hpc health professions council

Health Professions Council - 3 July 2008

Revised standards of education and training consultation.

Executive summary and recommendations

Introduction
A draft copy of the standards of education and training consultation document is attached. The document was considered by the Education and Training Committee on 8 June 2008 and was recommended to be approved by Council.

The attached paper contains the cover letter for the consultation, the revised standards of education and training, and the revised guidance document.

Decision
The Council is invited to:

- agree to consult on the revised standards of education and training and guidance; and
- agree the text of the consultation document (subject to minor editing changes prior to publication for consultation).

Background information
- The Council agreed to a workplan to review the SETs and guidance on 31 May 2007.
- The consultation is planned to take place between August and November 2008.
- The results of the consultation will be considered by the Education and Training Committee, and the Council in March 2009.

Resource implications
- Editing and laying out of finalised document
- Organising mail out to consultation list
- Analysis of consultation responses

These form part of the Policy and Standards workplan and budget for 2008/9

Financial implications
- Laying out and publication of the consultation document
- Mail out to the consultation list and education and training providers

These form part of the Policy and Standards workplan and budget for 2008/9

Appendices
None

Date of paper
23 June 2008

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2008-05-28	a	POL	PPR	Coversheet, SETs consultation	Final	Public
					DD: None	RD: None

Standards of education and training and guidance consultation

Introduction
We are consulting on revised standards of education and training (SETs) and guidance. These are the standards against which we assess education and training programmes.

We first published the SETs in 2004, and began operating our new programme approvals process. We published guidance for the SETs in 2006. We committed then to review the SETs and guidance after a suitable period of time.

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 Professions Council (HPC) for registration.

The Education - Approvals and Monitoring Department is responsible for conducting approval visits to education and training providers to ensure their programmes meet the SETs. If a programme meets the SETs we grant open-ended approval, subject to ongoing checks via the annual monitoring and major change processes.

Annual monitoring is a documentary (retrospective) process to determine whether a programme continues to meet the standards against which it was originally assessed. If any changes are made which significantly impact on the provision of the programme they are required to be submitted to the major change process to allow us the gather evidence 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 change to programmes. The documents give more information about the methods we use to assess programmes against the SETs

Reviewing the standards of education and training and guidance
At its meeting on 31 May 2007, the Council agreed a workplan to review the SETs and guidance. In order to conduct the review we invited organisations to nominate an individual to be part of a professional liaison group (PLG).

The PLG was made up of representatives of professional bodies, representatives of education and training providers, and members of our Education and Training Committee. The group met four times between September 2007 and February 2008.

The group benefited from the input of professional bodies, education and training providers, visitors and students who either responded to a questionnaire or attended one of the group's meetings to provide their feedback.

We would like to thank the following people for their involvement as members of the PLG:

Anne Burge	Federation for Healthcare Science
Helen Davis	Orthoptist registrant member of the HPC Council
Julie Farmer	Allied Health Professions Federation
Tony Hazell	Lay member of the HPC Council
Lisa Hughes	Department of Health
Carol Lloyd	Occupational Therapist alternate member of the HPC Council
Mary Lovegrove	Council of Deans of Health
Susan Shandley	NHS Education for Scotland
Jim Petter	British Paramedic Association
Barbara Stuart	Lay member of the HPC Council
Annie Turner	Occupational Therapist registrant member of the HPC Council
Diane Waller	Arts Therapist registrant member of the HPC Council
Neil Willis	Biomedical Scientist registrant member of the HPC Council

The revised standards of education and training and guidance

The changes, alterations and additions to the SETs and guidance were made following feedback we received over the last four years from those who have been using the SETs and guidance as well as the feedback received by the PLG.

We used the feedback to clarify some of the SETs and reword some of the guidance. Some of the SETs have been reordered so they are grouped together intuitively. Some SETs and guidance have been removed because they were deemed unnecessary or were met by other SETs and guidance.

We are consulting on both the SETs and the guidance for the SETs. We need to know whether the SETs meet their purpose and whether the guidance helps to clarify how the SETs can be met.

It is essential that the SETs and guidance are applicable to all of the professions that we currently regulate as well as those we may regulate in the future. We would particularly welcome responses from professions we may regulate in the future.

The education reference section at the end of the document is provided for information. The documents are not endorsed or recommended by us and we cannot accept any responsibility for the availability or contents of any of these materials or linked websites. The list is not intended to be definitive and if any organisation would like to add, amend, update, remove or include documents please advise us.

To make the consultation document more manageable we have provided the revised SETs separately to the SETs guidance. The SETs with a revised introduction can be found on pages 6 to14. The SETs guidance can be found on pages 15 to 61. We have also highlighted the main alterations that have been

made; however, we felt that highlighting all alterations in the document would cause confusion as well as making the document burdensome.

There is a copy of the SETs and guidance document with all amendments marked, available to download from our website.

Alterations and amendments

It was felt that the six sections that the SETs are divided into were still appropriate. It is intended that they will remain:

- SET 1: Level of qualification for entry to the Register;
- SET 2: Programme admissions;
- SET 3: Programme management and resource standards;
- SET 4: Curriculum standards;
- SET 5: Practice placements standards; and
- SET 6: Assessment standards.

The following substantial alterations and amendments were made to the original SETs and guidance, and are highlighted here for ease of reference:

SET 1 (page 19)
- SET 1.1.1, 1.1.2, and 1.1.3 now refer to parts of the Register.

SET 2
- SET 2.2.1 (p.23) is amended to include reading English along with written and spoken. This amendment is reflected and explained in the guidance. The guidance includes a new paragraph on reading, writing and speaking English.
- SET 2.3 (p.25). The terminology requires updating so it now refers to 'equality and diversity policies' rather than 'equal opportunities and anti-discriminatory policy'.

SET 3
- SET 3.3 (p.27) is a new SET. It was felt that monitoring and evaluation systems should be a specific requirement within programme management and resource standards.
- SET 3.4 (p.28) has been reworded for clarity.
- SET 3.8 (p.30) combines both SETs 3.7 and 3.12 of the existing standards relating to resources being available in all settings.
- SET 3.10.3 (p.31) is a new SET requiring all education providers to have a student complaints process in place.
- SET 3.13 (p.33) is a new SET. The purpose of this SET is for education and training providers to be able to respond to a student who may have issues with professional conduct without calling in to question their academic ability.

SET 4
- SET 4.5 (p.37) is a new SET requiring an understanding of the HPC standards of conduct, performance and ethics.

SET 5
- The existing SET 5.3.2 is removed because it is covered by the other SETs.
- SET 5.8 (p.45) incorporates the existing SETs 5.10 and 5.11.

SET 6
- SET 6.1 (p.48) is reworded to refer to the standards of proficiency rather than fitness to practise because this can be part of the strategy and design of a programme.
- SET 6.5 (p.50) is reworded so that it is clear that there is an objective system for grade assessment criteria.
- SET 6.7.2 (p.51) is reworded to remove the double negative that is in the current SET.

Your response

We would welcome your comments on the revised SETs as well as on the guidance for the SETs in whatever format is convenient for you. You may wish to address the questions below, however, if there are any other comments you would like to make we will be happy to take these on board.

1. Are the alterations made to either the SETs or guidance appropriate?
2. Are additional SETs required?
3. Is more guidance required?
4. Is the guidance clear?
5. Do any of the standards or parts of the guidance need to be amended to ensure they are applicable to future professions?
6. What terms need to be added to the glossary?

We would like to invite any individual or organisation with an interest in these issues to respond to this consultation. To help ensure we analyse your response correctly it would be helpful if you could explain how you formulated your response.

