

Standards of Education and Training review meeting, 18 February  
2008: Revised standards of education and training

Executive summary and recommendations

**Introduction**

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

*The Council shall from time to time establish—*

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

The attached paper sets out the draft revised standards of education and training (SETs) without the guidance, commentary or recommendations. The orders of some of the SETs have been amended so that they can be met in sequential order.

The paper ‘Introduction to the standards of education and training’ is the draft introduction for these standards. The paper ‘Revised standards of education and training and guidance’ provides commentary and recommendations. The Executive felt that separate papers would aid with the clarity of the papers for the Group.

**Decision**

This paper is for discussion.

**Background information**

The Standards of Education and Training were published in 2004. They are applicable to education providers and the programmes that they run for professions currently regulated and those which may be regulated in the future.

**Resource implications**

N/A

**Financial implications**

N/A

**Appendices**

None

**Date of paper**

6 February 2008

# Revised standards of education and training

## About this document

The standards are set out in this document without guidance or an introduction; these are included in separate papers. The standards have been moved into groupings, these should be logical and allow the standards to be met in sequential order rather than being listed in importance. Headings and comments have been added as recommendations for the Group. The order is currently in draft form, discussion and agreement from the Group is sought.

## SET 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 the following professions:

- chiropody or podiatry;
- dietetics;
- occupational therapy;
- orthoptics;
- physiotherapy;
- prosthetics and orthotics;
- radiography;
- speech and language therapy; and
- biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent).

1.1.2 Masters degree for the arts therapies.

1.1.3 Masters degree for the clinical sciences (with the Certificate of Attainment awarded by the 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.

## SET 2: Programme admissions

No amendments to the order of SET 2.

### 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 written 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 candidates and students, together with an indication of how these will be implemented and monitored.

## SET 3: Programme management and resource standards

### Management

#### **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.

### Staff

#### **3 Programme management and resource standards**

3.4 There must be a named person who has overall responsibility for the programme who should be appropriately qualified and experienced.

#### **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.

### Resources

#### **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 adequately support the required learning and teaching activities of the programme.

**3 Programme management and resource standards**

3.9 There must be:

- 3.9.1 adequate and accessible facilities to ensure the welfare and well-being of students in all settings;
- 3.9.2 a system of academic and pastoral student support in place; and
- 3.9.3 a student complaints process in place.

**3 Programme management and resource standards**

3.10 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.

Processes

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

## SET 4: Curriculum standards

### Theory and 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.

#### 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.

### Delivery

#### 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.

## SET 5: Practice placements standards

### Systems

#### **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.

### Quality audit

#### **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.

### Staff

#### **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 unless other arrangements are agreed, be appropriately registered; and

#### **5 Practice placements standards**

5.7 Practice placement educators must:

- 5.7.3 unless other arrangements are agreed, undertake appropriate practice

placement educator training.

Communication and collaboration

**5 Practice placements standards**  
5.8 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about, and understanding of, the following:

- 5.8.1 the learning outcomes to be achieved;
- 5.8.2 the timings and the duration of any placement experience and associated records to be maintained;
- 5.8.3 expectations of professional conduct;
- 5.8.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
- 5.8.5 communication and lines of responsibility.

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

Learning and teaching

**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.

## SET 6: Assessment standards

The group is invited to discuss and agree the order of SET 6.

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

### 6 Assessment standards

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

### 6 Assessment standards

~~6.4 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.~~

### 6 Assessment standards

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

### 6 Assessment standards

6.6 There must be effective 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 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.