

Education and Training Committee, 26 March 2008

Student fitness to practise – guidance on ethical issues

Executive summary and recommendations

Introduction

This paper updates the Committee with work being undertaken by other regulators regarding student fitness to practise and in particular the publication of ethical guidance for students. This paper also provides information on other work being undertaken by HPC within the area of ensuring student fitness to practise.

Decision

The Committee is invited to agree the decisions in the attached paper.

Background information

Paper considered by the Education and Training Committee on 4 December 2007:

http://www.hpc-uk.org/assets/documents/10002000education_and_training_committee_20071204_enclosure07.pdf

This paper updated the Committee with information from the student fitness to practise discussion meeting on 5 November 2007 and identified potential work for the future in this area. The paper also included HPC's response to the Department of Health on student fitness to practise.

Paper considered by the Education and Training Committee on 27 September 2007:

http://www.hpc-uk.org/assets/documents/10001D26education_and_training_committee_20070927_enclosure08.pdf

This paper updated the Committee with information from the White Paper about student fitness to practise and developments from the Council for Healthcare Regulatory Excellence.

Paper considered by the Education and Training Committee on 5 December 2006:

http://www.hpc-uk.org/assets/documents/10001741education_and_training_committee_20061205_enclosure12.pdf

This paper updated the Committee on the outcomes of the work being undertaken by the Council for Healthcare Regulatory Excellence (CHRE) and the ongoing work of the General Medical Council.

Paper considered by the Education and Training Committee on 13 June 2006:
http://www.hpc-uk.org/assets/documents/100011C2education_and_training_committee_20060613_enclosure07.pdf

This paper was produced following a request from the Education and Training Committee that the Executive detail the current situation regarding student registration. The paper placed student registration within the broader context of student fitness to practise.

Resource implications

The resource implications of the work identified in this paper already fall within the Communications departmental workplan and budget for 2007-8 and 2008-9.

Financial implications

The financial implications of the work identified in this paper already fall within the Communications departmental workplan and budget for 2007-8 and 2008-9.

Appendices

- Mapping of 'Medical Students: Professional Behaviour and Fitness to Practise' against HPC's Standards
- List of professional bodies with student membership

Date of paper

25 February 2008

Student fitness to practise guidance

Introduction

On 4 December 2007, Education and Training Committee considered a paper from the Executive regarding student fitness to practise. The paper updated the Committee with the outcome of a student fitness to practise meeting and also identified further work in the area of student fitness to practise.

The Committee discussed whether HPC should produce ethical guidance for students. Some Committee members supported the production of this guidance as they believed that the guidance would be helpful to students and higher education institutions whilst others raised questions about how the guidance would be used. The Committee therefore asked that the Executive investigate further whether it might be possible to produce guidance for students on issues relating to fitness to practise, similar to the guidance produced by the General Medical Council.

This paper explores recent work undertaken by other regulators regarding student fitness to practise. It maps the GMC's 'Medical Students: Professional Behaviour and Fitness to Practise' against HPC's standards. It also considers the work being undertaken by professional bodies in this area and whether the professional bodies produce guidance on ethical issues for their student members. Finally, it identifies other relevant work currently being undertaken within HPC.

Background: White Paper

Both the Department of Health report "The regulation of the non-medical healthcare professions"¹ (the 'Foster review') and the Chief Medical Officer's report "Good doctors, safer patients"² raised the issue of whether students and trainees should have closer relationships with their future regulators prior to qualification.

The Council's response to the Foster review said:

'Overall, we believe that there is not a clear consensus or rationale behind the different initiatives towards student registration, and that it is particularly unclear whether registering students would add significantly to existing systems for ensuring safety'.³

The White Paper 'Trust, Assurance and Safety – the Regulation of Health Professionals in the 21st Century' recognised that consultation responses to both

¹ Department of Health, *The Regulation of the Non-Medical Healthcare Professions*
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4137239

² Department of Health, *Good Doctors, Safer Patients*
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4137232

³ Response to Department of Health review of non-medical regulation
<http://www.hpc-uk.org/publications/index.asp?id=119>

documents contained a range of views on the issue of establishing closer relationships between students and regulators.