The consultation will put the proposed SET and guidance before a wide range of stakeholders, including education and training providers, professional bodies and others with an interest in our work. We would like to invite any individual or organisation with an interest in these issues to respond to this consultation. The consultation will run until **Friday 14 November 2008**.

If you would like to respond to this consultation, please send your written response to:

SETs consultation
Health Professions Council
Park House,
184 Kennington Park Road,
London,
SE11 4BU

by email: consultation@hpc-uk.org
or by fax: +44 (0)20 7582 0866

At the end of the consultation period, we will publish a summary of the responses we receive and the decisions we have taken as a result on our website.

If you prefer your response not to be made public, please indicate this when you respond.

If you would like an overview of our consultation process, or would like to make comments or suggestions on our consultation process the details can be found at the consultations section of our website: www.hpc-uk.org/aboutus/consultations

We look forward to receiving your comments.

Yours faithfully,

Eileen Thornton,
Chairman of the Education and Training Committee

Standards of education and training

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 standards of education and training allows a student who successfully completes that programme to meet the standards of proficiency. They are then eligible to apply to the Health Professions Council (HPC) for registration.

The Education - Approvals and Monitoring Department is responsible for conducting approval visits to education and training providers to ensure their programmes meet the SETs. If a programme meets the SETs we grant open-ended approval, subject to ongoing checks via the annual monitoring and major change processes.

Annual monitoring is a documentary (retrospective) process to determine whether a programme continues to meet the standards against which it was originally assessed. If any changes are made which significantly impact on the provision of the programme they are required to be submitted to the major change process to allow us the gather evidence 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 change to programmes. The documents give more information about the methods we use to assess programmes against the SETs.

The standards of education and training
1. Level of qualification for entry to the Register

1	Level of qualification for entry to the Register

1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:

1. 1. 1 Bachelor degree with honours for:
- 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; and
- speech and language therapists.

1.1.2 Masters degree for arts therapists.

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

1.1.4 Diploma of Higher Education for operating department practitioners.

1.1.5 Equivalent to Certificate of Higher Education for paramedics.

2. Programme admissions

2	Programme admissions

The admissions procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

2	Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

    2.2.1 evidence of a good command of reading, writing and spoken English;

2	Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

    2.2.2 criminal convictions checks;

2	Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

    2.2.3 compliance with any health requirements;

2	Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

    2.2.4 appropriate academic and/or professional entry standards; and
    2.2.5 Accreditation of Prior (Experiential) Learning and other inclusion mechanisms.

2	Programme admissions

The admissions procedures must:

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

3. Programme management and resource standards

3	Programme management and resource standards
3.1 The programme must have a secure place in the education provider's business plan.	

3	Programme management and resource standards
3.2 The programme must be effectively managed.	

3	Programme management and resource standards
3.3 The programme must have regular monitoring and evaluation systems in place.	

3	Programme management and resource standards
3.4 There must be a named person who has overall professional responsibility for the programme who should be appropriately qualified and experienced, and unless other arrangements are agreed, be on the relevant part of the Register.	

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

3	Programme management and resource standards
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	

3	Programme management and resource standards
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	

3	Programme management and resource standards

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

3	Programme management and resource standards
3.9 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.	

3	Programme management and resource standards

3.10 There must be:
    3.10.1 adequate and accessible facilities to ensure the welfare and well-being of students in all settings;
    3.10.2 a system of academic and pastoral student support in place; and
    3.10.3 a student complaints process in place.	

3	Programme management and resource standards
3.11 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.	

3	**Programme management and resource standards**

3.12 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	**Programme management and resource standards**

3.13 There must be a process in place throughout the programme for dealing with concerns about students' conduct.

4. Curriculum standards

4	Curriculum standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

4	Curriculum standards

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

4	Curriculum standards

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

4	Curriculum standards

4.4 The curriculum must remain relevant to current practice.

4	Curriculum standards

4.5 The curriculum must make sure that students understand the HPC's standards of conduct, performance and ethics, and their impact on practice.

4	Curriculum standards

4.6 The delivery of the programme must:
　　　 4.6.1 support and develop autonomous and reflective thinking: and
　　　 4.6.2 encourage evidence based practice.

4	Curriculum standards

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

4	Curriculum standards

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

5. Practice placements standards

5	Practice placements standards
5.1 Practice placements must be integral to the programme.	

5	Practice placements standards
5.2 The number, duration and range of placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	

5	Practice placements standards
5.3 The practice placement settings must provide a safe and supportive environment.	

5	Practice placements standards
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	

5	Practice placements standards
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	Practice placements standards
5.6 There must be an adequate number of appropriately qualified and experienced staff at the placement.	

5	Practice placements standards
5.7 Practice placement educators must: 　5.7.1 have relevant knowledge, skills and experience; 　5.7.2 undertake appropriate practice placement educator training; and 　5.7.3 unless other arrangements are agreed, be appropriately registered.	

5	Practice placements standards
5.8 There must be collaboration between the education provider and practice placement.	

5	Practice placements standards
5.9 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about, and understanding of, the following: 　5.9.1 the learning outcomes to be achieved; 　5.9.2 the timings and the duration of any placement experience and associated records to be maintained; 　5.9.3 expectations of professional conduct; 　5.9.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and 　5.9.5 communication and lines of responsibility.	

5	Practice placements standards
5.10 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.	

5 Practice placements standards

5.11 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.

6. Assessment standards

6	Assessment standards

6.1 The assessment strategy and design must ensure that the student can achieve the standards of proficiency for their part of the Register.

6	Assessment standards

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

6	Assessment standards

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

6	Assessment standards

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

6	Assessment standards

6.5 The measurement of student performance must be objective and ensure fitness to practise.

6	Assessment standards

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

6	Assessment standards

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

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.2 approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award;

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.3 an aegrotat award not to provide eligibility for admission to the Register;

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.4 a procedure for the right of appeal for students; and

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.5 the appointment of at least one external examiner from the relevant part of the Register, unless other arrangements are agreed.

Standards of education and training guidance

Contents

Introduction

About this document

This document has been written to supplement our approval and monitoring processes, it provides guidance on our standards of education and training (SETs), in order to give more information about how we will assess against our standards. It is written for education and training providers who are preparing for an approval visit, for a major change submission, or for their annual monitoring submission. This document will also be useful for practice placement providers with whom education and training providers work in collaboration.

Throughout the document, 'we' refers to the Health Professions Council, and 'you' refers to staff working on an approved programme, or a programme that is seeking approval. Where the abbreviation 'SET' followed by a number is used, this refers to a specific standard of education and training.

As part of the approval and monitoring processes we assess the programme against the SETs to ensure that upon qualification, all students meet our standards of proficiency (SOPs). This document provides guidance on the SETs. The detail provided against each standard suggests how you could show that you meet the standards.

Although you do not have to use this document, we recommend that you do so, as it has been put together to give you advice on the evidence you will need to refer to when going through any of the approval and monitoring processes.

About us (the HPC)

We are the Health Professions Council and we were set up to protect the public. To do this, we keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

We currently regulate 13 health professions.
- Arts therapists;
- Biomedical scientists;
- Chiropodists and podiatrists;
- Clinical scientists;
- Dietitians;
- Occupational therapists;
- Operating department practitioners;
- Orthoptists;
- Paramedics;
- Physiotherapists;
- Prosthetists and orthotists;
- Radiographers; and
- Speech and language therapists.

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see our website at www.hpc-uk.org

Our Register is available on our website for anyone to search, so that they can check the registration of their health professional.

