

A series of questions are set out in this document and it would be helpful if your response would address these however, you do not have to follow this format.

Your response may be made public, but if you prefer it to remain confidential, please make this clear when replying.

Our Proposals

Basic Approach

The powers in the Health Professions Order 2001 provide an opportunity to reshape the way in which pre-registration education and training is regulated. We need a simple and effective approach to reflect the modern regulatory environment.

The approval and monitoring of programmes and education providers is a statutory duty of the Council as reflected in the Order. The Council must own the process and be in control of it but with appropriate stakeholder involvement. However, we are consulting on the principles to which the Council will be working, not about the operational detail of the approvals process.

Where the Order is detailed and explicit, we have not presented those issues for consultation. For example, the Order makes it clear that the Council shall establish “the standards of education and training necessary to attach the standards of proficiency.” *Article 15(1)(a)*

The Standards of Education and Training are the over-arching guidance to education providers on how to ensure that their programmes will enable those who successfully complete them to qualify for admission to the Register of the Health Professions Council (the Register).

In preparing the draft Standards of Education and Training below, we have sort to set broad, enabling, standards and have only gone into profession-specific detail when there are differences between the professions.

Proposals on the Standards of Education and Training

The Standards of Education and Training set the threshold standards which education providers (or relevant bodies) must meet in delivering a programme leading to eligibility for admission to the Register. They will be supplemented by curriculum guidance, which will be developed in collaboration with relevant stakeholders, and in particular with the professional bodies.

1. Level of Qualification for Entry to the Register

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

- 1.1.1 Bachelor degree with honours: chiropody/podiatry; dietetics; occupational therapy; orthoptics; physiotherapy; prosthetics and orthotics; radiography; and speech and language therapy, biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent, if appropriate), clinical scientist (with the award of the Association of Clinical Scientists' Certificate of Attainment, or equivalent).
- 1.1.2 Post-Graduate Diploma for the arts therapies
- 1.1.3 Masters degree for the clinical sciences
- 1.1.4 Certificate of Higher Education for paramedics.

1.2 Q Are the entry routes set at the appropriate level?

2. Programme Admissions

The admission 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;
- 2.2 Apply selection and entry criteria, including:
 - 2.2.1 evidence of a good command of written and spoken English
 - 2.2.2 criminal convictions check
 - 2.2.3 compliance with any health requirements
 - 2.2.4 appropriate academic and/or professional entry standards

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.

2.4 Q What are your views on these standards?

2.5 Q Would you like to see anything added or removed?

3. Programme Management and Resources Standards

3.1 The programme has a secure place in the education provider's business plan;

3.2 The programme is managed effectively;

3.3 The programme leader has an appropriate range of experience and, in the case of the following professional programmes, must be registered in that profession's Part of the Register: arts therapists, chiropodists and podiatrists, dietitians, occupational therapists, orthoptists, paramedics, physiotherapists, prosthetists & orthotists, and radiographers.

3.4 There is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme;

3.5 Subject areas are taught by staff with relevant specialist expertise and knowledge;

3.6 A programme for staff development is in place to ensure continuing professional and research development;

3.7 The resources to support student learning in all settings are deployed effectively;

3.8 The facilities needed to ensure the welfare and well-being of students are both adequate and accessible;

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

3.10 A system of academic and pastoral student support is in place;

3.11 Throughout the course of the programme, the education provider has identified where attendance is mandatory and associated monitoring mechanisms are in place.

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

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

3.14 Q What are your views on these standards?

3.15 Q Would you like to see anything added or removed?

4. Curriculum Standards

- 4.1 The learning outcomes ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register;
- 4.2 The programme reflects the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession, and takes cognisance of other external reference frameworks;
- 4.3 Integration of theory and practice is central to the curriculum to facilitate safe and effective practice;
- 4.4 The curriculum remains relevant to current practice;
- 4.5 The delivery of the programme facilitates autonomous and reflective thinking, and evidence-based practice;
- 4.6 The range of learning and teaching approaches employed is appropriate to the subjects in the curriculum;
- 4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group are adequately addressed;

4.8 Q What are your views on these standards?

4.9 Q Would you like to see anything added or removed?

5. Practice Placements Standards

- 5.1 Practice placements are integral to the programme;
- 5.2 There is an adequate number of appropriately qualified and experienced staff at the placement;
- 5.3 The practice placement settings provide
 - 5.3.1 a safe environment and
 - 5.3.2 safe and effective practice;
- 5.4 Learning, teaching and supervision is designed to encourage safe and effective practice, independent learning and professional conduct;
- 5.5 The number, duration and range of placements is appropriate to the achievement of the learning outcomes;
- 5.6 The education provider maintains a thorough and effective system for approving and monitoring all placements;

- 5.7 Students and practice placement educators are fully prepared for placement which will include information about and understanding of the following: -
 - the learning outcomes to be achieved
 - 5.7.1 timings and the duration of any placement experience and associated records to be maintained
 - 5.7.2 expectations of professional conduct
 - 5.7.3 the assessment procedures including the implications of, and any action to be taken in the case of failure.
 - 5.7.4 communication and lines of responsibility;
- 5.8 Unless other arrangements are agreed, practice placement educators:
 - 5.8.1 have relevant qualification and experience
 - 5.8.2 are appropriately registered
 - 5.8.3 undertake appropriate practice placement educator training;
- 5.9 There is collaboration between the education provider and practice placement providers;
- 5.10 The education provider ensures necessary information is supplied to practice placement providers;
- 5.11 Practice placement providers ensure necessary information is available at the appropriate time for both the education provider and students;
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients/clients and colleagues are in place throughout practice placements;
- 5.13 Ensure that the placement providers have 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.

