
Resources for education providers

SET 4.9 – Enabling learners to learn with and from other professions

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

What does the standard mean?

How learners are prepared to work with other professionals and across professions for the benefit of service users and carers

Other relevant professions could be other health and care professions, as well as professions outside of health and care

Often referred to as 'interprofessional education' (IPE)

Common pitfalls

Reliance on ad hoc or unplanned activities. For example, learners working with other professions when on practice-based learning, as and when situations arise

Learners working with either professionals or learners from other professions, but not both

Not defining why the other professions are 'relevant' to the learners on the programme, to improve the quality of care for service users

'Shared learning' presented as interprofessional education

Evidence you could provide



How you have made decisions about designing and delivering interprofessional education



Interprofessional education policy



Teaching activities run interprofessionally



How practice based learning is structured to ensure professions work together

Case study 1

SET 4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

This standard is about how learners are prepared to work with other professionals and across professions for the benefit of service users and carers.

Background: As part of their annual monitoring audit, Eyedeal School will need to demonstrate how they meet this standard for their BSc (Hons) Orthoptist programme. Eyedeal School is a private education provider, but this programme is validated by the University of Downshire. This programme is Eyedeal's only health related programme, but they also run a short CPD programme aimed at supporting qualified teachers develop their understanding of teaching children with visual impairments.

Approach: The education provider currently uses some teaching resources for both groups, and has in the past tried to facilitate shared sessions, but these have been unsuccessful due to difficulties finding time when both full time learners and employed teachers are available. However, in order to meet this new standard, the education provider believes it has solved this timetabling issue, and plans to teach orthoptist learners and teachers together in sessions relating to childhood ocular development. The education provider will also run optional seminar sessions where both groups can discuss the teaching sessions.

Evidence: Along with normal internal and external quality monitoring documentation normally provided in the annual monitoring process, the education provider has provided a narrative explaining their intention, and a draft timetable highlighting where teaching will be shared.

Case study 1

Questions to consider:

1. Could this approach meet the standard?
2. How could this approach be improved?
3. What other standards could be impacted by this approach?
4. How else could this standard be met?

Things to think about

1. Could the education provider link up with Downshire, who run professional programmes?
2. Is this teaching together, or learning with and from?
3. This session is optional, is this enough?
4. What evidence could the education provider submit to support their narrative?

Case study 2

SET 4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

This standard is about how learners are prepared to work with other professionals and across professions for the benefit of service users and carers.

Background: Westershire University has a well-established nursing programme that has been running for 25 years. They also more recently had a paramedic programme approved, which is about to go through its first annual monitoring audit. When it was approved, the programme did not have any interprofessional learning, which was appropriate under the previous version of the standards.

Approach: The education provider intends that nursing lecturers will teach some core elements of the programme in the first year, including anatomy and physiology. They intend to run mandatory seminars where A&E nurses will talk to learners about how they interact with paramedics. The education provider is also introducing a group poster assignment intended to show how they could work with the nursing profession in practice, which they will present to learners on the nursing programme who will ask questions and feedback on the poster.

Evidence: As the education provider is currently in the planning stage, no documentary evidence is presented through the audit.

Case study 2

Questions to consider:

1. Could this approach meet the standard?
2. How could this approach be improved?
3. What other standards could be impacted by this approach?
4. How else could this standard be met?

Things to think about

1. Is this learning with the other profession?
2. Why has the education provider identified nursing learners, as opposed to other professions?
3. Is there a power imbalance with nurses assessing paramedic learners?