Our key functions
In order to protect the public, we:
- set standards for the education and training, professional skills, conduct, performance, ethics, and health of registrants;
- keep a register of health professionals who meet those standards;
- approve programmes which health professionals must complete in order to register with us; and
- take action when health professionals on our Register do not meet our standards.

The Health Professions Order says that we must set our standards to protect the public, and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level.

When you are developing your programme, you may also want to refer to documents published by other organisations which take a role in developing good practice, for example, professional bodies, the Quality Assurance Agency (QAA) for Higher Education, QAA Scotland and NHS Education for Scotland (NES).

Documents published by other organisations
For your information, throughout this document we have mentioned other documents that may be useful to you in providing extra information. This does not mean that we have 'approved' these documents, but they may still be helpful when you are collecting evidence to show how you meet our standards.

Working with professional bodies
Professional bodies have an important role in promoting and representing their professions. In particular, professional bodies may develop the learning and curriculum frameworks for their profession. In this document, we have referenced the curriculum documents published by professional bodies which will provide useful information, background and context.

The structure of this document
We have divided up the body of this document into six sections, to reflect the six sections of the standards of education and training.

Under the title of each standard is a summary, which summarises the areas that the standard is concerned with. There is then a heading called 'Overall guidance' which gives guidance for the whole of the standard, including information about how you can show that you meet the standards – the type of documents you can provide, or who we may want to meet on an approval visit. This is followed by a heading called 'More information'. Here we mention any other documents which may be useful to education providers in finding more information related to the whole of the standard. Certain documents, like the professional body curriculum, may have relevant information in them which relates to so many standards that, in order to save space, we have not referenced them every time, but instead have given a list at the end of the document.

We have also provided a list of 'Example questions'. These are questions that you may want to consider for some or all of our approval and monitoring

processes. We will not normally ask all of these questions, and may not use the example questions at all, but we have provided them to give you an idea of the sorts of questions that may arise during the approval and monitoring processes. Please note that the list of questions is not a complete list, and other questions may be asked to make sure that the standards are being met.

The final and most substantial section is called 'Guidance'. Here, we have broken down each standard of education and training into its individual, numbered parts. Each part is in a table like the one below.

1   **This box contains the standard title, for example, 'Assessment standards'**
1. 1 This box contains the full text of the relevant standard of education and training.
Guidance This box contains guidance on the standard. This may include the rationale behind the standard, examples and suggestions of the type of evidence to provide.
Other sources of guidance This box occurs after some of the standards, and lists other documents which may contain more background information on possible ways of meeting the standard. Here, as with the 'more information' for the whole of the standard, you will find that certain documents may have relevant information in them which relates to so many standards that we have not referenced them against each one separately, but instead have given a list at the end.

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, A framework for higher education qualifications in England, Wales and Northern Ireland
- QAA Scotland, A framework for higher education qualifications in Scotland
- Quality Assurance Agency for Higher Education, Subject benchmark statements
- Scottish Credit and Qualifications Framework
- National Qualifications Framework in England, Wales and Northern Ireland
- Credit and Qualifications Framework in Wales
- QAA Scotland, Scottish benchmark statements

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
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: • 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; and • speech and language therapists 1.1.2 Masters degree for arts therapists. 1.1.3 Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists', or equivalent). 1.1.4 Diploma of Higher Education for operating department practitioners. 1.1.5 Equivalent to Certificate of Higher Education for paramedics.
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' and some of the entry routes include the word 'equivalent'. This is 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.

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 include the information that is made available to applicants, information handed out at open days or interviews, any welcome or information pack provided to successful applicants, a copy of your advertising material or a relevant website address.

We will want to be assured that you review your admission procedures to ensure they are effective. 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 HPC registration at the end of the programme.

When someone applies to us for registration, we will look at their application individually, and make a decision about their registration based on their 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: Admissions to Higher Education
- Quality Assurance Agency for Higher Education, Guidelines on the accreditation of prior learning
- Quality Assurance Agency for Higher Education, Code of practice for assurance of academic quality and standards in Higher Education: students with disabilities

Example questions
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 complete the programme?
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 applicants 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 equality and diversity policies?

How do you tell applicants and students about your equality and diversity policies?

2 Programme admissions
The admissions procedures must:
2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Guidance

All of your entry requirements should be clearly set out in the information you make available to interested applicants.

You may want to provide information to show how you tell applicants about accommodation costs, funding arrangements such as bursaries and loans and any other costs (such as personal therapy for arts therapists). You will also need to provide information about any costs that applicants will need to meet such as criminal record checks, health checks, immunisations, the length and possible location of their placements, whether they will need to stay away from the main site of programme delivery, their travel, and how this is funded.

We will want to know what information you request from an applicant and your reasons for requesting that information. We do not specify detailed information that you must request from an applicant, but we will want to be satisfied that it is sufficient for an appropriate choice to be made as to whether or not to offer a place on a programme.

You should make sure that your documents clearly tell applicants and 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' are misleading, as all students need to apply to register after they have completed their programme.

See the guidance under SET 2.2 and SET 2.3 to make sure applicants 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

The admissions procedures must:

2.2 apply selection and entry criteria, including:

2.2.1 evidence of a good command of reading, writing and spoken English;

Guidance

Your English language requirements should be clearly set out in the information made available to applicants. These requirements should be appropriate to the level and content of the programme. We realise that the requirements for applicants who do not have English as their first language will differ to native English speakers. Applicants whose first language is English will not normally need to provide evidence of meeting an IELTS standard or equivalent, but may be required by you to have passed English at GCSE or equivalent.

We do not require you to interview applicants to your programme, however, we will want to see that your selection and entry criteria contain a rigorous process to assess reading, written and oral skills so that students can take full advantage of a programme from the start.

Please also refer to the standard of proficiency 1b.3 that outlines English communication requirements for registrants. 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 proficiency for the standards of proficiency for their profession.

2 Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

Guidance

You should run checks on all applicants. These would normally be through the Criminal Records Bureau, Disclosure Scotland, Access Northern Ireland, and where appropriate, an equivalent international body. We would expect that this would be 'enhanced' disclosure or equivalent, due to the positions of responsibility in which health professionals are placed.

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.

We will want to see what you would do if an applicant declares a criminal conviction. 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 providers 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 providers are not willing to offer a student a place after you have already accepted them as a student.

Although we do not require that criminal convictions checks continue through the length of the programme, please see SET 3.13 for more guidance on this issue

2 Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

      2.2.3 compliance with any health requirements;

Guidance

Your health requirements should be clearly set out in the information made available to applicants. These requirements should be appropriate to the programme content and delivery, including the practice placements. Such requirements could include vaccinations and occupational health assessments.

Requirements vary across the professions and we will want to see that you give applicants clear information. For example, some programmes will need students to have immunisations while others will not. It is your responsibility to make sure all reasonable steps have been taken to comply with any health requirements.

Our guidance document, 'A disabled person's guide to becoming a health professional' is available, and provides information for disabled people applying to approved programmes, and for admissions staff 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 the comments in the general guidance for this standard, about the role of your staff in assessing applicants for your programme, and not for registration.

2 Programme admissions

The admissions procedures must:

2.2 apply selection and entry criteria, including:

      2.2.4 appropriate academic and/or professional entry standards; and

      2.2.5 Accreditation of Prior (Experiential) Learning and other inclusion mechanisms.

Guidance

We will want to be assured that your academic and professional entry standards, including those regarding literacy and numeracy, are appropriate to the level and content of the programme. We will want to view evidence of how these standards are communicated to applicants and how they are applied.