The White Paper therefore recommended that:

‘The Government believes that each regulator should consider this issue on the basis of the risk presented to patients by trainees and students in particular professions. The Department will ask the regulators to report back with proposals by January 2008.’⁴

In its response to the Department of Health, the Council said that the case for student registration had yet to be made. However, the Council stated that there were alternative processes which could be used to minimise the risks that students might pose to service users. One of those processes was using the ongoing review of the SETs to strengthen and support their role in ensuring student fitness to practise. The second process was using the review of the health and character process to produce guidance to assist higher education providers when making decisions on applicants with criminal convictions.

Work undertaken by other regulators

General Medical Council

In 2005 the General Medical Council (GMC) and the Medical Schools Council (MSC) established the joint Student Fitness to Practise Working Group which developed guidance for medical schools and medical students entitled ‘Medical Students: Professional Behaviour and Fitness to Practise’. The guidance relates to:

- The professional behaviour expected of medical students.
- Areas of misconduct and the sanctions available.
- The key elements in student fitness to practise arrangements.

The guidance is not mandatory. However, GMC quality assurance reports on medical schools may recommend that the medical school comply with the guidance or alternatively highlight areas of good practice. One of the reasons behind producing the guidance is that, at present, a medical degree automatically entitles a graduate to be provisionally registered with the GMC and practice as a foundation year graduate under supervision. Therefore, there is a need for a strong emphasis on ensuring that medical graduates are fit to practise. By contrast, completion of an HPC approved course allows eligibility to apply to join the Register but does not guarantee registration. Therefore, there is no automatic link between completion of an HPC approved course and registration.

The guidance was published in two parts, a larger booklet which was circulated to all medical schools and a two sided leaflet which was sent to all medical students. The larger booklet is divided into three main sections: advice to medical

⁴ Department of Health, *Trust, Assurance and Safety – The Regulation of Health Professionals in the 21st Century*

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_065946.

schools and students on what constitutes professional behaviour for medical students; guidance on the areas of misconduct and the sanctions available; guidance on formal fitness to practise procedures in schools (including make-up of committees and appeals processes).

The leaflet sent to current medical students provided several examples of the types of professional behaviour expected of medical students. The examples of professional behaviour are grouped under seven different headings. These headings include 'good clinical care', 'relationships with patients' and 'probity'.

The examples of professional behaviour have been mapped against HPC's standards [Appendix 1]. The standards that have been used for the mapping are the Standards of Conduct, Performance and Ethics (SCPE), the generic Standards of Proficiency (SOPs) and the Standards of Education and Training (SETs). The SCPE apply to both registrants and prospective registrants.⁵ The generic SOPs and the SETs are also relevant to students undertaking HPC approved courses.⁶ Unless otherwise indicated, the standards quoted are taken from the SCPE.

As can be seen from the mapping in Appendix 1, most of the professional behaviours contained in 'Medical Students: Professional Behaviour and Fitness to Practise' ('Professional Behaviour') can be mapped against information in the SCPE and SETs. Some of the guidance contained within 'Professional Behaviour' is quite prescriptive, for example around how students should be identified and how they dress. This reflects the fact that the guidance has been written specifically for medical students studying within the academic environment of medical schools. By contrast, the SETs and the SCPE must be written in a way so as to be applicable to a variety of different academic environments.

In addition to the guidance produced by the GMC, a number of other regulators are also undertaking work on student fitness to practise as part of their response to the Department of Health on this issue.

General Dental Council

In the General Dental Council's (GDC) response to the Department of Health the GDC stated that they will develop and publish guidelines for education providers and students on student fitness to practise. It is anticipated that this guidance will be similar in scope to 'Medical Students: Professional Behaviour and Fitness to Practise'.