5.14 Q What are your views on these standards?

5.15 Q Would you like to see anything added or removed?

6. Assessment Standards

- 6.1 The assessment design and procedures assure that the student can demonstrate fitness to practise;
- 6.2 Assessment methods are employed that measure the learning outcomes and skills that are required to practise safely and effectively;
- 6.3 All assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured;
- 6.4 The measurement of student performance and progression are an integral part of the wider process of monitoring and evaluation, and use objective criteria;
- 6.5 There are effective mechanisms in place to assure appropriate standards in the assessment;
- 6.6 Professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement;

- 6.7 Assessment regulations clearly specify requirements
 - 6.7.1 for student progression and achievement within the programme,
 - 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, and
 - 6.7.3 an aegrotat award not to provide eligibility for admission to the Register.

6.8 Q What are your views on these standards?

6.9 Q Would you like to see anything added or removed?

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Proposals on the Approval and Monitoring Processes

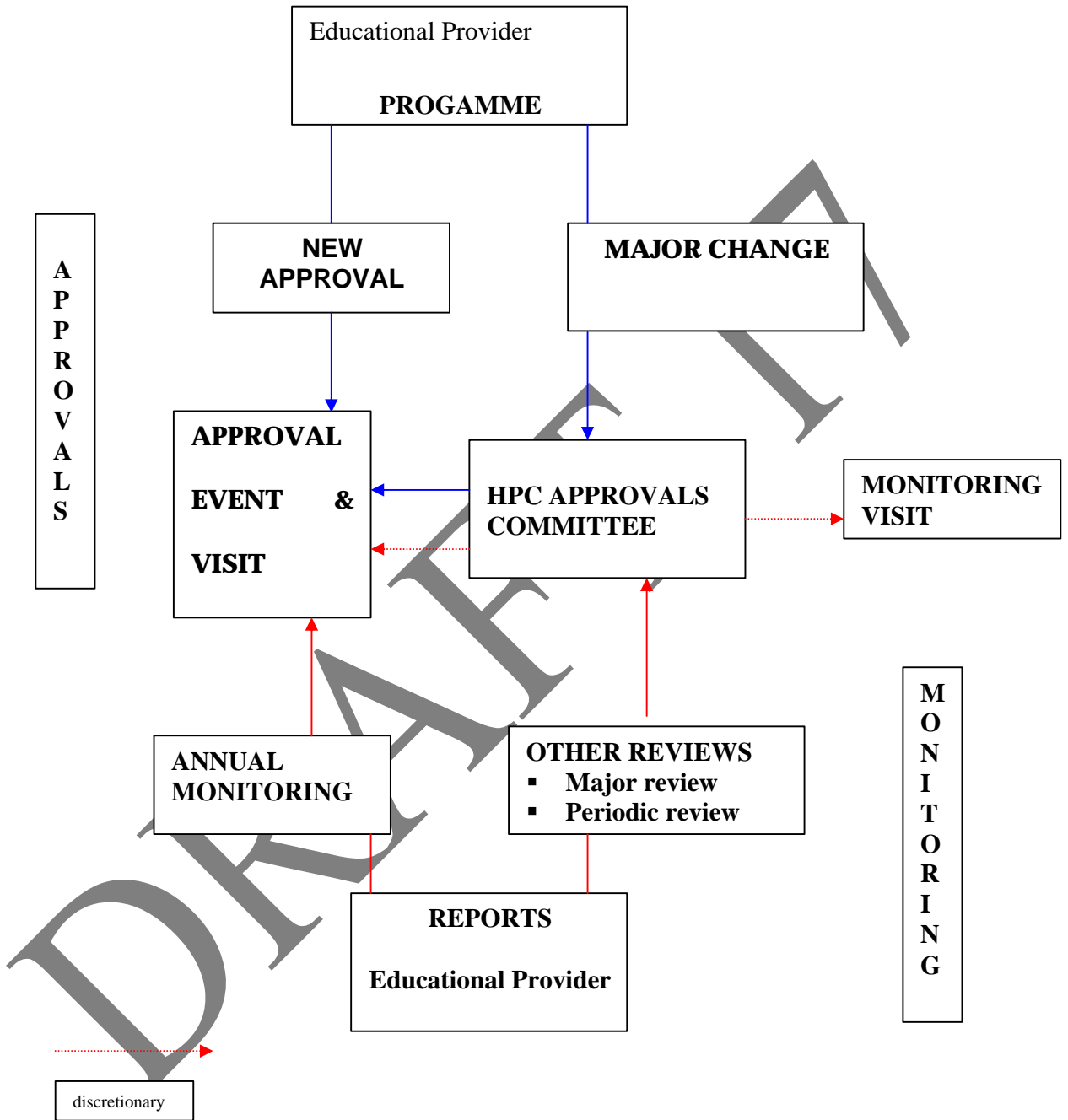
7. Key Components

- 7.1 The Council must establish approval and monitoring processes that ensure that education providers meet the Standards of Education and Training. In order to achieve increased efficiency and effectiveness for all stakeholders, it is intended that current procedures are streamlined and unified, with variants between professions being limited to profession specific requirements. So far as possible, the new procedures will align with and build upon existing approval and quality assurance processes already used by education providers, for example, annual monitoring and periodic review and quality assurance processes of other external stakeholders, for example, major review. An overview of the approvals and annual monitoring processes is shown in Figure 1.
- 7.2 The adoption of a unified approach will facilitate the opportunities for multiple professional approvals to be incorporated within a single approval event, where this is appropriate and practicable for the education provider. It is also proposed that formal approval of education providers will now be achieved through the process of programme approval.
