Standards of Education and Training review meeting, 22 September 2007: Issues to consider and suggested changes to the SETs

Executive summary and recommendations

Introduction

Article 15 (1) of the Health Professions Order 2001 ("the order") provides that:

The Council shall from time to time establish—

> *(a) the standards of education and training necessary to achieve the standards of proficiency it has established under article 5(2)*

The attached paper sets out some of the principles behind the Standards of Education and Training (SETs), the suggestions from the previous PLG meeting on the 13th September 2007 and the detailed issues suggested by education providers, practice placement providers, students and visitors.

Decision

This paper is for discussion.

Background information

None

Resource implications

N/A

Financial implications

N/A

Appendices

None

Date of paper

8 November 2007

**Standards of Education and Training review meeting:
Issues to consider**

Introduction

The Health Professions Order says that we must set our standards to protect the public, and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level (the minimum standard that must be met before we can allow entry onto the register).

The Standards of Education and Training (SETs) were published in 2004. They are applicable to education providers and the programmes that they run for professions currently regulated and those which may be regulated in the future.

They have been used by education providers and visitors for 3 years to assess whether a graduate from an educational programme will meet the Standards of Proficiency.

In 2006 we consulted on guidance for the SETs and found that some of the respondents felt there should be alterations made to the standards themselves.

The intention of the review is to examine, discuss and agree to any alterations to the SETs or guidance that the group feels are required, when representation from stakeholders has been taken into account.

The first meeting of the PLG took place on the 13 September 2007 which examined submissions made since the inception of the SETs alongside representation from the professional bodies for all 13 professions we currently regulate.

The submissions for this paper come from the questionnaire submissions that were made by education providers (EP), practice placement providers (PP), individual students and student groups (S), and visitors (V).

Aims

The work plan sets out the aims of the review, to ensure that the SETs:
- assist in HPC's primary role to protect the public;
- are fit for purpose;
- are suitably flexible so that they are relevant to the education and training of all 13 professions;
- are appropriate for the requirements of education and training;
- are easily understood by education providers and all other relevant stakeholders; and
- are applicable UK wide.

This document

Each SET is in full so that it is possible to see the current wording. Underneath this are any changes to the SET or guidance suggested at the previous meeting of the PLG on the 13th September 2007. Finally, under the heading 'Suggested changes to review' is the information not previously considered by the PLG. It is therefore suggested that the PLG spends most of its time looking at these sections, giving consideration to previous discussion as summarised above.

Suggested changes to the SETs

If the response states that no alteration needs to be made to the SET it has not been added to this working document.

Suggested changes to review:

An education provider felt that a key defining all the roles would be of use e.g. visitor, student, uni, clinical educator etc.

A couple of education providers stated that there should be more detailed guidance on how the standards are audited and how to audit the levels being achieved. They felt that was very much down to individual universities to identify how to grade students and then for individual clinical educators to interpret the level and mark the student accordingly. They felt that the HPC should provide clear indicators as to what determines a good vs. poor student, with clear indication of when to fail a student.

There were several concerns from all the stakeholders over how the standards are met practically, for example an English examination may show a minimum standard of English but a student may not have fluent enough English to write reports etc, it is difficult for education providers to ensure a range of placements and it can be difficult to ensure students have experience in the right order.

SET 1: Level of qualification for entry to the Register
Summary
This standard is concerned with the qualifications needed to be eligible to apply to register with us.

1   Level of qualification for entry to the Register

1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:
 1. 1. 1. Bachelor degree with honours for the following professions:
      - chiropody or podiatry;
      - dietetics;
      - occupational therapy;
      - orthoptics;
      - physiotherapy;
      - prosthetics and orthotics;
      - radiography;
      - speech and language therapy;
      - biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and
 	
 1.1.2 Masters degree for the arts therapies.

1.1.3 Masters degree for the clinical sciences (with the award of the Association of Clinical Scientists' Certificate of Attainment, or equivalent).

1.1.4 Equivalent to Certificate of Higher Education for paramedics.

1.1.5 Diploma of Higher Education in operating department practice for operating department practitioners.

Suggested changes from 13/09/07:

Not appropriate for qualifications to be referred to as levels 4, 5 and 6 as there is not uniformity in using these descriptions across the four home countries.