Alongside the work being undertaken by other regulators on fitness to practise, a small number of regulators currently regulate students.

⁵ HPC is currently revising the SCPE following public consultation last year. However, as the revised SCPE has not yet been published, the existing SCPE has been used for this mapping exercise.

⁶ HPC will be consulting on revised SETs in summer 2008. As the revised SETs have not been agreed, the existing SETs have been used for this mapping exercise.

General Optical Council

The General Optical Council (GOC) is currently the only regulator of health professionals to hold a student register. They do not produce a code of conduct specifically for students, nor do they produce ethical guidance. GOC produces a code of conduct which applies to all registrants, including those who are students.

General Social Care Council

The General Social Care Council (GSCC) regulates both social workers and student social workers. The GSCC produces codes of practice which set out the standards of professional conduct and practice which social workers should meet. The codes of practice apply to all registrants, including students.

Guidance provided by professional bodies

A number of professional bodies have student membership. A list of those professional bodies which have indicated that they have student members is appended to this paper [Appendix 2]. Of the professional bodies which have student members, only a very small number produces guidance specifically on the area of conduct and ethical issues for their students. The majority of professional bodies expect that student members will comply with the same code of conduct which applies to practitioner members. As a result, they do not produce guidance on ethical issues for their student members.

Work undertaken by HPC

Standards of Education and Training Review

A professional liaison group has recently completed a review of the Standards of Education and Training (SETs). As part of the review, the group has identified ways in which the SETs can be used to support and strengthen student fitness to practise. The following SETs have been drafted as a result of the review and will be consulted on during summer 2008.

3.13 A fitness to practise process must be in place throughout the programme.

4.5 The curriculum must make sure that students understand the HPC's standards of conduct, performance and ethics, and their impact on practice.

Information for prospective registrants

As part of the Communications Department workplan for 2007-8 and 2008-9, the Publications Manager is working on producing an information pack for students. The Publications Manager has begun a piece of research to identify what students know about HPC and also what types of documents students might find useful.

The production of the information pack for students could be used as a way of highlighting the importance of SCPE to prospective registrants. Alternatively, it

could be used as a way of providing students with guidance or information on issues of conduct and ethics.

However, there are a number of issues which would need to be resolved if such guidance on ethical issues is to be produced as part of an information pack for students. In particular, distribution timings and potential years to target would be especially important to clarify. Guidance on ethical issues might be most relevant to students when they commence their programme as a way of highlighting the additional responsibilities in regards to issues of ethics and conduct. This way, the information could be imbedded throughout the programme and reinforced regularly within the curriculum. However, some of the information about regulation within the information pack may be more relevant to students who are finishing their course of study and will therefore shortly be applying to join the Register.

Conclusion

As can be seen from the mapping of the GMC's 'Medical Students: Professional Behaviour and Fitness to Practise' most of the guidance set out in that document can be cross referenced with information within HPC's standards. One possible conclusion therefore, is that the existing SCPE may be sufficient in providing ethical guidance, especially when supported in an education setting by both the SETs and SOPs. The proposed changes to the SETs will support and strengthen their role in student fitness to practise. In particular, the proposed SET 4.5 will help to imbed the SCPE within the curriculum and thereby improve students' understanding of SCPE.

The SCPE explain our expectations of the health professionals we register, in terms of their professional behaviour. We expect those who are applying to join our register to keep to those standards. When applicants complete an application form to join the Register they sign a declaration stating that they have read, understood and will comply with the HPC's standards of conduct, performance and ethics. However, we do not have the power to act against prospective registrants, nor can we force them to comply with SCPE. If we did produce guidance on ethical issues for students, we could not force students to comply with that guidance.