- 7.3 In accordance with the Order, it is proposed that programmes will normally be approved on an open-ended basis subject to satisfactory annual monitoring returns. Previously programmes were approved on a five-yearly cycle. Where there are changes to programmes the Council will determine, against established criteria, whether this will trigger a new approval event. If no major changes have occurred or on-going issues arise through the annual monitoring process then the Council reserves the right to visit and/or to initiate a new approval event. The Council believes that this proposed process for approval and monitoring of programmes will significantly reduce the regulatory burden on education providers.
- 7.4 The Council will establish an Approvals Committee as a sub-committee of the Education & Training Committee with responsibility for overseeing the approvals and monitoring processes.

Figure 1 provides an overview of the proposed approval and annual monitoring process.

7.5 Q What are your views on the key components of our approach towards approval and monitoring?

Figure 1 Overview of the proposed approvals and monitoring process



8. The multiple professional approach

8.1 Approvals of new programmes will be made as they arise, but the Council, in collaboration with other stakeholders, will encourage education providers to group programmes together, where appropriate and practicable, in order that the approvals may be dealt with in one event. When multi-professional approval events are undertaken the numbers, composition and membership of the panels will be carefully determined to ensure that the profession specific programmes can be afforded the required level of scrutiny to ensure that they meet the Standards of Education and Training and curriculum guidance of the profession.

8.2 Q What are your views on our proposal to move, so far as practical, to a multiple professional approach for the approval of programmes?

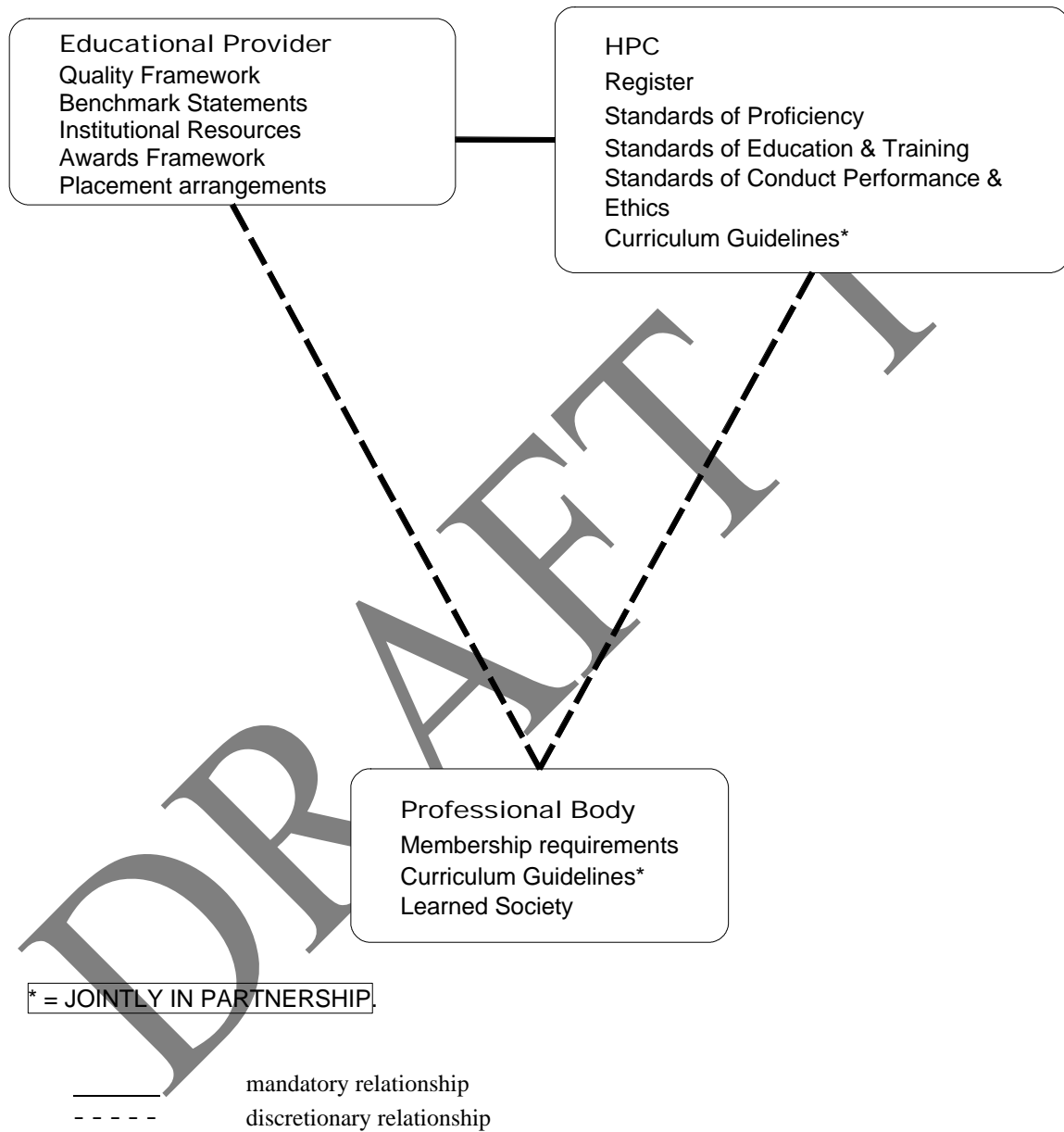
9. Approval Process

9.1 In accordance with the Order, the Council will approve programmes normally on an open-ended basis subject to satisfactory annual monitoring. Further approval would be needed if:

