Welcome to the:

Education seminar –

Student fitness to practise
<table>
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<tr>
<th>Timings</th>
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| 13.45 - 14.00 | Registration  
              Refreshments and orientation                                     |
| 14.00 - 14.05 | Welcome and introduction to the seminar                                  |
| 14.05 – 14.55 | Session one  
              Introduction to the HCPC, the Education Department and standards |
| 14.55 - 15.10 | Refreshment break                                                        |
| 15.10 - 16.30 | Session two  
              The standards of education and training and student fitness to practice |
| 16.30 - 17.00 | Session three  
              Open question and answer session                                      |
| 17.00       | Finish                                                                   |
Session one:
Introduction to HCPC, the Education Department and the standards
The Health and Care Professions Council

- Health and Social Work Professions Order 2001
- 16 professions
- Our Register
- Our standards
- Professional bodies
Education – language of regulation

- Programme approval / on-going approval
- Education provider / programme team
- Practice placement provider
- Practice placement educator
- Service user
The Education Department

Visitors

Managers

Education Department

Administrators

Officers
Approval and monitoring processes overview

- Approval process
- Annual monitoring
- Major change
- Education provider complaints
Finding out more and getting in touch

Education Department:

- 020 7840 9812
- education@hcpc-uk.org
- www.hcpc-uk.org
The standards
Standards of education and training (SETs)

- Generic
- Threshold level
- Flexible
- Output focused
- Overall responsibility
Standards of conduct, performance and ethics (SCPE)

- Registrants and applicants
- Expectations of behaviour
- Standards of proficiency (SOPs):
  - Professional autonomy and accountability (SOP 1a)
  - Identification and assessment of health and social care needs (SOP 2a)
  - Critical evaluation of the impact of, or response to, the registrants actions (SOP 2c)

- We can not apply these standards to students as they are not registrants of the HCPC
Application to the Register

Character reference and Health declaration

Application to the Registrations Department

Issue with reference / declaration

Fitness to practice Department

Independent registration panel (Paper assessment)

If applicant refused entry to register and appealed

Independent registration panel (Applicant can attend)

Register
Recent developments – student fitness to practise and registration

- Public consultation (November 2011 to February 2012)
- Literature review
- Council discussions and decisions (May & September 2012)
- Implementation of decisions (June 2012 → )
Explicit SETs ensure education providers:

• only offer places to students of suitable character, including carrying out criminal conviction checks.

• have procedures in place to deal with concerns about a student’s conduct.

• ensure students understand the standards required of them as students and as future registrants and are assessed in professional aspects of practice.
Explicit SETs ensure education providers:

- work in partnership with employers and practice placement providers to deal effectively with concerns about a student’s conduct while they are on placement.

- have robust processes to manage practice placements, including appropriate supervision.
Student suitability scheme – Social work programmes

• Transitional arrangement

• Education providers make admissions and suitability decisions

• HCPC will hold a prohibited list of students

• In exceptional circumstances HCPC will:
  - provide advice to education providers on admissions
  - investigate a complaint about student conduct

• Education providers must:
  - notify HCPC if they exclude a student or a student withdraws during proceedings
  - check if an applicant is on prohibited list
Group discussion
Discussion

1) A student has a certain health or character issue. The student has applied to your HCPC approved programme. What would you do?

2) Are education providers able to graduate individuals who are not eligible for registration?

3) Are there any situations where a student would not be allowed to register if they have a caution for a particular offence?
Refreshment break
Session two:
The standards of education and training and student fitness to practice
Standards of education and training (SETs)

SET 1: Level of qualification for entry to the Register

SET 2: Programme admissions

SET 3: Programme management and resources

SET 4: Curriculum

SET 5: Practice placements

SET 6: Assessments
SETs explicitly linked to student fitness to practise

SET 2: Programme admissions
- 2.3

SET 3: Programme management and resources
- 3.16

SET 4: Curriculum
- 4.1
- 4.5

SET 5: Practice placements
- 5.12

SET 6: Assessment
- 6.3
SETs linked to student fitness to practise

SET 2: Programme admissions
  • 2.7

SET 3: Programme management and resources
  • 3.11

SET 4: Curriculum
  • 4.2
  • 4.6

SET 5: Practice placements
  • 5.11
  • 5.13

SET 6: Assessment
  • 6.5
Guidance on SETs

Standards of education and training guidance

Your duties as an education provider
Case studies:
Student fitness to practice
Generic questions

1) Is there an issue regarding the student’s fitness to practise?