Recommendations

- The Committee is invited to discuss whether it would be helpful to produce ethical guidance for students at present. Alternatively the Committee may wish to reconsider the issue once the outcome of the research being undertaken by the Communications Department is known.
- The Executive recommends that the Policy and Standards department works with the Communications department as appropriate on the information pack for prospective registrants.
- The Executive recommends that the Policy and Standards department continues to work with the Fitness to Practise department as part of the review of the health and character process. In particular, the Policy and Standards department will be involved in producing guidance for

registrants, applicants and education providers on the subject of criminal convictions.

- The Executive recommends that the Policy and Standards department continues to work with their colleagues in other organisations working on student fitness to practise and provide regular updates to the Committee as appropriate.

Appendix 1: Mapping of 'Medical Students: Professional Behaviour and Fitness to Practise' against HPC's Standards

Section 1 of 'Medical Students: Professional Behaviour and Fitness to Practise': Good clinical care

This section focuses on the importance of students being able to provide good clinical care.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
|--|--|
| Students should not exceed their limitations and ask for help when necessary | You must keep within your scope of practice. (Standard 6: You must act within the limits of your knowledge, skills and experience and, if necessary, refer the matter to another professional) Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct. (SETs 5.4 Practice placement standards) |
| Students should not mislead anyone by misrepresenting their position or abilities | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |
| Students should make sure they are supervised appropriately for any clinical task they perform | Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct. (SETs 5.4 Practice placement standards) |
| Students should respect the decisions and rights of patients | You are personally responsible for making sure that you promote and protect the best interest of the people you care for. You must respect and take account of these factors when providing care. (Standard 1: You must act in the best interests of your patients, clients and users) |

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| Professional Behaviour and Fitness to Practise (section 1 cont.) | HPC's Standards |
| Students should be aware that treatment should be based on the patient's priorities and the effectiveness of treatment options, and that decisions should be arrived at through assessment and discussion with the patient | You must explain to the patient, client or user the treatment you are planning on carrying out, the risks involved and any other treatments possible. You must make sure that you get their informed consent to any treatment you do carry out. (Standard 9: You must get informed consent to give treatment (except in an emergency)) |
| Students should not unfairly discriminate against patients by allowing their personal views to adversely affect their professional relationship or the treatment they provide or arrange (this includes their views about a patient's age, colour, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, and social or economic status) | You must not allow your views about patients', clients', or users' sex, age, colour, race, disability, sexuality, social or economic status, lifestyle, culture or religious beliefs to affect the way you treat them or the professional advice you give. (Standard 1: You must act in the best interests of your patients, clients and users) |
| Students should behave with courtesy | You must not get involved in any behaviour or activity which is likely to damage your profession's reputation or undermine public confidence in your profession. (Standard 16: You must make sure that your behaviour does not damage your profession's reputation) |
| Students should report any concerns they have about patient safety to the appropriate person | As soon as you become aware of any situation that puts a patient, client or user at risk, you should discuss the matter with a senior professional colleague. (Standard 1: You must act in the best interests of your patients, clients and users) |
| Students should be aware that they must acquire knowledge, skills and professional attitudes in order to provisionally register with the GMC. | Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting. (SET 6.6 Assessment standards) |

Section 2 of 'Medical Students: Professional Behaviour and Fitness to Practise': Maintaining good medical practice

This section focuses on how students must be aware of their responsibility to maintain their knowledge and skills.

This section has been mapped against the existing SETs as the SETs focus on how education providers ensure that students maintain their knowledge and skills.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
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| Students should attend compulsory teaching sessions or make other arrangements with the medical school | Throughout the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place. (SET 3.11 Programme management and resource standards) |
| Students should complete and submit course work on time | There must be effective mechanisms in place to assure appropriate standards in the assessment. (SET 6.5 Assessment standards) |
| Students should be responsible for their own learning | The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice. (SET 4.5 Curriculum standards) You must make sure that your knowledge, skills and performance are of a high quality, up to date and relevant to your field of practice. (Standard 5: You must keep your professional knowledge and skills up to date) |
| Students should make sure they can be contacted and always respond to messages | Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following: 5.7.5 communication and lines of responsibility (SET 5.7 Practice placement standards) |