- there are major changes to a programme
- material issues arise from annual monitoring
- concerns about a programme are raised from visits or monitoring processes.

9.2 It is the Council's intent, as reiterated in its Strategic Intent 2004 to work collaboratively with relevant stakeholders in the approvals process. This is summarised in *figure 2*. One key stakeholder will be the education provider with whom the Council has a mandatory relationship in the approvals process. Other key stakeholders are the professional bodies, with whom the Council has a discretionary relationship. The intention of Council is to engage the expertise and knowledge of the professional bodies in the development of the curriculum guidance, standards of education & training and standards of proficiency.

Figure 2 The roles of the stakeholders in the Approvals Process



- 9.3 A key element of the approval process will be an approval event which will be held at the awarding educational institution. The HPC executive will collaborate with the appropriate authority, e.g. Academic Registrar or equivalent, within the educational institution to organise the approvals event.

9.4 Q What are your views on our proposals for the approval process?

10. Approval Panel

- 10.1 An Approvals Committee will be set up as an operational committee of the Education and Training committee to organise and manage the approval process. It will advise on the size, composition and membership of the approval panel for a specific approval event. It will draw membership of the approval panel from the list of HPC partner Visitors, ensuring that the panel has the required expertise to make decisions about the ability of a programme to meet the requirements of the Standards of Education and Training. It is generally expected that the education provider will supplement the HPC panel with additional members in order that both academic and regulatory approval can be considered at the same event.
- 10.2 Visitors are the category of 'Partners' appointed by the council to visit education providers and report on programmes. They will normally operate in panels rather than individually.
- 10.3 The Order provides criteria for their appointment and for avoiding conflicts of interest. There must be at least one visitor who is a registrant from the relevant Part of the Register and all visitors in a Panel must be selected with due regard for the education and training to be reported on. Lay persons may also be appointed as visitors.

10.4 Q What are your views, on the ideal size and composition of a panel to conduct visits effectively?

11. Curriculum Guidance

- 11.1 The Council is proposing to develop curriculum guidance by July 2005, working in partnership with other stakeholders including professional bodies. The guidance is to give education providers more detailed profession specific information on programme content and delivery in order that the learning outcomes meet the Standards of Proficiency. It is the Council's intention to revise curriculum guidance on a biennial basis.

11.2 Q What are your views on our proposals to develop curriculum guidance in conjunction with other stakeholders and the intention to revise this guidance biennially?

12. Documentation required for programme approval

- 12.1 The Council expects that a single set of documents can be agreed between the Council and education providers for approval purposes. These are likely to include:
- the business plan covering the programme,
 - the curriculum,
 - evidence that the programme can meet the Standards of Education and Training with regard to:
 - o the level and integrity of the qualification,
 - o admissions procedures,
 - o programme duration,
 - o programme management and staffing,
 - o physical resources,
 - o practice placements, and
 - o assessment and examinations;
 - external examiners' reports as appropriate.

12.2 Q Is there anything that you wish to add or remove in relation to the approvals documentation?

13. Approval reports

- 13.1 The responsibility for writing the report from an approval event will be with the education provider in agreement with the Council Partners (visitors). The HPC (visitor) will produce a summary report based on the main report from the approval event, for submission to the Approvals Committee. It is the Council's intention that the HPC Visitors' reports will be published by being précised in the Annual Report of the Education and Training Committee.

13.2 Q In your view, how and where should the Visitors' reports be published?

14. Register of Programmes

- 14.1 The Council will continue to publish a register of courses which lists approved programmes, qualifications and education providers. No further information will be contained within this register.

15. Annual Monitoring

- 15.1 The purpose of annual monitoring is to ensure that the programme continues to run as approved and continues to conform to the Standards of Education and Training. The Council is keen to adopt a “light touch” approach and, as such, the process should normally be documentary based as opposed to regular scheduled visits. It is intended, so far as possible, to use and build upon education providers’ own processes for monitoring where they can provide the data needed.
- 15.2 The Council would view visiting an education provider by exception, i.e. when a significant issue arose through the monitoring reports, etc.

15.3 Q What are your views on our proposals for annual monitoring?

16. Major Changes

- 16.1 Where there are major changes to an approved programme, the HPC would expect that it would require to be re-approved. Examples include relocation of the site, material change to student numbers, a significant reduction in resources or a major change in the curriculum.

16.2 Q In your view, what should constitute a major change to an approved programme?

17. Minor Changes

- 17.1 Other changes will be dealt with administratively and may not require a visit.