We will want to be assured that your AP(E)L scheme and inclusion mechanisms (such as Foundation Degrees, direct entry, feeder routes, advanced standing, Higher National Diplomas and Higher National Certificates) are made available to applicants and students. We will also want to make sure that students who are eligible for AP(E)L or another inclusion mechanism are able to meet the standards of proficiency for their profession when they successfully complete the programme. We will need to be assured that students' prior learning is mapped against the learning outcomes for a programme or individual modules

You may want to show how you explain your AP(E)L and inclusion policies to applicants and students, the policy and procedure for agreeing and awarding credits, indication of limits and the associated costs.

Other Guidance

- European Credit Transfer System
- Quality Assurance Agency for Higher Education, Guidelines on the accreditation of prior learning
- Quality Assurance Agency for Higher Education, Facilitating credit-based links in Scottish higher education: Guidelines to support colleges and higher education institutions

2 Programme admissions

The admissions procedures must:

2.3 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.

Guidance

We will need to be assured that you have appropriate equality and diversity policies.

Your department, school or programme may have its own equality and diversity policies, or your education provider may have a policy that applies to you. We will want enough evidence to show that you have policies in place and that they are put into practice and monitored.

We will also want to be assured that these policies are made available to students (for example, in the student handbook or on a website) with information about what an applicant or student should do if they feel that they have been discriminated against.

SET 3: Programme management and resource standards

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

Overall guidance
On an approval visit, we will usually take note of the on-site resources available during the tour of resources. You might want to use the tour to tell us about facilities which you feel meet the standards particularly effectively. In the annual monitoring and major change processes, documentary evidence such as building plans and lists of resources available could be provided.

We will want you to provide evidence about how well the policies and procedures that you outline in your documents are working in practice. Evidence regarding how practice placement educators manage placements, and the resources available during placements, may be relevant to this standard as well.

We may require information from your education provider's senior managers regarding SET 3.

More information
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in Higher 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 service users in teaching? If so, how do you get their consent?
How do you monitor student attendance?
If students do not attend, how will you deal with this?
Can students access information technology and library resources off site or at weekends?

3	Programme management and resource standards
3.1 The programme must have a secure place in the education provider's business plan.	

Guidance

We would normally want to see a business plan, to make sure that the programme is secure within the education provider, not under any threat, and that it has 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 currently minimal; and
- there is a continuing future for the programme.

The information for this SET may need to be requested from senior managers of

your education provider. There must be clear information about partnerships with other education and training providers.

As part of your documents, you may want to include funding or planning information as returned to HEFCE, SFC, HEFCW, DELNI or 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
3.2 The programme must be effectively managed.

Guidance
Evidence you could provide that would help to show you meet this standard might include:
- the programme handbook;
- management structure; and
- role descriptions.

We will want to see evidence of the programme management structure. This may include the lines of responsibility and the links to the practice placement management, highlighting the roles and responsibilities of all parties.

If the programme proposal is new, we 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), we will ask to see the partnership agreement and find out which regulations and procedures apply to students and staff. We 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
3.3 The programme must have regular monitoring and evaluation systems in place.

Guidance
Evidence you could provide that would help to show you meet this standard might include:
- annual or routine monitoring requirements and reports;
- 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.

We will want you to explain how you carry out a self-evaluation of the programme's effectiveness. We will use the documents from your monitoring and evaluation system (including internal and external evaluations) in our annual monitoring of the programme, once approved.

To avoid duplication, you may use the same documentation you use for internal processes or give to other bodies. We will want to see that the monitoring and evaluation systems (for example, internal quality audits, external examiner reports, and student feedback) are appropriate to, and effective for, the programme. It is our intention for you to show how you use the systems you currently have in place, rather than developing new systems.

3   Programme management and resource standards

3.4 There must be a named person who has overall professional responsibility for the programme who should be appropriately qualified and experienced, and unless other arrangements are agreed, be on the relevant part of the Register.

Guidance
You must show how the named person with overall professional responsibility for the programme is 'appropriately qualified and experienced'.

The information that you can give us about that person might include:
- their CV;
- evidence of their previous effective programme leadership;
- an ability to effectively organise the delivery of the programme;
- a professional qualification; or
- an educational qualification.

We expect that 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 on the relevant part of the Register. If this is the case, you should show more detail about their qualifications and experience. If they are not registered, you must make sure that their job title does not include a protected title or give the impression that they are registered with us.

If the named person with overall responsibility for the programme is not registered in the relevant profession by us, we will want to see how you make profession-specific information and resources available to support them in their role.

3   Programme management and resource standards

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

Guidance
We will want to be sure that the number of staff is appropriate for the effective delivery of the programme, however we do not set staff / student ratios. We will look at the staffing within the overall context of your education provision; for example, the involvement of your staff in other programmes in the same

profession, your expected research, or your inter-professional learning and teaching. We will need information on what administrative, pastoral, management or technical staff are in place to support the programme, and if appropriate, their experience and qualifications.

We will also consider the number of students on the programme and the frequency that the programme runs.

We will also want to make sure that there is provision for contingencies (for example, staff absence).

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 us about staffing at your placements (SET 5.6) will also be relevant to this standard.

See the guidance under SET 3.2.

3	Programme management and resource standards

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

Guidance
The CVs of your staff will probably contain the information required for this SET.

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

We 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, we will want to know how you guarantee their teaching quality.

3	Programme management and resource standards

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

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.

We will want to be assured that there is a staff development policy. This could be supported by:
- staff development strategies;
- CVs;
- staff appraisal systems;

- staff profiles;
- professional development portfolios; and
- keeping up-to-date with professional body guidance.

We will want to see evidence from members of your programme team about how this works, and how accessible and available staff development is. This information could be documentary or from meetings with staff on an approval visit. We may want evidence from practice placement educators about how you support them in their development. We 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

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

Guidance

'Resources' in this context may include:
- student handbooks and module guides;
- information technology (IT), virtual learning environments and other specialist programmes;
- academic and support staff;
- buildings;
- texts and journals;
- 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. You should show us evidence of resources, which may include IT facilities, lecture theatres, tutorial rooms, presentation equipment, specialist labs, skills labs, studio space and equipment.

We 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 us how you support student learning in a practice placement setting. 'All settings' could refer to a second site where parts of the programme are delivered or where programmes are delivered by a franchise arrangement. In cases such as these, we will need to see evidence of the resources that are available and used by students.

We will want to see evidence of how you monitor the use and effectiveness of the resources through your regular monitoring systems (See SET 3.3).

3 Programme management and resource standards

3.9 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.

Guidance

You should provide information about the learning resources provided for students and for staff. On an approval visit you may also want to point out the learning resources to us during the course of the tour of the library and facilities, including information technology (IT) facilities and any profession-specific resources. For the annual monitoring and major change processes, documentary evidence such as photographs of resources or library stock listings can be provided.

We will want to check the quantity, accessibility and currency of resources. We 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 mean that the facilities are available to students and staff. We will want to know how the students will be able to access the learning resources wherever their learning is based.

As well as your library facilities, we will also need to make sure that your IT facilities are appropriate and readily available. If you are using a virtual learning environment such as WebCT or Blackboard, it can be helpful to provide evidence about how they are used.

3 Programme management and resource standards

3.10 There must be:

      3.10.1 adequate and accessible facilities to ensure the welfare and well-being of students in all settings;

      3.10.2 a system of academic and pastoral student support in place; and

      3.10.3 a student complaints process in place.

