# Standards of education and training (SETs) mapping document – approval process

## Evidence to provide – guidance and checklist

The following should be used as a **guideline** when providing your documentary evidence, and as a **checklist** before you submit it to us. To ensure we are able to find information about how your programme meets the standards, please ensure that your evidence is presented in a coherent and user-friendly way. **If we are unable to navigate your documentation, we will ask you to resubmit.** Please see further guidance about submitting mapping and documentation [on our website](https://www.hcpc-uk.org/education/resources/mapping-documents-and-guidance/).

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| Please ensure that your evidence: |
| * Has clear document names |
| * Has clear headings |
| * Has page numbers |
| * Is grouped together into as few documents as possible |
| * Is not in WinZip files |
| * Only includes documentation referenced in your mapping |
| * has any personally identifiable or sensitive information which is not necessary for us to consider in assessing your programme removed or redacted |

| Type of evidence | Guidance | Provided (Yes / No / N/A) | Document name(s) / web link |
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| Contents page or index | A list of all documentation and information provided in your submission, including correct document names and page numbers. |  |  |
| Information about the programme, including relevant policies and procedures, and contractual agreements | Information that sets out how the programme is intended to run, including the technical specification of the programme, and strategic intent. This might be a document created to support the event, to contextualise and explain the proposal to all parties involved. This evidence will be useful in considering how your programme meets SETs 2, 3, 4, 5 and 6. |  |  |
| Descriptions of how the programme delivers and assesses learning | Information that sets out what the programme will deliver to learners, and how assessments are set up to ensure learners meet the requirements of the programme on completion. This information might include module descriptors or handbooks, and should be detailed enough to allow the visitors to make a judgement that the programme delivers and assesses:  * the relevant proficiency standards * the standards of conduct, performance, and ethics.   This evidence will be useful in considering how your programme meets SETs 4 and 6. |  |  |
| Proficiency standards mapping | Our pro-forma, mapping our proficiency standards to your learning outcomes. This evidence will be useful in considering how your programme meets SETs 4 and 6. |  |  |
| Information provided to applicants and learners | Information to help applicants and learners understand the requirements of the programme, and what they can expect from you. This might include information about resources, and policies and procedures that they need to aware of. This information might be contained in a ‘handbook’, but might also be accessible via electronic means. This evidence will be useful in considering how your programme meets SETs 2, 3, 4, 5 and 6. |  |  |
| Information for those involved with practice-based learning | Information to help those involved in practice-based learning (learners, practice educators, practice providers) understand the requirements of the programme, and what they can expect from you. This might include information about resources, and policies and procedures that they need to aware of. This information might be contained in a ‘handbook’, but might also be accessible via electronic means. This evidence will be useful in considering how your programme meets SETs 3 and 5. |  |  |
| Information that shows how staff resources are sufficient for the delivery of the programme | Information that sets out the knowledge and experience of staff, and how staff will be utilised to ensure the programme is managed effectively. This might include staff CVs, information about the management structure and how staff resources will be used. This evidence will be useful in considering how your programme meets SET 3. |  |  |
| Internal quality monitoring documentation (If the programme (or a previous version) is currently running) | This would normally be an overall report produced for your purposes, including:Information about how you have monitored the programmeMonitoring of practice-based learning  * Monitoring of service user and carer involvement  External examiner reports and your responses to these reports  * What actions you have taken as a result of monitoring   This evidence will be useful in considering how your programme meets SETs 3 and 5. |  |  |

# Mapping

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| Please ensure that your mapping: |
| * references exact document titles |
| * contains accessible web links (ie not accessible only via an internal intranet) |
| * references correct page and paragraph numbers |