List the professions according to their size.

The inclusion of 'normally' in SET 1 was a safeguard against the unlawful fettering of the Council's discretion as, if a programme which was provided in a form other than one of the awards set out in SET 1 was nonetheless capable of delivering the Standards of Proficiency and the remaining SETs, the Council could not refuse to approve it solely on the basis of the form of award.

Rearrange 1.1.4 and 1.1.5 so that the professions were listed alphabetically. Reword 1.1.5 to delete the words 'in operating department practice'.

Suggested changes to guidance from 13/09/07:

Clarify the meaning of 'or equivalent' in SET 1.1.1

Further explanation on the qualification levels is required.

Suggested changes to review:

A visitor and an education provider suggested that SET 1 needed to reflect newer awards that do not lead to registration eg Supplementary Prescribing or Emergency Care Practitioner.

SET 2: Programme admissions

Changes to guidance from 13/09/07:

The guidance on this SET should give clear advice on the HPC's health and character requirements and be linked to the HPC's guidance on those issues.

Suggested changes to review:

Two education providers felt that further guidance was required regarding levels of disability and reasonable adjustments in clinical settings. They felt that even when reasonable adjustments and significant learning support was in place, there were cases where the students may be successful at Foundation level but had major difficulties with intermediate and honours level work, where the expectations are that the student should be able to process and apply information at a high cognitive level.

An education provider felt that there should be a standard added requiring a basic level of maths competence.

A student suggested that there should be a standard stating that immunisations should be checked annually, or before going on placement.

A visitor suggested that education providers must be made aware through the guidance that the information and opportunities provided reflect the needs of all elligable applicants whether they be part of the commissioning process of the NHS or independent students.

2 Programme admissions
The admissions procedures must: 2.1. give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme;
Suggested changes to guidance from 13/09/07: The guidance could encourage visitors and other stakeholders to focus on both parts of the standard, namely education providers making an offer and prospective students taking up the offer.

2 Programme admissions
The admissions procedures must:

> 2.2 apply selection and entry criteria, including:
> 2.2.1 evidence of a good command of written and spoken English;

Suggested changes to guidance from 13/09/07:

The guidance should be clearer in explaining that students would need to understand English to a level which would enable them to understand the delivery of the programme.

The guidance should indicate that students on paramedic programmes may not be employable if they were unable to drive on completion of the programme.

Suggested changes to review:

A visitor felt it was unclear how programmes met this standard when many of the education providers did not interview for selection.

2 Programme admissions

The admissions procedures must:
2.2 apply selection and entry criteria, including:
2.2.2 criminal convictions checks;

Suggested changes to review:

A visitor stated that the standard should be 'enhanced criminal records bureau check'.

A practice placement provider enquired whether there should there be criteria that stated if criminal convictions were subsequent to admission to the programme this would preclude completion of the course.

2 Programme admissions

The admissions procedures must:
2.2 apply selection and entry criteria, including:
2.2.3 compliance with any health requirements;

Suggested changes to review:

An education provider would like to see a standard that ensures health requirements are non discriminatory and only applied where the public needs protection.

2   Programme admissions

The admissions procedures must:
2.2   apply selection and entry criteria, including:
        2.2.4 appropriate academic and/or professional entry standards;

2   Programme admissions

The admissions procedures must:
2.2   apply selection and entry criteria, including:
        2.2.5 Accreditation of Prior Learning and other inclusion mechanisms.

Suggested changes to guidance from 13/09/07:

The PLG suggested altering the guidance to reflect that APL assessment could be highly variable and its application varies between providers.

Suggested changes to review:

A visitor felt that 2.2.4 was sufficient to cover this standard.

A visitor and education provider stated that some programmes could not or did not accept AP(E)L and therefore the wording should be changed to 'where appropriate' or 'normally'.

2   Programme admissions

The admissions procedures must:
2.3 ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

SET 3: Programme management and resource standards

Suggested changes from 13/09/07:

Health and character checks should be maintained during the course.