2) What course of action would you take in this situation? Why?

3) Should this student be accepted onto the programme / allowed to continue on the programme? Will the student’s application to the HCPC Register be affected by this?
Case studies – some related SETs

Case study 1
- SET 4.5
- SET 5.11

Case Study 2
- SET 3.16
- SET 4.5

Case Study 3
- SET 5.11
- SET 4.5

Case Study 4
- SET 2.3
- SET 3.16
- SET 4.5
Perceptions of professionalism
Professionalism in healthcare professionals

Study – ‘Perceptions of Professionalism’

• Qualitative study involving students and educators
• Paramedics, occupational therapists and podiatrists

Study purpose

• What constitutes professionalism?
• Identification of professional development
• What is perceived as professional / unprofessional behaviour and the role of context in that decision
Different approaches to professionalism

Holistic, all-encompassing concept

“It’s everything really, it’s the way from the minute you get to the station to the minute you get home, it’s the conduct of work.”
(Paramedic student)

“I think we’re in a caring profession, a caring role, so you’re treating people how you want to be treated and earn the respect of people and being quite intent when listening to their kind of worries.”
(OT student)
Different approaches to professionalism

Good clinical care

“…there is no shame in actually admitting at times that you don’t know everything but you will go and look something up or you will consult with another colleague, and then by the next time they come in for a consultation you’ll have an answer for them.”
(Podiatry student)

“I think it’s about insight as well…it’s about having the skills and choosing the appropriate level or the appropriate skill at the right time so that you’re not over the top, but additionally you’re not taking any risks with doing something incorrectly.”
(OT classroom educator)
Different approaches to professionalism

Expression of self

“To me, people’s values underpin everything they do as a professional…and so…professionalism has come from before I even entered the profession…its not about the job you do or anything like that, it’s about what is decent behaviour to another person”
(Paramedic classroom educator)

“It’s about an alignment of who you are with the expectations that are placed on you…and its become part of who they are and therefore it’s represented in every aspect of their own life…”
(OT classroom educator)
Different approaches to professionalism

Set of attitudes and behaviours

“[The] attitude of my personal presentation before I get to work, attitude towards my work once I’m there, and the attitude towards my patients, again for me it’s attitude more than anything else ”
(Paramedic student)

“The way that you speak to people and the gestures that we use, we’re not kind of rushing people in and rushing people out again”
(Podiatry student)
Different approaches to professionalism

Contextually defined

“Making a good impression, promoting a good image is what I think it comes down to, is the first port of call”
(OT placement educator)

“What may or may not be appropriate will depend on circumstances and things that may occur in a community situation and a person’s own home may not be what necessarily happens within a department within a hospital…intrinsically you are the same person but your behaviour may adapt according to the circumstances within these very different boundaries”
(OT classroom educator)
“Regulations acted as a baseline level of professionalism that would not be breached, but behaviour beyond that level is adaptable to the situation” (pg. 21)

• Threshold standards: Standards of proficiency, Standards of conduct, performance and ethics

• SET 4.5 – embeds these into approved programmes

• Regulations and rules must be contextualised in practice to help define professionalism

“The individual’s professionalism is…their creation within the parameters of regulations.” (pg. 22)
What is professionalism?

- Character
- Attitudes
- Values
- Identity
- Behaviour

Holistic concept

Professionalism

- Education
- Clinical care
- Standards
- Role models

Context appropriate behaviours
What guidance information is available

- A guide for prospective registrants and admissions staff
- Guidance on health and character
- Standards of education and training guidance
- Information for students and education providers
- The fitness to practise process
- Fitness to practise annual report 2012
- Managing fitness to practise
- Fitness to practise - key information 2012
Key points
Key points

• Student fitness to practise is ensured through the SETs, SOPs and SCPEs

• Education provider – meet and continue to meet all SETs so a successful student can meet the SOPs.

• Applicants – declaration of understanding of SCPEs upon application to the Register.

• HCPC – approve and monitor programmes against the SETs and SOPs. Consider applications to the Register against the SCPEs.
Session three:

Open question and answer
Thank you for coming

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