17.2 Q In your view, what should constitute a minor change to an approved programme?

18. External examiners

18.1 External examiners are appointed by education providers to monitor the assessment process for the academic and the practice elements of programmes and to ensure that professional and academic standards are met. There should be a minimum of at least one external examiner who is on the relevant Part of the Register for each approved programme. Their primary function in the context of the Order is to provide ongoing assurance that the programme continues to meet the criteria for approval.

18.2 Q What are your views on our proposals for the appointment of external examiners?

QUESTIONS

Standards of Education and Training

Your views are invited on the Standards of Education and Training as follows:-

Level of Qualification for entry to the Register:

1.2 Q Are the entry routes set at the appropriate level?

Programme Admissions:

2.4 Q What are your views on these standards?

2.5 Q Would you like to see anything added or removed?

Programme Management and Resources Standards:

3.14 Q What are your views on these standards?

3.15 Q Would you like to see anything added or removed?

Curriculum Standards:

4.8 Q What are your views on these standards?

4.9 Q Would you like to see anything added or removed?

Practice Placement Standards:

5.14 Q What are your views on these standards?

5.15 Q Would you like to see anything added or removed?

Assessment Standards:

6.8 Q What are your views on these standards?

6.9 Q Would you like to see anything added or removed?

Approval and Monitoring Processes

Your views are invited on the approval and monitoring processes as follows:-

Key components:

7.5 Q What are your views on the key components of our approach towards approval and monitoring?

The multiple professional approach:

8.2 Q What are your views on our proposal to move, so far as practical, to a multiple professional approach for the approval of programmes?

Approval process:

9.4 Q What are your views on these proposals for approval?

Approval panel:

10.4 Q What are your views, on the ideal size and composition of a panel to conduct visits effectively?

Curriculum guidance:

11.2 Q What are your views on our proposals to develop curriculum guidance in conjunction with other stakeholders and the intention to revise this guidance biennially?

Documentation required for programme approval:

12.2 Q Is there anything that you wish to add or remove in relation to the approvals documentation?

Approval reports:

13.2 Q In your view, how and where should the Visitors' reports be published?

Annual monitoring:

15.3 Q What are your views on our proposals for annual monitoring?

Major changes:

16.2 Q In your view, what should constitute a major change to an approved programme?

Minor changes:

17.2 Q In your view, what should constitute a minor change to an approved programme?

External examiners:

18.2 Q What are your views on our proposals for the appointment of external examiners?

REGULATORY IMPACT STATEMENT

To be completed

ANNEX 1

The Health Professions Order, 2001

This consultation deals with most of the provisions in Part IV of the Order. The relevant extracts from the Order are set out below, but where the Order itself gives clear and explicit guidance on procedures, then they are not part of the consultation exercise.

Education and Training

15. - (1) 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); and

(b) the requirements to be satisfied for admission to, and continued participation in, such education and training which may include requirements as to good health and good character.

(2) The standards mentioned in paragraph (1)(a) shall include such matters as the outcomes to be achieved by that education and training.

(3) Before establishing the standards or requirements referred to in paragraph (1) the Council shall consult such of those persons mentioned in article 3(14) as it considers appropriate and the Education and Training Committee.

(4) The Education and Training Committee shall -

(a) ensure that universities and other bodies in the United Kingdom concerned with such education and training are notified of the standards and requirements established under paragraph (1); and

(b) take appropriate steps to satisfy itself that those standards and requirements are met.

(5) In performing the function mentioned in paragraph (4)(b) the Committee may in particular, approve, or arrange with others to approve -

(a) a course of education or training which the Committee is satisfied confers or would confer on persons completing it successfully the standards of proficiency mentioned in paragraph (1);

(b) qualifications which are granted following success in an examination, or some other appropriate assessment, taken as part of an approved course of education or training;

(c) Education providers which the Committee considers to be properly organized and equipped for conducting the whole or part of an approved course of education or training;

(d) such tests of competence or knowledge of English as it may require.

(6) In connection with paragraph (5), the Committee may approve or arrange with others to approve a course of education or training run outside the United Kingdom by an institution to which paragraph 5(c) applies.

(7) The Council shall from time to time publish a statement of the criteria which will be taken into account in deciding whether to give approval under paragraph (5).

(8) The Council shall maintain and publish a list of the courses of education or training, qualifications and Education providers -

(a) which are for the time being approved under this Order; or

(b) which have been approved under this Order but which are no longer so approved, together with a record of the periods in respect of which they were approved.

(9) In this article a reference to education or training includes any course of education or training or test referred to in paragraph (5).

Visitors

16. - (1) The Council may, at the request of the Education and Training Committee or otherwise, appoint persons ("visitors") to visit any place at which or institution by which or under whose direction -

(a) any relevant course of education or training is, or is proposed to be, given;

(b) any examination or other assessment is, or is proposed to be, held in connection with any such course;

(c) any test of competence is, or is proposed to be, conducted in connection with any such course or for any other purposes connected with this Order.

(2) For the purposes of this article and article 18, the words "any test of competence" includes an assessment to establish the level of a person's knowledge of written or spoken English.

(3) In this article, "relevant course of education or training" means any course of education or training which forms, or is intended to form, part of an approved course of education or training or any course which a registrant may be required to undergo after registration in accordance with rules made by the Council.

(4) No visitor may exercise his functions under this Order in relation to -

- (a) any place at which he regularly gives instruction in any subject; or
- (b) any institution with which he has a significant connection.

(5) A person shall not be prevented from being a visitor merely because he is -

- (a) a member of the Council or any of its committees; or
- (b) a Screener,

but no person may be a visitor if he is employed by the Council.