The standards should be grouped together into resources and programmes e.g. 3.7 and 3.12

3   Programme management and resource standards
3.1 The programme must have a secure place in the education provider's business plan.
Suggested changes to guidance from 13/09/07: Representatives of professional bodies felt that the guidance should refer to differential funding and sources of funding. **Suggested changes to review:** A visitor suggested that 'and education funders business plan' should be added to recognise Strategic Health Authority involvement.

3   Programme management and resource standards
3.2 The programme must be managed effectively.
Suggested changes from 13/09/07: The standard should refer to quality assurance processes being in place. It should also refer to governance arrangements and require the programme to show how it received and responded to feedback from students. **Suggested changes to guidance from 13/09/07:** The guidance should clarify the respective roles for the awarding and delivering institutions for programmes delivered by two education providers in partnership, or by franchise arrangements. A clearer statement about expectations of quality and that the guidance should mention requirements for quality audit.

The guidance should acknowledge different approaches to validation within education providers and the franchising of programmes, whilst also ensuring any examples used are not Anglo centric.

3   Programme management and resource standards

3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Suggested changes from 13/09/07:

Programme leaders do not have to be registered with the HPC. The standard could perhaps be reworded to:

'There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register and appropriately qualified and experienced or otherwise appropriately qualified and experienced.'

The terminology might need to be revised. The standard could refer to the person(s) with overall responsibility for the programme to reflect that programme leaders were also known as team leaders and psychology programmes had training committees.

Suggested changes to guidance from 13/09/07:

The guidance should make a politically neutral reference to professional bodies

Suggested changes to review:

A visitor felt that the programme leader must be on the relevant part of the HPC register. They argued that not having someone from the relevant register meant that they will not have the optimum experience and background.

3   Programme management and resource standards

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested changes to review:

An education provider and a visitor felt there should be a stated staff/student

ratio. Another visitor felt that the standard was vague and believed it would be adventagous to stregthen this statement by defining adequate.

A visitor suggested including in the guidance that administrative and technical support could be included.

3	Programme management and resource standards

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Suggested changes from 13/09/07:

The standard could be amended to read '…appropriate specialist expertise and knowledge.'

Suggested changes to guidance from 13/09/07:

There should be particular guidance on clinical specialisms, possibly with case studies. The guidance should also indicate how programme staff would provide back-up when specialisms were delivered by visiting lecturers.

Suggested changes to review:

A student said that how often visiting lecturers were used should be checked.

3	Programme management and resource standards

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Suggested changes to guidance from 13/09/07:

Mention could be made of the HPC's standards for continuing professional development.

3	Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

Suggested changes from 13/09/07:

Link with 3.12 with clear guidance about their difference.

Suggested changes to review:

A visitor and education provider felt that this standard was unclear, too subjective and vague to be applied meaningfully. The visitor suggested that the standard should state that the resources should be accessible and in place, rather than used effectively.

3   Programme management and resource standards

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Suggested changes from 13/09/07:

Link with 3.10 with clear guidance about their difference.

The standard should require facilities to be adequate and accessible 'wherever the student is' to reflect onsite and off site learning environments

3   Programme management and resource standards

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Suggested changes to guidance from 13/09/07:

The guidance should address the variation in practice within education providers.

Suggested changes to review:

An education provider suggested amending the examples in the guidance so the 2nd bullet point would read 'biomechanical assessments'.

A visitor suggested adding 'in role plays' as well as 'participate as patients…' as this is common in arts therapy teaching.

3   Programme management and resource standards

3.10 A system of academic and pastoral student support must be in place.

Suggested changes from 13/09/07:

Link with 3.8 with clear guidance about their difference.

The standard should include the phrase 'wherever the student is'.

Suggested changes to review:

A student stated that the guidance should be clearer on how people with disabilities other than dyslexia can be helped.

3   Programme management and resource standards

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Suggested changes to guidance from 13/09/07:

The last section of the guidance on this standard should read 'The visitors will want to be assured that your requirements…' rather than 'probably want to be assured'.

The guidance should make reference to the professional bodies.

