

Education and Training Committee, 6 November 2019

‘People like us?’ Teaching materials

Executive summary

Introduction

In 2016 we commissioned a research team led by the University of Surrey to conduct research into the disproportionately high number of fitness to practise cases we receive about paramedics and social workers in England.

In March 2018, Council approved an action plan which set out a programme of work to address the recommendations of the ‘People like us?’ report.

One of the recommendations approved by Council was that we:

‘work with education providers to develop learning and teaching materials based on the research for use with students on pre-registration programmes as well as for on-going learning and continuing professional development (CPD) with registrants.’

This paper summarises the context of the report’s recommendation and sets out the proposed approach to developing teaching and learning materials.

Decision

ETC is invited to discuss and approve the attached proposal.

Background information

A paper on the proposed approach has been attached at Appendix A.

Resource implications

The resource implications are factored in to Policy and Standards work plan for 2019-20.

Financial implications

The financial implications are factored in to Policy and Standards work plan for 2019-20.

Appendices

Appendix A: Paper on the proposed approach to teaching and learning materials.

Date of paper

25 October 2019

‘People like us?’ teaching materials

1. Introduction

- 1.1 In 2016 we commissioned a research team led by the University of Surrey to conduct research into the disproportionately high number of fitness to practise cases we receive about paramedics and social workers in England. The resultant report, ‘People like us? Understanding complaints about paramedics and social workers’ set out a number of findings, including recommendations about preventative actions the HCPC could take to address the issues raised in the report. In March 2018, Council approved an action plan which set out a programme of work to address the recommendations of the ‘People like us?’ report.
- 1.2 Recommendation 5 of the report recommended that we:
- ‘work with education providers to develop learning and teaching materials based on the research for use with students on pre-registration programmes as well as for on-going learning and continuing professional development (CPD) with registrants.’
- 1.3 The research identified a number of areas, outside of clinical practice, in which many registrants reported that they received inconsistent or inadequate education and support. The report identified this as one of the causative factors in problems in the workplace and suggested that a greater understanding of these areas may help to reduce fitness to practise concerns.
- 1.4 We have broadly categorised the areas raised as follows:
- Ethics and ethical decision-making;
 - Professionalism (covering topics such as communication skills, teamwork and reflective practice);
 - The role of the regulator;
 - Patient safety (covering topics such as record keeping and CPD);
 - Self care and fitness to practise; and
 - Technology.

2. The proposed approach

- 2.1 To address the report’s recommendation we propose a phased approach. In the short term this would begin with the adaptation of content we already have into teaching and learning materials. Following this we would then create new materials to accommodate gaps we have identified in our existing content, with the flexibility to continue to create new materials where we identify a need for them.

- 2.2 The materials we develop would not be intended to replace any work that education providers are currently doing in this area, but would act as supplementary materials. We have reached out to education providers for their help in identifying areas in which students could benefit from additional support. We will continue to seek their views as the materials develop.
- 2.3 We propose to accommodate the materials within the ‘Students and applicants hub’ on the HCPC website. This acts as a ‘one stop shop’ for students by compiling resources from across the website which are targeted to that specific audience, such as guidance on how our standards apply to them pre-registration. It could also be filtered by specific set themes if desired. Whilst this approach would make it particularly easy for students to find the materials it would not prevent them from being accessed or used by registrants, including registrants completing CPD. We intend that the materials will be drafted in a way that makes them useful not just for students, but for registrants and employers as well.

Adapting existing content

- 2.4 To begin with, we propose compiling and developing the resources we already have.
- 2.5 We currently publish a variety of resources on our website, such as information pages, guidance and blog posts, which support registrants to understand what is expected of them and how to meet our standards. Many of these resources are relevant to the areas identified by the ‘People like us?’ report. We therefore intend to use the hub to signpost students to existing materials where appropriate.
- 2.6 Some of these resources address registrants specifically, but contain information which would be useful for students too. These resources may not be immediately accessible to students in their current form, due to the way the information is worded and/or where the information appears on the website. We therefore anticipate that this content could be adapted to form the basis of teaching materials. This would involve developing the content to ensure that it specifically addresses the topic areas identified, and adapting the language to ensure that it is relevant and clear to students.
- 2.7 As a starting point, we have identified the following areas in which we could adapt our existing resources:
- The role of the regulator (to be compiled from our existing resources on our standards, what we do and why registration matters);
 - Ethical decision-making (to be developed from the Standards of conduct, performance and ethics);
 - Equality, diversity and inclusion (to be based on our Equality, diversity and inclusion policy);
 - Scope of practice (to be developed as a student version of our Scope of practice information page);

- Confidentiality (to be adapted from our Confidentiality guidance as an introduction to the topic);
- Online services (to be adapted from our Information on providing online services information page, and updated to apply to students);
- Social media (to be adapted from our Social media guidance);
- Record keeping (to be developed from our blog post and information pages on record keeping);
- Professionalism (to be drawn from the principles of the Standards of conduct, performance and ethics);
- Teamworking (to be drawn from information within our Confidentiality guidance about the importance of sharing information within a team);
- CPD (to introduce students to our CPD resources);
- Raising concerns (to be adapted from our blog post and online information on raising concerns about safety); and
- Medicines and prescribing (to introduce students to our existing resources on this topic).

2.8 We anticipate that we would complete this phase of the work in advance of the March 2020 Council meeting.

New content

2.9 We have also identified some topics from the report which are not currently covered by the materials we already have, such as consent, disability awareness and self-care. In the longer-term, and once the hub is established, we intend to develop some new content to address these areas. By using the 'Students and applicants' hub to accommodate the resources we would have the flexibility to create and add new materials as and when desired, seeking the approval of Council where necessary.