(6) Visitors shall be selected with due regard to the profession with which the education and training they are to report on is concerned and at least one of the visitors shall be registered in that part of the register which relates to that profession.

(7) Where a visitor visits any place or institution in the exercise of his functions under this article, he shall report to the Committee -

- (a) on the nature and quality of the instruction given, or to be given, and the facilities provided or to be provided, at that place or by that institution; and
- (b) on such other matters (if any) as it requires.

(8) Requirements of the kind mentioned in paragraph (7)(b) may be imposed by the Committee -

- (a) generally in relation to all visits made to a specified kind of place or institution or in respect of a specified type of course; or
- (b) specifically in relation to a particular visit.

(9) Where a visitor reports to the Committee in accordance with paragraph (7), the Committee shall on receipt of the report -

- (a) send a copy of it to the institution concerned; and

(b) notify that institution of the period within which it may make observations on the report.

(10) The period specified by the Committee in a notice given under sub-paragraph (b) of paragraph (9) shall be not less than one month beginning with the date on which a copy of the report is sent to the institution concerned under sub-paragraph (a) of paragraph (9).

(11) The Committee shall not take any steps in the light of any report made under paragraph (7) before the end of the specified period mentioned in paragraph (10).

(12) The Council shall publish such reports together with, on the request of the institution concerned, the response of that institution to the report.

(13) The Council may make such provision in respect of visitors as it may determine -

(a) for the payment of fees and allowances, including the payment of allowances to employers of visitors for the purposes of enabling visitors to perform functions under this article;

(b) for the reimbursement of such expenses as visitors may reasonably have incurred in the course of carrying out their functions under this article.

Information to be given by Education providers

17. - (1) This article applies to any institution in the United Kingdom by which, or under whose direction, whether inside or outside the United Kingdom -

(a) any relevant course of education or training is, or is proposed to be, given; or

(b) any test of competence is, or is proposed to be, conducted in connection with any such course or for any other purpose connected with this Order.

(2) In paragraph (1) "relevant course of education or training" has the same meaning as in article 16(3).

(3) Whenever required to do so by the Education and Training Committee or the Council, any such institution shall give to the Committee such information and assistance as the Committee may reasonably require in connection with the exercise of its functions under this Order.

(4) Where an institution refuses any reasonable request for information made by the Committee or the Council under this article, the Committee with the approval of the Council may in accordance with article 18 refuse to approve, or withdraw approval from, as the case may be, any education, training, qualification or institution to which the information relates.

(5) In this article a reference to education or training includes any course of education or training or test referred to in article 15(5).

Refusal or withdrawal of approval of courses, qualifications and Education providers

18. - (1) Where as a result of any visitor's report or other information acquired by the Education and Training Committee or the Council and taking account of the observations received from the institution under article 16(9), the Committee is of the opinion that the standards established under article 15(1) are not, or will not be, met by particular education or training or that an institution is not observing the requirements referred to in article 15(1) it may refuse to approve, or withdraw approval from, as the case may be, any education, training, qualification or institution to which that opinion relates.

(2) In this article a reference to education or training includes any course of education or training or test referred to in article 15(5).

(3) In making any decision under paragraph (1) to refuse or to withdraw approval the Committee shall act in accordance with this article.

(4) The Committee shall -

(a) notify the institution concerned, Standards of Education and Training setting out its reasons; and

(b) inform the institution of the period within which it may make observations on the matters raised, which shall be not less than one month beginning with the date on which the reasons are sent to the institution under sub-paragraph (a).

(5) The Committee shall take no further steps before the period specified in sub-paragraph (b) of paragraph (4) has expired.

(6) If, taking account of the matters referred to in paragraph (1) and any observations submitted by the institution under paragraph (4), the Committee decides that it is appropriate to refuse or withdraw approval under paragraph (1) it shall notify the institution accordingly.

(7) A decision under paragraph (6) shall have effect from the date of the decision or from such later date as may be specified in the decision.

(8) Where approval is withdrawn under this article, the Committee shall use its best endeavours to secure that any person who is undertaking the education or training concerned or is studying for the qualification concerned or is studying at the institution concerned at the time when recognition is withdrawn is given the opportunity to follow approved education or training or to study for an approved qualification or at an approved institution.

(9) The withdrawal under this article of approval from any education or training, qualification or institution shall not affect the entitlement of any person to be registered on the basis of an award to him, before the date on which the decision withdrawing approval had effect, of -

(a) the qualification concerned; or

(b) any qualification awarded -

(i) in connection with any education or training, or

(ii) by an institution

from which approval has been withdrawn.

DRAFT

ANNEX 2

Your Views on Education and Training Issues and our Response in 2002

In your comments to the Council in 2002 on the proposals related to education and training, you asked the Council to develop clear and concise Standards of Education and Training which could be readily updated, and to create streamlined processes for programme approvals. In addition, you commented on the proposal in relation to admission requirements to programmes, where you wanted the Council to avoid setting detailed criteria.

In response the Council stated in our [Key Decisions](#) document that,

“In all the Council’s work on education and training issues, the Council will be seeking to avoid duplication of the work of others, and to draw on existing projects wherever possible. The Council believes that this approach delivers the best value for registrants.