3   Programme management and resource standards

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Suggested changes from 13/09/07:

Link with 3.7 with clear guidance about their difference.
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3   Programme management and resource standards

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Suggested changes from 13/09/07:

The term 'IT facilities' is out of date and should be replaced with another term,

such as 'e-learning', 'appropriate technology' or 'ICT'.

The standards should also require that facilities should be able to be used effectively.

Suggested changes to guidance from 13/09/07:

Guidance for the requirement of IT support and support for their wellbeing whilst on placements.

Suggested changes to review:

A practice placement provider felt that 'within reason' should be added where it applies to the clinical placement area.

Another practice placement provider felt that 'appropriate to the profession' should be added.

SET 4: Curriculum standards

Suggested changes from 13/09/07:

An additional standard for the curriculum should require the students to be aware of the HPC's Standards of Conduct, Performance and Ethics.

Suggested changes to review:

An education provider stated that the interface between professional body standards in relation to curriculum and the HPC curriculum frameworks could be clarified. They felt there should be a single document agreed by the HPC and the professional body which programmes use to develop and monitor curriculum.

4	**Curriculum standards**
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.	

4	**Curriculum standards**
4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.	

Suggested changes from 13/09/07:

More information is needed before making a decision on changing the wording from 'must' to 'should'.

Suggested changes to guidance from 13/09/07:

Not all bodies produce curriculum guidance. The guidance on the standards should also refer to guidance from Skills for Health and the NHS Knowledge and Skills Framework.

The guidance should require education providers to use documents produced by professional bodies, instead of making this optional.

4	**Curriculum standards**

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Suggested changes from 13/09/07:

The standard should be reworded because it is unclear. The standard could be changed to:
Ensure effective integration of theory and practice is central to the curriculum to enable the development of safe and effective practice.

4 Curriculum standards

4.4 The curriculum must remain relevant to current practice.

Changes to guidance from 13/09/07:

Education providers should demonstrate and make evident how the curriculum would be of ongoing relevance. The guidance may also suggest that it may be appropriate to refer to collaboration in relation to curriculum development.

4 Curriculum standards

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

Suggested changes from 13/09/07:

The wording should be changed to 'evidence informed practice' and amended to read '…must encourage autonomous and reflective thinking…' rather than 'assist'.

The standard may need to be made into 2 separate requirements because evidence based practice is different to autonomous and reflective thinking.

4 Curriculum standards

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Suggested changes from 13/09/07:

The standard should be amended to refer to '…must be appropriate to the

effective delivery of the curriculum.'

4   Curriculum standards

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Suggested changes to guidance from 13/09/07:

The guidance should stress that opportunities for inter-professional learning should be actively sought and promoted, where the learning of profession specific skills and knowledge of each professional group were not compromised.

Suggested changes to review:

A visitor suggested change 'where' to 'when'because it is a curricular driver.

An education provider stated that inter-professional learning should be mandatory within a programme to assist in integrating the practitioner within the health care setting.

However, a visitor did not think there was any need for this standard because if all the other standards were met then where there was inter-professional learning the profession specific skills and knowledge were addressed.

Date   **Ver.**   **Dept/Cmte**   **Doc Type**   **Title**   **Status**   **Int. Aud.**
2007-11-08   a   POL   PPR   Suggested changes and issues to consider   Draft   Public
                                                       DD: None   RD: None

SET 5: Practice placements standards

Suggested changes to guidance from 13/09/07:

The guidance should be strengthened to indicate that there may be considerable variations in the duration of placements for different professions. The guidance should also require evidence of adequate and appropriate provision of placements.

The guidance should be written with specific consideration given to the conditions were imposed against the SET which are highlighted in the most recent approvals and monitoring annual report.

Suggested changes to review:

An education provider felt that more information was required in the guidance regarding what constitutes supervised practice along with guidance on students working in supernumerary positions.

A practice placement provider felt there should be a balance of placements across a range of environments. They stated that some practitioners appeared to have a very narrow range of placements which did not easily fit them for practice.

Feedback from visitors, practice placement providers and students all suggest that education providers need to be more formally involved with the placement process to ensure standards and quality are maintained. They suggest that placements are rarely visited by education providers to ensure that they meet their criteria.