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| Professional Behaviour and Fitness to Practise (section 2 cont.) | HPC's Standards |
| Students should reflect on feedback about their performance and achievements and respond constructively | The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice. (SET 4.5 Curriculum standards) |
| Students should be familiar with guidance from the GMC and other organisations, such as medical schools, hospitals and trusts | Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting. (SET 6.6 Assessment standards) |
| Students should respect the knowledge and skills of those involved in their education | You must also communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |

Section 3 of 'Medical Students: Professional Behaviour and Fitness to Practise': Teaching and training, appraising and assessing

This section focuses on how students can learn the skills necessary to be able to contribute to the education of students and colleagues both before and after they qualify.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
|---|---|
| Students should demonstrate basic teaching skills | Registrants must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers. (Generic SOPs 1b.3) |
| Students should be aware of the principles of education in medicine | Registrants must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers. (Generic SOPs 1b.3) |
| Students should be willing to contribute to the education of other students | You must communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |
| Students should give constructive feedback on the quality of their teaching experience. | You must communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |

Section 4 of 'Medical Students: Professional Behaviour and Fitness to Practise': Relationships with patients

This section focuses on the types of contact that students have with patients when undertaking their medical course.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
|---|---|
| Students should respect patients and treat them with dignity | <p>You are personally responsible for making sure that you promote and protect the best interest of the people you care for. You must respect and take account of these factors when providing care. (Standard 1: You must act in the best interests of your patients, clients and users)</p> |
| Students should be aware of ethical issues in their professional behaviour with patients | <p>You are personally responsible for making sure that you promote and protect the best interest of the people you care for. You must respect and take account of these factors when providing care. (Standard 1: You must act in the best interests of your patients, clients and users)</p> |
| Students should be open and honest when dealing with patients, their carers, relatives, partners or anyone else close to them | <p>You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty)</p> |
| Students should make sure that patients have consented to a student being involved in their care | <p>You must explain to the patient, client or user the treatment you are planning on carrying out, the risks involved and any other treatments possible. You must make sure that you get their informed consent to any treatment you do carry out. (Standard 9: You must get informed consent to give treatment (except in an emergency))</p> |

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| Professional Behaviour and Fitness to Practise (section 4 cont.) | HPC's Standards |
| Students should make sure they are clearly identified as students | HPC does not make requirements as to how students should be identified when undertaking practice placements. Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following: 5.7.3 expectations of professional conduct; (SET 5.7 Practice placement standards) |
| Students should dress in an appropriate and professional way and be aware that patients will respond to their appearance, presentation and hygiene | HPC does not make requirements as to how students should be identified when undertaking practice placements. Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following: 5.7.3 expectations of professional conduct; (SET 5.7 practice placement standards) |
| Students should make sure they follow the GMC guidance on consent and confidentiality. | You must make sure that you get their [patient, client or user] informed consent to any treatment you do carry out... You must keep to your employers' procedures on consent and be aware of any guidance issued by the Department of Health or other appropriate authority. (Standard 9: You must get informed consent to give treatment (except in an emergency)) |

Section 5 of 'Medical Students: Professional Behaviour and Fitness to Practise': Working with colleagues

This section focuses on how to ensure that medical students work effectively with their colleagues both inside and outside of healthcare.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
|--|---|
| Students should demonstrate skills that allow them to deal with uncertainty and change in the workplace | Registrants must be able to change their practice as needed to take account of new developments. (Generic SOPs 2b.2) |
| Students should be able to work effectively in a team and to take on different roles as appropriate, including taking responsibility for tasks | You must communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |
| Students should develop and demonstrate teamwork and leadership skills | You must communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |
| Students should be aware of the roles and responsibilities of other people involved in delivering healthcare | Registrants must recognise the roles of other professions in health and social care. (Generic SOPs 3a.1) |
| Students should respect the skills and contributions of colleagues and other professionals and not unfairly discriminate against them | You must communicate effectively, co-operate, and share your knowledge and expertise with professional colleagues for the benefit of patients, clients and users. (Standard 7: You must maintain proper and effective communications with patients, clients, users, carers and other professionals) |