The Council will develop Standards of Education and Training and processes for course approvals. These will be designed to ensure that, if a course is approved by the Council as meeting its Standards of Education and Training, then students who successfully complete that course will meet the minimum standards of proficiency. Such students will therefore have had the training required for them to be able to practise safely and effectively, and the public will be protected. The Council expects that the vast majority of courses that it approves will educate and train students well beyond those minimum standards.

The standards that the Council develops will move towards common frameworks and processes across all the regulated professions where possible, while retaining profession-specific elements. The Council has decided that the development work should be done in conjunction with professional bodies and higher Education providers, and it has started this work with these organizations already. It has also decided that this must be informed by the wide range of initiatives that are being undertaken at present (such as the Quality Assurance Agency prototype reviews).

Finally, the Council has decided not to Standards of Education and Training detailed admission requirements for courses. Instead, it will assess courses against its education and training standards to ensure that successful completion of an approved course would enable potential registrants to meet both the requirements of good character, conduct and health and the standards of proficiency.”

ANNEX 3

Consultees in 2004

This document is being sent direct to the following stakeholders:

A

The Academy of Medical Royal Colleges
All Wales Committee for Healthcare Professions
All Wales Dietetic Advisory Committee
All Wales Medical Directors Group
All Wales Network Committees for Art Therapies Professions
All Wales NHS Physiotherapy Committee
All Wales Professional Heads of Occupational Therapy Services Group
All Wales Speech and Language Therapy Committee
The Alliance of Private Sector Chiropodists & Podiatrists
The Allied Health Professions Forum
The Ambulance Service Association
Amicus
The Associated Chiropodists & Podiatrists Union
The Association of Anthroposophical Art Therapists
The Association of Clinical Biochemists
The Association of Clinical Cytogeneticists
The Association of Clinical Embryologists
The Association of Clinical Microbiologists
The Association for Dance Movement Therapy UK
The Association of Operating Department Practitioners
The Association of Professional Music Therapists
The Association of Renal Technicians
The Association of Respiratory Technicians & Physiologists
The Association of University Teachers

B

The British Ambulance Association
The British Association of Art Therapists
The British Association of Audiological Scientists
The British Association of Audiological Technicians
The British Association of Counselling
The British Association of Dramatherapists
The British Association of Educational Audiologists
The British Association of Occupational Therapists in Scotland
The British Association of Prosthetists & Orthotists
The British Association of Sports Rehabilitators and Trainers
The British Chiropody & Podiatry Association

The British Confederation of Psychotherapy
The British Dietetic Association
The British Orthoptic Society
The British Orthoptic Society in Scotland
The British Paramedics Association
The British Psychological Society
The British Society of Audiology
The British Society for Clinical Neurophysiology
The British Society of Echocardiography
The British Society for Haematology
The British Society for Haemostasis & Thrombosis
The British Society of Hearing Aid Audiologists
The British Society of Hearing Therapists
The British Society for Histocompatibility & Immunogenetics
The British Society of Immunology
The British Society for Rheumatology

C

The Centre for the Advancement of Interprofessional Education
The Chartered Society of Physiotherapy
The Chartered Society of Physiotherapy in Scotland
The Chartered Society of Physiotherapy in Wales
The Clinical Molecular Genetics Society
The Clinical Scientists Advisory Group
The Clinical Standards Board for Scotland
The College of Foot Health Practitioners
The College of Health
The College of Occupational Therapists
The Commission for Health Improvement
The Committee of Scottish Higher Education Principals
The Conference of Clinical Scientists Organizations
The Council for Complementary & Alternative Medicine
The Council of Deans & Heads of University Faculties of Nursing, Midwifery & Health Visiting
The Council Of Heads of Medical Schools & Deans of United Kingdom Faculties of Medicine

D

Department of Health
Dietitians Managers Group in Scotland

E

The Department for Education & Skills
Education and Training Consortia in England

Education & Training Group in Wales
The Electrophysiology Technicians Association

F

The Foundation for Integrated Medicine

G

The General Chiropractic Council
The General Dental Council
The General Medical Council
The General Optical Council
The General Osteopaths Council
General Practitioners Committee (Wales)
The General Social Care Council

H

Heads of Chiropody/Podiatry Service Group for Wales
Strategic Health Authorities In England and Wales Health Boards in Scotland
Health Councils in Scotland
The Health Service Commissioner
Health and Social Services Boards in Northern Ireland
Health and Social Services Councils in Northern Ireland
Healthcare Schools and Faculties of Universities in the UK
Healthwork UK
Health Professions Wales
The Higher Education Funding Council for England
The Higher Education Funding Council for Wales
Department Of Higher And Further Education And Training For Northern Ireland
The Hospital Physicists Association

I

The Institute of Biomedical Science
The Institute of Chiropodists & Podiatrists
The Institute of Health Services Management
The Institute for Learning and Teaching
The Institute of Maxillofacial Prosthetists & Technologists
The Institute of Physics & Engineering in Medicine
The Institute of Psychiatry
Institute of Welsh Affairs

J

The Joint Committee on Postgraduate Training for General Practice
The Joint Committee of Professional Nursing, Midwifery & Health Visiting Organizations

K

The King's Fund College

L

Liaison Committee of Royal College and Faculties In Wales
Liverpool College of Chiropody
Local Health Groups in Wales
London & Counties Society for Physiologists

M

MSF
MSF (Wales)