Another concern from students is a lack of proper mentorship. An education provider suggests that one way to resolve this issue is if supervising staff have relevant mentoring education and a familiarisation with the educational programme.

However, a visitor requested that the group be cautious about altering these standards. They stated that all the standards in section 5 are sensible and we could end up with some bureaucratic statements that create difficulties for all concerned. They felt that any suggestion that the standards should become more explicit should not be the way forward.

5   Practice placements standards

5.1 Practice placements must be integral to the programme.

Suggested changes to guidance from 13/09/07:

The guidance should clarify the statement 'the way that they are supported…'

5   Practice placements standards

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Suggested changes to review:

An education provider felt there should be a definition of adequate placement staff and level of practice.

5   Practice placements standards

5.3 The practice placement settings must provide:
        5.3.1 a safe environment;

Suggested changes to review:

A student felt the guidance should highlight the risks of physical work and provide guidance on how often manual handling training should checked.

5   Practice placements standards

5.3 The practice placement settings must provide:
        5.3.2 safe and effective practice.

Suggested changes from 13/09/07:

Change the wording to 'an environment that allows students to learn'.

Suggested changes to review:

An education provider stated that it was impossible for education providers to monitor or make judgements about whether a service is offering effective practice, and it was therefore impossible to 'assess' or apply this part of the SET.

5   Practice placements standards

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Suggested changes to review:

A student suggested that a SWOT analysis style should be used before each placement along with risk analysis.

5   Practice placements standards

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

5   Practice placements standards

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Suggested changes to guidance from 13/09/07:

The guidance should emphasise regular monitoring of all placements and be strengthened on policies for dealing with placements where difficulties arose.

5   Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
- 5.7.1 the learning outcomes to be achieved;
- 5.7.2 timings and the duration of any placement experience and associated records to be maintained;
- 5.7.3 expectations of professional conduct;
- 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
- 5.7.5 communication and lines of responsibility.

Suggested changes from 13/09/07:

An additional standard should be made to require a formal agreement between the placement provider and the education provider, so that there was a clear

understanding between the parties.

Suggested changes to review:

An education provider felt this was an important area and that there could be clear differences between students and clinical placement educators, in the nature and extent to which these topics were addressed. They suggest splitting the standard, one for students and one for clinical educators.

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5   Practice placements standards

5.8 Unless other arrangements are agreed, practice placement educators:
    5.8.1 must have relevant qualifications and experience;

Suggested changes from 13/09/07:

Combine with SET 5.8.3 were related.

Suggested changes to review:

An education provider felt this was covered by SET 5.2.

A couple of visitors felt that more detailed criteria was required such as a demonstration of CPD and mandatory annual qualification updates.

A practice placement provider said that the standard could not insist on all clinical educators having a qualification otherwise there would be limited numbers of placements.

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5   Practice placements standards

Unless other arrangements are agreed, practice placement educators:
    5.8.2 must be appropriately registered;

Suggested changes to guidance from 13/09/07:

The guidance should clarify 'other arrangements'.

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5   Practice placements standards

Unless other arrangements are agreed, practice placement educators:
    5.8.3 must undertake appropriate practice placement educator training.

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DD: None   RD: None

Suggested changes from 13/09/07:

Combine with SET 5.8.1.

Suggested changes to review:

An education provider felt this was covered by SET 5.7.

5	Practice placements standards

5.9 There must be collaboration between the education provider and practice placement providers.

Suggested changes to guidance from 13/09/07:

HPC visitors should have direct contact with placement providers, or ensure that there is regular contact between the education provider and placement providers.

Suggested changes to review:

A student response felt that placement providers should be involved in the approval of course changes to ensure that any changes would be appropriate training for clinical practice.

5	Practice placements standards

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Suggested changes to review:

An education provider felt this was covered by SET 5.7.

A visitor suggested adding 'within an agreed timescale'.

5	Practice placements standards

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Suggested changes to review:

An education provider felt this was covered by SET 5.7.

5	Practice placements standards

5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

Suggested changes to guidance from 13/09/07:

The guidance should be amended to read 'The visitor will want to see evidence…' instead of 'may want to see evidence…'.