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| <p>Professional Behaviour and Fitness to Practise (section 5 cont.)</p> <p>Students should raise concerns about overall practice in a healthcare setting or about colleagues, including other students, medical practitioners and other healthcare workers, with the appropriate person if patients are at risk of harm</p> | <p>HPC's Standards</p> <p>As soon as you become aware of any situation that puts a patient, client or user at risk, you should discuss the matter with a senior professional colleague. (Standard 1: You must act in the best interests of your patients, clients and users)</p> |
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Section 6 of 'Medical Students: Professional Behaviour and Fitness to Practise': Probity

This section focuses on the importance of students acting with probity.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
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| Students should bring attention to any concerns about, or errors in, their clinical work | As soon as you become aware of any situation that puts a patient, client or user at risk, you should discuss the matter with a senior professional colleague. (Standard 1: You must act in the best interests of your patients, clients and users) |
| Students should be honest, genuine and original in their academic work, including when conducting research, and take effective action if they have concerns about the honesty of others | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |
| Students should be honest and trustworthy when writing reports and logbooks, and when completing and signing forms | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |
| Students should be honest in CVs and all applications and not misrepresent their qualifications, position or abilities | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |
| Students should not plagiarise others' work or use their own work repeatedly in a way that could mislead | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |
| Students should be honest and trustworthy in any financial dealings, especially if they are managing finances, and make sure that any funds are used for the purpose they were intended for | You must make sure that you behave with integrity and honesty and keep to high standards of personal and professional conduct at all times. (Standard 14: You must behave with integrity and honesty) |

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| Professional Behaviour and Fitness to Practise (section 6 cont.) | HPC's Standards |
| Students should co-operate with any formal inquiry by their medical school or other organisation into their health, behaviour or performance, or that of anybody else | You should co-operate with any investigation or formal inquiry into your professional conduct, the conduct of any other healthcare provider or the treatment of a patient, client or user where appropriate. (Standard 4: You must provide important information about conduct, competence or health) |
| Students should comply with the laws of the UK and, where relevant, any laws that apply specifically in England, Wales, Scotland or Northern Ireland | You must keep high standards of personal conduct, as well as professional conduct... We can take action against you if you are convicted of a criminal offence or have accepted a police caution. (Standard 3: You must keep high standards of personal conduct) |
| Students should comply with the regulations of their medical school, hospital or other organisation. | HPC does not require that registrants comply with employer protocols. However, they should practise in a way which is lawful. |

Section 7 of 'Medical Students: Professional Behaviour and Fitness to Practise': Health

This section focuses on the importance of students maintaining their own health.

| Professional Behaviour and Fitness to Practise | HPC's Standards |
|--|---|
| Students should be aware that their own health problems may put patients and colleagues at risk | You have a duty to take action if your health could be harming your fitness to practise (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health) |
| Students should seek medical or occupational health advice if there is a concern about their health | You should get advice from a consultant in occupational health or another suitably qualified medical practitioner and act on it. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health) |
| Students should accept that they may not be able to assess their own health, and be willing to be referred for treatment and to engage in any recommended treatment programmes | You should get advice from a consultant in occupational health or another suitably qualified medical practitioner and act on it. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health) |
| Students should protect patients, colleagues and themselves by being immunised against common serious communicable diseases if vaccines are available | You must take appropriate precautions to protect your patients, clients and users, their carers and families, your staff and yourself from infection. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health) |

