

Education Seminars 2010 – Case Study 1

Standards of conduct, performance and ethics

Situation

After a successful application to your education programme a potential student's criminal convictions check has revealed a past conviction. On discussing it with the student, significant details emerge. It appears that she was involved in the breaking and entering of a car. This included theft of personal property and the attempted use of the stolen credit cards to make a number of purchases. Because of this she was arrested and given a community sentence which she served in full.

However the student does highlight some 'mitigating factors'. She was not actually involved in the breaking and entering or the theft but was present and part of a 'gang' which did. She was also not the one who got caught trying to use the stolen credit cards.

It is also the case that while she did admit guilt she served her punishment in full and that this was now over 10 year ago, when she was in her teens. She has since had an unblemished record of good behaviour and is looking to further herself by undertaking an approved education programme with a view to become a registered HPC health professional.

Questions

What course of action would you take in this situation?

Would you allow this applicant to be a student on your education programme?

Does her perceived ability to register, or not, with the HPC impact on your decision whether to offer her a place on the course at all?

Would your decision about admitting this student change if she had come to you before the criminal convictions check and highlighted what would come up?

Education Seminars 2010 – Case Study 2

Standards of conduct, performance and ethics

Situation

After an otherwise successful application, a potential student's academic reference has come back with a simple confirmation of the title of the programme, the dates of study and a note saying that the programme team would be more than happy to provide further details on request.

After a telephone conversation with this applicant's previous personal tutor you discover that he was removed from his previous programme of study through the education provider's fitness to practice procedure. The reason for his removal was due to a lack of attendance at key points of this previous programme which meant that the programme team could not be sure that he could meet all of the learning outcomes expected of him at that level of study.

The applicant has not yet provided you with this information. He has not claimed that he achieved the previous qualification but did put in the 'academic history' section of his application that he spent what would appear to be the full time required to successfully complete the previous programme.

This previous programme is above the normal entry criteria for your programme and in all other respects he more than meets the academic criteria you would expect of any other potential student.

Questions

What course of action would you take in this situation?

Would you allow this applicant to be a student on your education programme?

Does his perceived ability to register, or not, with the HPC impact on your decision whether to offer her a place on the course at all?

Would your decision about admitting this student change if he had come to you before you checked with his previous personal tutor and highlighted what would come up?

Education Seminars 2010 – Case Study 3

Standards of conduct, performance and ethics

Situation

After a successful application, and offer of a place on the programme a non – UK based student arrives ready to begin studying. However after the first few weeks it becomes increasingly obvious that the level of English at which she converses is not mirrored by her ability to read and write. This is in marked contrast to the very high scores she claimed she received in her International English Language Testing System (IELTS) tests.

When confronted she admits that the scores she received were not hers but that the academic recruitment agent who she signed up with assured her that her fairly low scores would be fine. He said that he would ensure that while she did not meet all of the admission criteria he could make sure that she got a place on this course. This he did for an increase on the normal fee that he charged. She was not aware that this was abnormal practice.

During this conversation it also becomes clear that she has understood that her skill in reading and writing English is a problem and has started a short course run by the support services at the library to improve this. However it is clear that she will struggle to reach the appropriate level of reading and writing English before the first set of examinations is due to take place.

Questions

What course of action would you take in this situation?

Would you allow this applicant to continue to be a student on your education programme?

Does her perceived ability to register, or not, with the HPC impact on your decision whether to allow her to continue on the programme?

Would your decision about allowing this student to continue change if she had come to you before you noticed and explained the difficulties of her situation?

Education Seminars 2010 – Case Study 4

Standards of conduct, performance and ethics

Situation

A student on your programme has come to you and confessed that he can not take part in any of the practical sessions at the education provider which involves providing consent. His reasoning is reasonable and many layered and he is unmovable when you suggest any way around his non-participation in these sessions. These sessions provide students on the programme with valuable learning experiences and are key in meeting several learning outcomes and subsequently several of the standards of proficiency (SOPs) which have to be met in order for him to be eligible to apply to the Register.

When you raise the issue of practice placements he is convinced that there would be no issue. He feels that in the practical setting he would be the 'professional' and interacting with 'clients' or 'patients'. This would be acceptable to him as it would not put him in situations where he would be being 'scrutinised' or 'treated'.

He has an otherwise exemplary record on the programme, having excelled in many of the written and verbal assessments. He works well in a group and has proved to be a popular member of this cohort. Having realised he still needs to undertake the learning he suggests that he could provide you with an alternative to the practical exercises which every other student is undertaking. This is a written exercise which researches and critically evaluates the purpose and processes involved in the practical sessions which he intends to watch. He produces a plan for the exercise which is well articulated and could be assessed easily at the academic level required of the programme.

Questions

What course of action would you take in this situation?

Would you allow this person to continue to be a student on your education programme?

Does his potential ability to register, or not, with the HPC impact on your decision whether to allow him to continue on the programme?

Would you have admitted this student to the course having understood the likely impact of his not giving consent for practical sessions?

Education Seminars 2010 – Case Study 5

Standards of conduct, performance and ethics

Situation

In conversation with a colleague from another education provider you have identified some issues with a student on your programme. It would appear that the student lied on her application by detailing some academic qualifications which she did not achieve while on a previous programme. This level of academic achievement is required as part of your admissions criteria and in all likelihood she would not have been offered a place on the programme due to lacking the correct academic qualifications.

When confronted the student admits that what she stated on her application is wrong and that she fabricated her qualification to that level to ensure she could get a place on your programme. She explains that while this is a false qualification she did achieve 90% of what was required but that due to issues with her family she could not complete what was required in the time allowed. This was compounded as she misunderstood the procedures of her previous education provider which meant she could have achieved the full qualification at a later date.

While on the course this student has excelled, showing excellent aptitude and a real zeal for working in this profession. She gets on well with the rest of the cohort and has been elected as year representative to go to staff student meetings. She has garnered a reputation for going above and beyond what is required of her and often produces work of almost publishable quality.

Questions

What course of action would you take in this situation?

Would you allow this person to continue to be a student on your education programme?

Does her potential ability to register, or not, with the HPC impact on your decision whether to allow him to continue on the programme?

Would you have admitted this student to the course if she had admitted her lack of suitable qualifications?