Guidance

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

We will want to see how your systems can support students, for example, mature students, disabled students, those not studying full-time, or those with caring responsibilities. You should provide evidence to show the support you provide for students during periods of sick leave, carers' leave, or any other planned or unexpected leave. You may also like to detail financial help available, counselling and specialist teaching or learning facilities.

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 learning difficulties, including how they are supported during their placements. We may ask for evidence from students about how well they feel the support systems are working.

We will also want to see that there is a formal student complaints process in place and how the students are informed about the process. This process would apply to all areas of the education provider. We would expect the complaints process to detail how student's concerns about the programme or a related service are dealt with, as well as how allegations such as harassment or discrimination are dealt with. Complaints would differ from appeals which are solely around the request for a review of a decision about progression, assessment or award. See SET 6.7.4 for more information.

See SET 5 about support for students on practice placement.

Other sources of guidance
- Quality Assurance Agency for Higher Education, Code of practice for the assurance of academic quality and standards in higher education - Section 5: Academic appeals and student complaints on academic matters
- Office of the Independent Adjudicator for Higher Education
- Scottish Public Services Ombudsman

3   Programme management and resource standards

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

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. Professional bodies may have information about this.

Examples of activities where you will need to have guidelines for gaining students' consent include:
- disclosure of personal information;
- role play;
- bio-mechanical assessments of the arms and legs;
- patient positioning through manipulation of bony anatomical landmarks;
- practising profession-specific techniques; and
- experiential groups.

You should tell students how involved they are expected to be in the programme, taking account of, for example, cultural differences or the personal medical health of the individual. We will want to know how and where this is made clear to students and applicants.

We will want to check that there are systems in place for gaining informed consent from students. Documentary evidence such as a copy of a consent form or the relevant guidelines will normally be required, and on an approval visit we may also ask questions about this during meetings with students or placement providers.

3   Programme management and resource standards

3.12 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Guidance

We 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 meet 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.

You should provide information to us to show when attendance is compulsory, and when it is not. You should show us how you monitor attendance, for example, by a class 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.

We will 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.

See the guidance under SET 5.10.

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3   Programme management and resource standards

3.13 There must be a process in place throughout the programme for dealing with concerns about students' conduct.

Guidance

The purpose of this standard is to ensure that education providers play a role in identifying students who may not be fit to practise and assist them to address concern about profession-related conduct. The process should focus on identifying and helping to address concerns but should also afford an appropriate range of outcomes, including providing for an award which does not provide eligibility to apply to the Register (see SET 6.7.2).

We will want to see evidence to support your choice of process, which must be appropriate to the programme and its delivery. It is important that there is accountability for any decision made and that the process is robust, fair and transparent.

We will want to see the process of communication between you, practice placement providers and practice placement educators. It will be important that you show the process is fair, that you have made all attempts to allow the student to address any issues of conduct and that a clear rationale is shown for all decisions made.

To show that you meet this standard, you could refer us to where the process is laid out, and how students are informed, for example on your website, or in your student handbook. You may want to use our standards of conduct, performance and ethics to inform your process.

SET 4: Curriculum standards

Summary
This part of the standards is about the curriculum, making sure that people who complete the programme 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
- Health Professions Council, Standards of conduct, performance and ethics
- Professional body:
  - curriculum outlines; and
  - codes of professional conduct.
  See the back of this document for a list of publications.
- 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
- QAA Scotland, Scottish benchmark statements
- Enhancement Themes initiative (Scottish 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 completion?
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 numbers of hours for different subjects covered?
How do you make sure your curriculum stays relevant to current practice?

4   Curriculum standards

4.1 The learning outcomes must ensure that those who successfully complete the
programme meet the standards of proficiency for their part of the Register.

Guidance

This is one of the most crucial standards. For an approval visit you will be asked
to show how your learning outcomes meet the individual standards of proficiency
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. Depending on the nature of any
changes made to your programme, you may be asked to complete an updated
version of the cross referencing document for the annual monitoring or major
change processes.

You should refer us 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.

We 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.

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.

We recommend you include the standards of proficiency in your reading lists.

Other sources of guidance
- Health Professions Council, Standards of proficiency
- Health Professions Council, A disabled person's guide to becoming a
  health professional

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4   Curriculum standards

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

Guidance

The area of curriculum guidance (or curriculum outline or framework) is one
where many of the professional bodies for each profession are particularly
involved. Professional bodies may be involved in designing curriculum or similar
detailed work around the philosophy, core values, skills and knowledge for their
profession (see also the overall guidance for this section, above).

If the programme does not adhere completely to available curriculum guidance,
then we would need to gather evidence about how, without following curriculum
guidance, you feel the students completing your programme are safe and
effective.

In meeting this standard, you may refer to any relevant documents such as those
produced by professional bodies and the QAA benchmark statements for the
profession. We will want to see how any guidance is reflected in the programme.

Other sources of guidance

Profession-specific sources of guidance may include professional bodies':

- curriculum frameworks;
- practice placement standards;
- good-practice guidelines;
- clinical guidelines; and
- codes of practice.

Skills for Health competency frameworks.

Examples of multi-professional reference frameworks could include the following:

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, A framework for higher education qualifications in England, Wales and Northern Ireland
- QAA Scotland, A framework for higher education qualifications in Scotland
- Scottish Credit and Qualifications Framework
- National Qualifications Framework in England, Wales and Northern Ireland
- Credit and Qualifications Framework in Wales
- QAA Scotland, Scottish benchmark statements

Legislation
- Disability Discrimination Act 1995
- Human Rights Act 1998
- Health and Safety at Work Act and associated regulations
- The Children Act 1989
- Employment Equality (Age) Regulations 2006

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

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

4 Curriculum standards

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

Guidance

We will be looking for evidence within your curriculum 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 assurance and enhancement systems may provide evidence of how you meet this standard, and you could highlight specific aspects of your programme.

See the guidance under SET 5.1 and SET 5.10.

4	Curriculum standards

4.4 The curriculum must remain relevant to current practice.

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 reports;
- evidence of the contribution that stakeholders (placement educators, employers, practitioners, past and present students, service users, 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 service user need;
- reflect developments in a profession's research base and technological advances;
- develop students' ability to respond to changes in practice; and
- enable students to initiate change in practice to ensure continuing safe and effective practice.

4	Curriculum standards

4.5 The curriculum must make sure that students understand the HPC's standards of conduct, performance and ethics, and their impact on practice.

Guidance

The standards of conduct performance and ethics are broad, generic standards that all people registered by us must adhere to. These standards must be taught and met throughout a programme, for example, as part of a module on ethics or integral with the curriculum as a whole.

We will want to see that the curriculum makes specific reference to the standards of conduct, performance and ethics, and that students understand these standards.

We recommend that you include the standards of conduct, performance and ethics in your reading lists.

Also see SET 3.13

Other sources of guidance

- Health Professions Council, Standards of conduct, performance and ethics

4	Curriculum standards

4.6 The delivery of the programme must:

       4.6.1 support and develop autonomous and reflective thinking: and

       4.6.2 encourage evidence based practice.

Guidance

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 complete the programme.

We will look for evidence of autonomous and 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.

4	Curriculum standards

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

Guidance

This standard includes both the academic environment and 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 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 4.6.

Other sources of guidance

- The Higher Education Academy – www.heacademy.ac.uk

4	**Curriculum standards**
4.8 When there is inter-professional learning the profession specific skills and knowledge of each professional group must be adequately addressed.	

Guidance

We recognise that successful inter-professional learning can develop students' ability to communicate and work with others. Where inter-professional learning does exist, you must make sure that 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 do not 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, and how it benefits those groups which are involved.