| **Standard of education and training (SET)** | **How do you meet this standard?** | **Where can evidence be found to demonstrate that you meet this standard?** (eg Programme spec, page 7, paragraph 4) |
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| **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.  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; * speech and language therapists.   Diploma of Higher Education for operating department practitioners.  Equivalent to Certificate of Higher Education for paramedics.  Foundation degree for hearing aid dispensers.  Masters degree for:   * arts therapists; * clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent); * forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent); * health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent); * occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent); and * sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent);   Professional doctorate for clinical psychologists.  Professional doctorate, or equivalent for:   * counselling psychologists; and * educational psychologists. |  |  |
| **Programme admissions** |  |  |
| **2.1** The admissions process must 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. |  |  |
| **2.2** The selection and entry criteria must include appropriate academic and professional entry standards. |  |  |
| **2.3** The admissions process must ensure that applicants have a good command of English. |  |  |
| **2.4** The admissions process must assess the suitability of applicants, including criminal conviction checks. |  |  |
| **2.5** The admissions process must ensure that applicants are aware of and comply with any health requirements. |  |  |
| **2.6** There must be an appropriate and effective process for assessing applicants’ prior learning and experience. |  |  |
| **2.7** The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored. |  |  |
| **Programme governance, management and leadership** |  |  |
| **3.1** The programme must be sustainable and fit for purpose. |  |  |
| **3.2** The programme must be effectively managed. |  |  |
| **3.3** The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register. |  | *This standard no longer requires us to make a judgement about a specific individual. Please see guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set3.3.pdf) *about how to meet this standard.* |
| **3.4** The programme must have regular and effective monitoring and evaluation systems in place. |  |  |
| **3.5** There must be regular and effective collaboration between the education provider and practice education providers. |  |  |
| **3.6** There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners. |  | *This standard is new. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-3.6.pdf) *about how to meet this standard.* |
| **3.7** Service users and carers must be involved in the programme. |  |  |
| **3.8** Learners must be involved in the programme. |  | *This standard is new. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-3.8.pdf) *about how to meet this standard.* |
| **3.9** There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. |  |  |
| **3.10** Subject areas must be delivered by educators with relevant specialist knowledge and expertise. |  |  |
| **3.11** An effective programme must be in place to ensure the continuing professional and academic development of educators, appropriate to their role in the programme. |  |  |
| **3.12** The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators. |  |  |
| **3.13** There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings. |  |  |
| **3.14** The programme must implement and monitor equality and diversity policies in relation to learners. |  |  |
| **3.15** There must be a thorough and effective process in place for receiving and responding to learner complaints. |  |  |
| **3.16** There must be thorough and effective processes in place for ensuring the ongoing suitability of learners’ conduct, character and health. |  |  |
| **3.17** There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users. |  | *This standard is new. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-3.17.pdf) *about how to meet this standard.* |
| **3.18** The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register. |  |  |
| **Programme design and delivery** |  |  |
| **4.1** The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register. |  |  |
| **4.2** The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics. |  | *This standard explicitly links the curriculum and the standards of conduct, performance and ethics. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-6.2.pdf) *about how to meet this standard.* |
| **4.3** The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance. |  |  |
| **4.4** The curriculum must remain relevant to current practice. |  |  |
| **4.5** Integration of theory and practice must be central to the programme. |  |  |
| **4.6** The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes. |  |  |
| **4.7** The delivery of the programme must support and develop autonomous and reflective thinking. |  |  |
| **4.8** The delivery of the programme must support and develop evidence-based practice. |  |  |
| **4.9** The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions. |  | *This standard now requires that programmes ensure learners are able to learn with and from those from other professions. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-4.9.pdf) *about how to meet this standard.* |
| **4.10** The programme must include effective processes for obtaining appropriate consent from service users and learners. |  |  |
| **4.11** The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place. |  |  |
| **Practice-based learning** |  |  |
| **5.1** Practice-based learning must be integral to the programme. |  |  |
| **5.2** The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency. |  |  |
| **5.3** The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning. |  |  |
| **5.4** Practice-based learning must take place in an environment that is safe and supportive for learners and service users. |  |  |
| **5.5** There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning. |  |  |
| **5.6** Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register. |  |  |
| **5.7** Practice educators must undertake regular training which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the programme. |  |  |
| **5.8** Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice‑based learning. |  |  |
| **Assessment** |  |  |
| **6.1** The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register. |  |  |
| **6.2** Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics. |  | *This standard explicitly links assessment and the standards of conduct, performance and ethics. Please see the guidance* [*here*](https://www.hcpc-uk.org/globalassets/education/sets-guidance/guidance-for-set-6.2.pdf) *about how to meet this standard.* |
| **6.3** Assessments must provide an objective, fair and reliable measure of learners’ progression and achievement. |  |  |
| **6.4** Assessment policies must clearly specify requirements for progression and achievement within the programme. |  |  |
| **6.5** The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes. |  |  |
| **6.6** There must be an effective process in place for learners to make academic appeals. |  |  |
| **6.7** The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register. |  |  |