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Resources for education providers: Meeting the revised SETs

# SETs 4.2 and 6.2 – Embedding expectations of professional behaviour

## Embedding expectations of professional behaviour, and the HCPC standards of conduct, performance and ethics

**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.**

**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.**

Standards ensure expectations of professional behaviour, including our standards of conduct, performance and ethics, are embedded into the programme's curriculum and assessment



Ensures these expectations are explicitly taught and assessed through the programme

## How these standards ensure expectations of professional behaviour is embedded

Learning outcomes



'learners understand and are able to meet..' the expectations (4.2)

Assessment strategy



'learners demonstrate they are able to meet...' the expectations (6.2)

## To meet the SCPEs, registrants must:

- Promote and protect the interests of service users and carers
- Communicate appropriately and effectively
- Work within the limits of their knowledge and skills
- Delegate appropriately
- Respect confidentiality
- Manage risk
- Report concerns about safety

We expect programmes to be able to demonstrate how all of these areas are taught and assessed

## Evidence you could provide



Information about how teaching activities help learners understand expectations of professional behaviour



How practice-based learning enhances teaching activities in this area



How reflective and formative assessments are used in this area



Where in the learning outcomes and assessments this area is embedded

## Guidance and information about the standards of conduct, performance and ethics



## Case study 1

**SET 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 is about making sure that learners understand and are able to meet the expectations associated with being a regulated professional.

**Background:** Westerfair University are currently going through the major change process for their Postgraduate Diploma in Social Work programme. They have highlighted that they are amending their module structure and learning outcomes due to a faculty wide curriculum redevelopment programme. The HCPC have asked the education provider to demonstrate how they meet this standard when providing evidence to support how the programme continues to meet the standards.

**Approach:** As part of their professionalism and ethics module, the education provider have cited the HCPC standards of conduct, performance and ethics, and the guidance on conduct, performance and ethics for students in their bibliography. Some of the learning outcomes of this module include that learners understand how to work within their scope of practice, and to respect confidentiality.

**Evidence:** The programme team have provided their module descriptors.

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## 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. How is citing the document evidence that learner will understand and be able to meet expectations of professional behaviour?
2. How are the areas from the standards of conduct, performance and ethics other than scope of practice, and respecting confidentiality being covered?



## Case study 2

**SET 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 is about how learners are able to demonstrate that they understand the expectations associated with being a regulated professional by the time they complete the programme.

**Background:** Linton University pride themselves in producing “High quality health and social care professionals”. Within the Higher Education sector, they are seen as a pioneer of innovative health and social care education. Their new operating department practitioner programme will join a range of allied health professional (AHP) programmes already offered by the education provider.

**Approach:** The learner responsibilities section of the programme handbook states “Due to the nature of this programme, there is an expectation of professional behaviour from learners.” The assessment strategy states that “learners will be formatively assessed on their professional conduct throughout the programme to ensure that they are appropriately prepared before applying for registration with the HCPC on successful completion of the programme”.

**Evidence:** The education provider has mapped to these sections of the programme handbook and assessment strategy in their evidence. No further detail is provided.

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## 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. What does professional behaviour mean in this context?
2. How will your learners know what is meant by professional behaviour in relation to the programme and profession?
3. Are formative assessments appropriate in this context to ensure all learners are able to demonstrate that they meet the expectations of professional behaviour including, the standards of conduct, performance and ethics?
4. Would you expect to see anything summative?