You should be aware that SET 4.1 and SET 6.1 require those who successfully complete the programme to meet the standards of proficiency for their part of the Register. The standards of proficiency contain inter-professional requirements such as the requirement to work with other professionals and therefore the need to know the importance of working with, and as part of, the wider health and social care team.

Other sources of guidance
- UK Centre for the Advancement of Interprofessional Education, Interprofessional education (CAIPE) – www.caipe.org.uk
- Creating an Interprofessional Workforce – www.cipw.co.uk

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.

You must retain ultimate responsibility for all placements. Whilst we recognise that you will work in collaboration with practice placement providers and educators, the standards in this section ensure that you have overall responsibility and accountability for placement learning, and the systems to support it. We will want to see what systems you have put in place for approving and 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. You should also have robust and effective systems surrounding the role of practice placement educators.

We need to see evidence of how you:
- manage your placements;
- manage assessments in 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, we 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 a problem, as long as in doing so you can show that you can meet all of the standards below.

On an approval visit, we would normally meet practice placement educators, and we 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 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 5.2 for more information on this.

We 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, we 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
How do you ensure you have sufficient placements and practice placement educators?
How do you ensure that practice placement educators are trained and prepared to effectively supervise students?
What form of contact do you maintain with practice placement educators?
How often do you meet with practice placement providers?
How do you ensure the quality of the placements provided?
What support mechanisms do you have in place for practice placement educators?
How do you measure student progression?

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

5	Practice placements standards
5.1 Practice placements must be integral to the programme.	

Guidance
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.

It would be good practice that wherever possible you have a formal arrangement with placement providers.

See the guidance under SET 3.1 and SET 4.3.

5   Practice placements standards

5.2 The number, duration and range of placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Guidance

We 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. However, you must show that there are an adequate number of placements available to support the delivery of the programme.

We 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.

We will also want to know how students are expected to progress in terms of their practical 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

5.3 The practice placement settings must provide a safe and supportive environment.

Guidance

A safe and supportive environment means one where staff and students have carried out relevant assessments of risk within the area of practice, where safety policies and procedures are in place, and where policies and procedures are in place to support student learning. In showing how you meet this standard, you may show us evidence of how you consider issues such as:
- physical risk from equipment;
- manual handling;
- risk from substances hazardous to health;
- radiation risk;
- fire safety;
- infection control;
- aggression;
- emotional stress; and
- lone working.

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 should 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 practical situations, and to make professional decisions. (This kind of evidence may also be relevant in showing how you meet SET 4.6).

See the guidance under SET 5.10.

Other sources of guidance
Any health and safety documents that may be available produced by:
- education and training providers;
- professional bodies;
- the NHS; and
- the IHCD (Awarding Body services for the Ambulance Service Association).

5   Practice placements standards

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

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

We do not normally visit placements, and give open-ended approval to programmes subject to monitoring. If the placement is with another organisation, you will need to show that you assess this effectively. We will want to see evidence of collaborative working between yourselves and placement providers.

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.

See the guidance under SET 3.10.

5	Practice placements standards

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.

Guidance

To show that you meet this standard, you will need to give us information about how you make sure that these policies are in place. There will need to be an indication that students on placements know how they can access these policies and what they should do if they feel that they have been discriminated against. We would normally expect that you have an audit monitoring process for your placements and this will be part of that process.

Other sources of guidance

- Disability Discrimination Act, 1995
- The Commission for Equality and Human Rights (CEHR) - www.cehropportunities.org.uk

5	Practice placements standards

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

Guidance

We 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 practice placement educators 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 show how their qualifications are appropriate to the placement, and to the learning outcomes. We may want to see job descriptions and recruitment policies of the placements so that we 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 placement educator. For example, a one-to-one relationship may be ideal for many professions whereas there may be four or five students to one practice placement educator in others. We will look for evidence in documents, and in the case of an approval visit, at meetings with the programme team and practice placement educators, that you have clearly justified what you consider to be enough staff. This will include whether the number of staff is appropriate for the size of the student cohort. This may vary according to the level of support needed by the student.

5	Practice placements standards

5.7 Practice placement educators must:
  5.7.1 have relevant knowledge, skills and experience;
  5.7.2 undertake appropriate practice placement educator training; and
  5.7.3 unless other arrangements are agreed, be appropriately registered.

Guidance

We will want to be sure that your practice placement educators have the knowledge, skills and experience to support students and that they provide a safe

environment for effective learning. We do not set specific requirements about the qualifications and experience that they must have.

We expect that you will train all of your new practice placement educators, and follow this up with regular refresher training. We will want to see evidence of the content, broad learning outcomes and any assessments or qualifications from all practice placement educator training. Where practice placement educators are involved in assessment, we will want to see how they are prepared to deliver both formative and summative assessment, and how you ensure consistency across all placements.

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 your own or other education providers, 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 your site, training in the workplace, on-line support, written support, and peer support through workshops and meetings. Professional bodies may offer accreditation schemes for practice placement educators that you may want to adopt. If you take part in one of these schemes, you could give us information about how it works and how it is implemented.

Normally, your practice placement educators will be registered with us in the relevant profession. However, 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. If you choose to use practice placement educators who are not registered with us, you will need to give us information about their experience, qualifications and training relevant to the placement, and how it helps your students to learn.

See the guidance under SET 5.6 and SET 5.9.

5 Practice placements standards

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

Guidance

We will need to be sure that you regularly work together with your practice placement providers and educators, and that the collaboration and communication happens in both directions. This might take the form of regular meetings or channels of communication with your practice placement providers and educators, or systems where they comment on their experience of supervising students on placement, or ways in which placement providers and educators 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 routine monitoring, will help to show us how you meet this standard.

5.9 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about, and understanding of, the following:

5.9.1 the learning outcomes to be achieved;

5.9.2 the timings and the duration of any placement experience and associated records to be maintained;

5.9.3 expectations of professional conduct;

5.9.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.9.5 communication and lines of responsibility.

Guidance

To show us 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 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. We may look for evidence to show that the students and practice placement educators feel well-informed about what is expected of them and their responsibilities during a placement. It would be good practice that wherever possible you have a formal arrangement with placement providers.

Examples of practical information to provide to students could include:
- dates, times and venues;
- placement induction materials; and
- location details, such as maps.

See the guidance under SET 5.8.

5.10 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Guidance

We 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. We 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 4.6 and SET 5.9.

Other sources of guidance
- Health Professions Council, Standards of conduct, performance and ethics
- Health Professions Council, Standards for continuing professional development
- Professional body standards of conduct and codes of ethics

5 Practice placements standards

5.11 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.

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 methods used, these must respect the needs of service users and colleagues.

We will want to see evidence that you have a system in place which makes sure that, wherever possible, service users are aware that students are involved in their care.

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 us a copy of your assessment strategy, or equivalent, as well as any other information about assessing your programme.

We 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.

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?
Is your external examiner registered with us?

More information
- Health Professions Council, Standards of proficiency
- Health Professions Council, Standards of conduct, performance and ethics
- 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, A framework for higher education qualifications in England Wales and Northern Ireland
- QAA Scotland, A framework for higher education qualifications in Scotland
- Higher Education Academy
- Learning and Teaching Support Network (LTSN), Generic Centre Assessment Series

6	Assessment standards
6.1 The assessment strategy and design must ensure that the student can achieve the standards of proficiency for their part of the Register.	
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.

We will want to make sure that in order to complete the programme students have met the standards of proficiency of their profession.

We will want to make sure that your documentary evidence 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. We would expect that each module descriptor explains the assessment methods for that module.