N

The National Assembly for Wales
The National Association of Hospital Play Staff
The National Association of Paediatric Occupational Therapists
The National Association of Private Ambulance Services
The National Health Confederation In Scotland
The National Institute for Clinical Excellence
The National Institute of Conductive Education
The National Institute for Social Work
National Sports Medicine Institute of the United Kingdom
The NHS Confederation
The Northern Ireland Health & Social Services Councils
The Northern Ireland Office
The Nurse Executive Wales Group
Nursing and Midwifery Council
The Nutrition Society

O

Occupational Therapists Group in Scotland

P

The Pharmaceutical Society of Northern Ireland
Podiatrists Group in Scotland
The Postgraduate Medical Council for Northern Ireland
Primary Care Groups in England
Primary Care Trusts in England & Scotland
Professional Ambulance Consortium
Psychologist Group in Scotland

Q

The Qualifications and Curriculum Authority (QCA)
The Quality Assurance Agency (QAA)

R

Radiographers Group in Scotland
Regional Education Development Groups in England: Chair
Regional Postgraduate Medical Deans
The Registration Council for Clinical Physiologists
The Royal College of General Practitioners
The Royal College of Midwives
The Royal College of Midwives (Wales)
The Royal College of Nursing
The Royal College of Nursing (Wales)
The Royal College of Pathologists
The Royal College of Speech & Language Therapists
The Royal College of Speech & Language Therapists In Scotland
The Royal College of Surgeons
The Royal Pharmaceutical Society of Great Britain

S

St John Ambulance
The Scottish Academic Heads Group
Scottish Association of Health Councils
The Scottish Association of Medical Directors
Scottish Board of Chartered Physiotherapy
Scottish Branch of the Society of Radiographers
Scottish and Northern Orthoptic Forum
The Scottish Chiropodists & Physiotherapists Association
The Scottish Council for Postgraduate Medical and Dental Education
The Scottish Executive Health Department
The Scottish Higher Education Funding Council

The Scottish National Nursing, Midwifery and Health Visiting Advisory Committee
The Scottish Partnership Forum
Skill
The Society of Analytic Psychology
The Society For Cardiological Science & Technology
The Society of Cardiothoracic Technicians
The Society of Chiropractors & Podiatrists
The Society & College of Radiographers
The Society of Gastroenterologists
The Society of Homoeopaths
The Society of Perfusionists of Great Britain and Ireland
The Society of Radiographers in Scotland
The Society of Sports Therapists
The Society for Vascular Technology
Special Health Authorities in England
The Specialised Health Services Commission for Wales
The Specialist Training Authority
Speech & Language Group in Scotland
Sports Council for Wales
The Standing Conference of Principals
The Standing Medical Advisory Committee
The Standing Nursing and Midwifery Advisory Committee
The SMAE Institute

T

Theatre Personnel Nationwide
The Trust Nurses Association
The Trust Nurse Directors Forum (Northern Ireland)

U

Unison
Unison (Wales)
The United Kingdom Association of Sonographers
The United Kingdom Council For Psychotherapy

W

Welsh Institute for Health and Social Care
Welsh Medical Committee
Welsh Nursing and Midwifery Advisory Committee
Welsh Radiography Managers Group
Welsh Scientific Advisory Committee
Workforce Development Confederations

ANNEX 4

Glossary

This appendix defines or explains terms used in this document:

Approval	the process of validation and accreditation that leads to decisions about the ability of a programme to meet the requirements of the Standards of Education and Training of the regulatory body.
Approvals Committee	a sub-committee of the Education and Training Committee making recommendations on the approval and monitoring of programmes and education providers
Council	the Health Professions Council
Curriculum	a structured plan of intended learning outcomes, underpinning knowledge, skills, behaviour and associated learning experiences. The learning plan is generally organized as a sequenced combination of modules so that a student can achieve specified educational and training outcomes. The curriculum includes the syllabus, teaching guides, an assessment guide and required learning resources.
Curriculum Guidance	guidance on the detailed content for a programme developed by the Council with relevant stakeholder(s)
Education & Training Committee	the Council's Education and Training Committee with responsibility for education and training matters
Education Provider	the establishment at which a programme is delivered or by which a qualification is awarded
External Examiners	Examiners are appointed by education providers to monitor the assessment process for the academic and the practice elements of programmes and to ensure that professional and academic standards are met
External reference framework	This term will encompass any legislative and external standards
HPC Partner (Visitor)	<i>see</i> Visitor

Monitoring Report	the annual report submitted by an education provider to Council
Practice placement	a period of clinical or practical experience that forms part of an approved programme
Practice Placement Educator	a named qualified practitioner who directly supervises a student's learning in a particular practice placement area.
Programme	is the academic provision, practice placements, assessment, qualification and education provider which in totality form the programme for approval purposes
Programme Leader	person who has the overall responsibility for a programme
Quality Assurance Agency (QAA)	the body which is responsible for setting academic standards for higher education in UK
Re-approval	the process used to identify if a programme is to continue to remain on the Register of Courses
Register of Courses	the Council's published list of approved qualifications
Registrant	a person who is currently on the HPC Register
Site	a location where the programme or part of the programme is delivered
Standards of Education & Training	the standards which education providers must meet to ensure that all those completing an approved programme meet the Standards of Proficiency
Standards of Proficiency	the standards required of registrants and those applying for registration for the safe and effective practice of their profession
Validation	an education provider's own initial approval event for a new programme
Visitor	a HPC "Partner" appointed to visit and approve programmes.