| Professional Behaviour and Fitness to Practise (section 7 cont.) | HPC's Standards |
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| <p>Students should be aware that they are not required to perform exposure prone procedures (EPPs) in order to achieve the expectations set out in Tomorrow's Doctors; students with blood-borne viruses (BBVs) can study medicine but they may have restrictions on their clinical placements, and will need to limit their medical practice when they graduate</p> | <p>You must take precautions against the risks that you will infect someone else. This is especially important if you suspect or know that you have an infection that could harm others... If you believe or know that you may have such an infection, you must get medical advice and act on it. This may include the need for you to stop practising altogether, or to change your practice in some way. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health)</p> |
| <p>Students should not rely on their own or another student's assessment of the risk posed to patients by their health, and should seek advice, when necessary, from a qualified clinician or other qualified healthcare professional</p> | <p>You should get advice from a consultant in occupational health or another suitably qualified medical practitioner and act on it. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health)</p> |
| <p>Students should be aware that medical graduates must let it be known if their health poses a risk to patients or the public.</p> | <p>If you believe or know that you may have such an infection, you must get medical advice and act on it. This may include the need for you to stop practising altogether, or to change your practice in some way. (Standard 12: You must limit your work or stop practising if your performance or judgement is affected by your health)</p> |

Appendix 2: Professional bodies with student members

| Profession | Professional body | Student membership | Ethical guidance |
|-------------------------|--|--------------------|--|
| Arts Therapist | Association of Professional Music Therapists | Yes | APMT does not produce ethical guidance for students. |
| | British Association of Arts Therapists | Yes | No specific ethical guidance for students. Students are expected to abide by the general Principles of Professional Practice |
| | British Association of Dramatherapists | Yes | No specific ethical guidance for students. Trainee dramatherapists on clinical placements must adhere to the BADth code of conduct |
| Biomedical Scientist | Institute of Biomedical Scientists | | IBMS Good Professional Practice applies to both students and practitioners |
| Chiroprapist/Podiatrist | Alliance of Private Sector Chiroprapist and Podiatry Practitioners | Yes | The code of conduct mirrors SCPE and applies to both students and registrants |
| | Society of Chiroprapists and Podiatrists | Yes | The code of conduct applies only to registrant members. Students are governed by the Code of Practice for the Assurance Of Academic Quality and Standards Of Higher Education (QAA document) |
| Clinical Scientist | Association of Clinical Scientists | No | ACS does not produce ethical guidance for students. |
| | British Dietetic Association | No | BDA does not produce ethical guidance for students. |
| Occupational Therapist | College of Occupational Therapists | Yes | The Code of Ethics and Professional Conduct applies to both practitioners and student members. |

| Profession | Professional body | Student membership | Ethical guidance |
|-----------------------------------|--|--------------------|--|
| Operating Department Practitioner | Association for Perioperative Practice | Yes | Students are referred to HPC's SCPE on ethical issues |
| | College of Operating Department Practitioners | Yes | CODP produces guidance specifically for students which provides information on student accountability, HPC and student standards of professional behaviour |
| Orthopist | British and Irish Orthoptic Society | Yes | Rules of Professional Conduct and Code of Ethics apply to both students and practitioners. |
| Prosthetist/Orthotist | British Association of Prosthetists and Orthotists | Yes | The Ethical Code and Professional Conduct for Prosthetists and Orthotists applies to both students and practitioners |
| Paramedic | British Paramedic Association | Yes | The BPA produces a code of ethical conduct which applies to both students and practitioners. |
| Physiotherapist | Chartered Society of Physiotherapy | Yes | Students must agree and abide by CSP's rules of professional conduct |
| Radiographer | Society and College of Radiography | Yes | The Statements for Professional Conduct apply to both students and practitioners. |
| Speech and Language Therapist | Royal College of Speech and Language Therapists | Yes | When students become members, they are sent a copy of Communicating Quality 3 which are a range of professional standards for SLTs which apply to both students and practitioners. |