We will need to see information about:
- the pre- and co-requisites in your programme;
- the compulsory and optional modules;
- the individual module passmarks;
- the number of resit attempts allowed (and within what period of time);
- the number of module resits allowed within any one year;
- the maximum number of resits allowed every year for practice placement modules;
- compensation and condonement regulations;
- the maximum length of a programme; and
- the maximum time a student can take to complete the programme.

Although we do not set limits on, for example, the number of resit attempts allowed, you should show us 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 achieve the standards of proficiency.

6	**Assessment standards**

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

Guidance
You 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.

Other sources of guidance
- Any relevant internal 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)
- Scottish benchmark statements

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

find useful.

6   Assessment standards

6.3 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 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
- Health Professions Council, Standards of proficiency

6   Assessment standards

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

Guidance

To show how you meet this standard, you will need to provide information about your chosen assessment methods, including 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. We will need to be assured that, whatever assessment methods are applied, they ensure that those who successfully complete the programme can practise safely and effectively.

6   Assessment standards

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Guidance

We will want to see information about how you monitor and measure student performance, and what criteria you use to assess students who are at different stages in their learning. We will also want to see how your guidelines on objective criteria are used to ensure students are fit to practise.

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 be relevant information to give to us.

We do not normally expect to see samples of students' work, however on an approval visit we may ask students about the level of feedback they receive on their assignments and whether they feel it is enough.

6	**Assessment standards**

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

Guidance

Under this standard, you will need to provide information about how your programme is monitored, for example, by your validation or review process (if this applies), or from comments from your external examiner. We 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.

We will want to see that internal and external moderation are carried out. Internal moderation would normally cover marking and double marking systems. External moderation would cover the role and responsibilities of external examiners or advisors. You could give us copies of your regulations and policies as well as the external examiner's reports and responses to these reports. We may want to see the details of your attrition rates which would normally be included in your own internal monitoring documents.

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

6	**Assessment standards**

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

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. We will also want to see how you decide what prevents a student from progressing and the options that are available for a failing student.

We will want to see how information about the overall requirements of your programme is made available to students. It should be clear to students what they are expected to achieve. This may include credit and non-credit related elements.

6	**Assessment standards**

6.7 Assessment regulations must clearly specify requirements for:
        6.7.2 approved programmes being the only programmes which contain any
        reference to an HPC protected title or part of the Register in their named award;

Guidance

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 that makes a reference to a protected title. Step-off or exit awards should be named so it is clear they do not lead to eligibility to apply for registration. 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. We 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

6.7 Assessment regulations must clearly specify requirements for:
    6.7.3 an aegrotat award not to provide eligibility for admission to the Register;

Guidance

It must be clear to students and to staff that students who are awarded an aegrotat award are not eligible to apply for registration. To show that you meet this standard, you could refer us to where this policy is laid out, and how students are informed, for example on your website or in your student handbook.

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.4 a procedure for the right of appeal for students; and

Guidance

You should give us information about your appeal procedure. An appeals procedure should outline how a student can request a review of a decision made on their assessment, progression or achievement. We will want to make sure that students are told about the appeals procedure, including how the procedure works, how it is judged, and by whom.

We will also expect to see clear information for students about where they should go for advice on your appeals procedure.

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
    6.7.5 the appointment of at least one external examiner from the relevant part of the Register, unless other arrangements are agreed.

Guidance

This standard means that assessment regulations must require at least one external examiner (who must be registered in the relevant part of the Register) for each programme unless any other arrangements have been agreed with us in advance. We will want to be sure that there is an appropriate reason for appointing an examiner who is not from the relevant part of the Register, and that the person is appropriately experienced and qualified. However, we do not play any part in the in their appointment.

If you do not have an external examiner in place at the time of an approval visit, we will want to be sure that your regulations show that one will be appointed.

Glossary

This appendix defines or explains terms used in this document:

Aegrotat
An award to a student who was unable to complete the degree due to illness

Accreditation of Prior (Experiential) Learning (AP(E)L)
The process for accessing and, where appropriate, recognising prior (experiential) learning. In a credit-based system, this recognition normally results in students being awarded credit which can be counted towards the completion of a programme. Experiential learning recognises learning achieved outside of a formal education or training system. The process is often referred to as 'credit transfer'.

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

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 organised 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

DELNI
The Department for Employment and Learning, Northern Ireland

Education & Training Committee
The statutory committee at the Council with responsibility for education and training matters

Education and training provider
The establishment at which a programme is delivered or by which a qualification is awarded

External reference framework
This term will encompass any legislative and external standards

HEFCE
The Higher Education Funding Council for England

HEFCW
The Higher Education Funding Council for Wales

Practice placement
A period of clinical or practical experience that forms part of an approved programme

Practice placement educator
A person who is responsible for the education of a student during their period of clinical or practical experience

Practice placement provider
The organisation who provide a period of clinical or practical experience for a student

Programme
The academic provision, practice placements, assessment, qualification and education or training provider which in totality form the programme for approval purposes

Programme leader
Person who has the overall responsibility for a programme
Register
The register kept by Council or any part or parts thereof
Registrant
A person who is currently on the HPC Register
SFC
The Scottish Funding Council
Site
A location where the programme or part of the programme is delivered
Standards of conduct, performance and ethics
A statement of standards which registrants must read and agree to abide by in order to remain on the Register
Standards of education & training
The standards which education and training providers must meet to ensure that all those completing an approved programme meets 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.
Threshold
The level at which people who successfully complete the programme to meet all of the standards of proficiency

Education references

The following references and links to education documents are provided for information only and their inclusion on our website is not an endorsement or recommendation by HPC of any organisation or of the information or views they may contain. HPC cannot accept any responsibility for the availability or contents of any of these materials or linked websites. The list is not intended to be definitive and proposed changes may be sent to the policy and standards department at policy@hpc-uk.org

Document name	Published by	Date published	Available from
Diploma (HE) in Operating Department Practice Curriculum Document	Association of Operating Department Practitioners	2006	www.aodp.org
Curriculum Guidelines for Music Therapy	Association of Professional Music Therapists	2007	www.apmt.org
Code of Professional Ethics and Conduct	Association of Professional Music Therapists	2003	www.apmt.org
Professional Competencies	Association of Professional Music Therapists	2005	www.apmt.org
Requirements and directions for approval of courses and institutions in the UK for purposes of state registration as prosthetists and orthotists.	British Association of Prosthetists and Orthotists (published by the Prosthetists and Orthotists Board)	2001	www.bapo.org
Guideline No. 1 - The Role Of The Prosthetist Orthotist	British Association of Prosthetists and Orthotists	2000	www.bapo.org
Guideline No. 2 - Communication and Teamwork	British Association of Prosthetists and Orthotists	2000	www.bapo.org
Guideline No. 3 - Clinical Records	British Association of Prosthetists and Orthotists	2002	www.bapo.org
Guideline No. 4 - Assessment Review - Issued March 2003	British Association of Prosthetists and Orthotists	2003	www.bapo.org
Guideline No. 5 - The Clinical Environment	British Association of Prosthetists and	2002	www.bapo.org