Suggested changes to review:

A visitor requested changing 'patients and clients' to 'service users', to include carers.

5	Practice placements standards

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to students, together with an indication of how this will be implemented and monitored.

Suggested changes from 13/09/07:

The terminology is out-dated and the standard should instead refer to an 'inclusion' or 'diversity' scheme.

Suggested changes to review:

An education provider and a visitor both stated that education providers have little jurisdiction in this area and would find it difficult to monitor this. They stated that all organisations have equal opportunities and anti-discriminatory policies and these would automatically apply to students. Both suggest that the standard be removed.

SET 6: Assessment standards

Suggested changes from 13/09/07:

The standard should be structured more clearly to separate requirements for assessment of students and the requirements for assessment regulations.

Suggested changes to review:

Both a practice placement provider and an education provider felt that the scope of the assessment of competence should be broader than at present. They suggest that new graduates do not necessarily have levels of competence in all fields to ensure a safe and appropriate service to the public.

An education provider stated that standard 6 should be revised in line with anti-discriminatory practices. They felt that the standard should address the requirement of the institution to make adjustments for an individual student, and in particular, where fitness for practice and adjustment for the student may be in conflict.

A visitor suggested that guidance should be given on the practice of allowing compensation for failed assessments. They state that there should be certain modules for which compensation should not be possible, in the interests of meeting standards.

6 Assessment standards
6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.
Suggested changes from 13/09/07: 'assure' should read 'ensure' Link with SET 4.1. Refer to 'strategy' instead of 'design and procedures' or 'assessment strategy and design'. **Suggested changes to review:** A student felt that education providers should state the number of placement resits allowed.

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Public
RD: None

6   Assessment standards

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Suggested changes from 13/09/07:

The standard should refer to 'Assessment procedures and methods…'

'that are' to be removed

Suggested changes to guidance from 13/09/07:

The second line of the guidance should read '…different assessment methods used for different parts…' instead of 'different assessment methods that are used for different parts…'

6   Assessment standards

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Changes to guidance from 13/09/07:

The guidance might also refer to how the programme mapped against the Knowledge and Skills and Framework, and state that it would not always be easy to demonstrate compliance with external reference frameworks.

There should be a cross-reference to SET 3.

6   Assessment standards

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Suggested changes from 13/09/07:

The standard should refer to 'The objective measurement of student performance and progression…'

Suggested changes to guidance from 13/09/07:

The guidance should be clear that there might sometimes be issues about marking being objective and timely.

It should be added into the guidance that the education provider should also have guidelines for objective criteria when education is provided across institutions

Suggested changes to review:

A visitor stated that the standard is poorly worded and is covered by standard 6.7. They suggested removing this SET or changing the wording to 'the assessment process and criteria for progression should be made clear to students at all points'.

6	Assessment standards

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Suggested changes to guidance from 13/09/07:

The guidance should be clear that Visitors might ask to see figures about drop-out and failure rates and that high levels of both should be examined, the examiner's report should contain this information.

Suggested changes to review:

An education provider felt that guidance was required to clarify what is meant by 'standards' and how this differed from SETs 6.1, 6.2, 6.3 and 6.4.

6	Assessment standards

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Suggested changes from 13/09/07:

Combine with 6.1 and 6.2.

6	Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
      6.7.1 student progression and achievement within the programme;

Suggested changes to review:

A visitor suggests that a procedure for failure should be specified.

A student felt there should be external examiners for all modules or at least all practical module assessments.

6   Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
          6.7.2 awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;

Suggested changes from 13/09/07:

The wording of the standard is a double negative and should be reworded along the lines of 'only programmes which provide eligibility for inclusion on the Register should contain any reference to an HPC protected title in their title'.

6   Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
          6.7.3 an aegrotat award not to provide eligibility for admission to the Register;

6   Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
          6.7.4 a procedure for the right of appeal for students; and

6   Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
          6.7.5 the appointment of at least one external examiner from the relevant part of the Register, unless other arrangements are agreed.

Suggested changes to review:

A visitor argued that the external examiner must be from the relevant professional

part of the Register.