	Orthotists		
Pre-registration Education and Training	The British Dietetic Association (published by the Dietitians Board)	2000	www.bda.uk.com
Professional Standards for Dietitians	The British Dietetic Association	2004	www.bda.uk.com
Curriculum Guidance	British Paramedic Association	2008	www.britishparamedic.org
Curriculum Framework for Qualifying Programmes in Physiotherapy. CSP London	Chartered Society of Physiotherapy	2002	www.csp.org.uk
Core Standards of Physiotherapy Practice	Chartered Society of Physiotherapy	2005	www.csp.org.uk
Developing a Portfolio: A Guide for CSP members	Chartered Society of Physiotherapy	2001	www.csp.org.uk
'Keeping a CPD Portfolio using your CD-ROM' Guidance for Students	Chartered Society of Physiotherapy	2005	www.csp.org.uk
Learning in the practice environment in qualifying programmes of physiotherapy: Guidance on its organisation, delivery and recognition.	Chartered Society of Physiotherapy	2005	www.csp.org.uk
Accreditation of Clinical Educators: Scheme Guidance.	Chartered Society of Physiotherapy	2004	www.csp.org.uk
Clinical Education Placement Guidelines (CSP) London	Chartered Society of Physiotherapy	2003	www.csp.org.uk
Rules of Professional Conduct (CSP) London	Chartered Society of Physiotherapy	2002	www.csp.org.uk
Expectations of Master's Level Programmes within Qualifying Physiotherapy education	Chartered Society of Physiotherapy	2004	www.csp.org.uk
Curriculum Framework for Pre-Registration Education	College of Occupational Therapists	2004	www.cot.org.uk

Guidance on Disability and Learning	College of Occupational Therapists	2005	www.cot.org.uk
Accreditation of prior learning	College of Occupational Therapists	2006	www.cot.org.uk
Pre-registration Education Standards	College of Occupational Therapists	2008	www.cot.org.uk
Handbook of the Joint Validation Committee (Radiography) Revision 2004 (see note below)	College of Radiographers (published by the Radiographers Board)	2004	www.sor.org
The Scope of Practice	College of Radiographers	2003	www.sor.org
Education and Professional Development: Moving Ahead	College of Radiographers	2003	www.sor.org
Standards for Professional Conduct	College of Radiographers	2002, revised 2004	www.sor.org
Guidance on Approval and Accreditation of Practice Placements at all levels of Pre-registration Education	College of Radiographers	2005	www.sor.org
National Service Frameworks	Department of Health	(launched 1998)	www.dh.gov.uk
Placements in Focus: Guidance for education in practice for health care professions	Department of Health	2001	www.dh.gov.uk
Outline curriculum for training programmes to prepare Allied Health Professionals as Supplementary Prescribers	Department of Health	2004	www.dh.gov.uk
A disabled person's guide to becoming a health professional	Health Professions Council	2006	www.hpc-uk.org
Information about the health reference	Health Professions Council	2006	www.hpc-uk.org
Standards of proficiency	Health Professions Council	2007	www.hpc-uk.org
Standards of conduct, performance and ethics	Health Professions	2008	www.hpc-uk.org

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European Dietetic Benchmark Statement	European Federation of the Association of Dietitians (EFAD)	2005	www.efad.org
Case studies in Dietetics, Occupational Therapy, Physiotherapy and Radiography	Making Practice-Based Learning Work	2005	www.practicebasedlearning.org
The Development of Quality Standards for Practice Placements	NHS Education for Scotland	2002	www.nes.scot.nhs.uk
Review of Clinical Placements for Allied Health Professions	Department of Health, Social Services and Public Safety, Northern Ireland	2004	www.dhsspsni.gov.uk
Subject benchmark statements	Quality Assurance Agency for Higher Education		www.qaa.ac.uk
Biomedical sciences		2002	www.qaa.ac.uk
Arts therapy		2004	www.qaa.ac.uk
Clinical sciences		2004	www.qaa.ac.uk
Dietetics		2001	www.qaa.ac.uk
Occupational therapy		2001	www.qaa.ac.uk
Operating department practice		2004	www.qaa.ac.uk
Orthoptics		2001	www.qaa.ac.uk
Paramedic science		2004	www.qaa.ac.uk
Physiotherapy		2001	www.qaa.ac.uk
Podiatry		2001	www.qaa.ac.uk
Prosthetics and orthotics		2001	www.qaa.ac.uk
Radiography		2001	www.qaa.ac.uk
Speech and language therapy		2001	www.qaa.ac.uk
A framework for higher education qualifications in England, Wales and Northern Ireland	Quality Assurance Agency for Higher Education	2001	www.qaa.ac.uk
A framework for higher education qualifications in Scotland	QAA Scotland	2001	www.qaa.ac.uk
Guidelines on the accreditation of prior learning	Quality Assurance Agency for	2004	www.qaa.ac.uk

	Higher Education		
Code of practice for the assurance of academic quality and standards in higher education:	Quality Assurance Agency for Higher Education	2004	www.qaa.ac.uk
• 1 Postgraduate research programmes	Quality Assurance Agency for Higher Education	2004	www.qaa.ac.uk
• 2 Collaborative provision and flexible and distributed learning (including e-learning)	Quality Assurance Agency for Higher Education	2004	www.qaa.ac.uk
• 3 Students with disabilities	Quality Assurance Agency for Higher Education	1999	www.qaa.ac.uk
• 4 External examining	Quality Assurance Agency for Higher Education	2004	www.qaa.ac.uk
• 5 Academic appeals and student complaints on academic matters	Quality Assurance Agency for Higher Education	2007	www.qaa.ac.uk
• 6 Assessment of students	Quality Assurance Agency for Higher Education	2006	www.qaa.ac.uk
• 7 Programme approval, monitoring and review	Quality Assurance Agency for Higher Education	2006	www.qaa.ac.uk
• 8 Career education, information and guidance	Quality Assurance Agency for Higher Education	2001	www.qaa.ac.uk
• 9 Work-based and placement learning	Quality Assurance Agency for	2007	www.qaa.ac.uk

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• 10 Admissions to higher education	Quality Assurance Agency for Higher Education	2006	www.qaa.ac.uk
Guidelines on the accreditation of courses leading to a qualification in Speech and Language Therapy	Royal College of Speech and Language Therapists (published by the Board of Speech and Language Therapists)	2002	www.rcslt.org
Guidance on competence for newly qualified therapists	Royal College of Speech and Language Therapists	2005	www.rcslt.org
National Standards for Practice-based Learning	Royal College of Speech and Language Therapists	2006	www.rcslt.org
Clinical guidelines	Royal College of Speech and Language Therapists	2005	www.speechmark.net
Communicating Quality 2 - Professional Standards for Speech and Language Therapists.	Royal College of Speech and Language Therapists	1996	www.rcslt.org
Regulations and Guidance for the Accreditation of Pre-registration Education in Podiatry – Handbook	Society of Chiropodists and Podiatrists	2005	www.feetforlife.org
Minimum Standards of Clinical Practice	Society of Chiropodists and Podiatrists	2003	www.feetforlife.org
Patient Confidentiality	Society of Chiropodists and Podiatrists	2004	www.feetforlife.org
Guidelines on Patient Records	Society of Chiropodists and Podiatrists	2004	www.feetforlife.org
Health and Safety Guidelines	Society of Chiropodists and Podiatrists	2001	www.feetforlife.org
Guidelines for Needlestick Injury	Society of Chiropodists and Podiatrists	2005	www.feetforlife.org
Disposal of Clinical	Society of	2005	www.feetforlife.org

Waste	Chiropodists and Podiatrists		
Code of Conduct	Society of Chiropodists and Podiatrists	2001	www.feetforlife.org
The Health Professions Order 2001	The Stationery Office	2001	www.hpc-uk.org www.tso.co.uk/book shop
Interprofessional education	UK Centre for the Advancement of Interprofessional Education (CAIPE)	2002	www.caipe.org.uk