

Professional Liaison Group for the review of the standards of education and training (SETs), 15 March 2016

Working draft of the revised SETs and supporting guidance

Executive summary and recommendations

## **Introduction**

This paper provides the first full working drafts of the revised SETs (Appendix 1) and guidance document (Appendix 2). The Professional Liaison Group (PLG) has until now had sight of a number of early drafts of discrete standards and parts of the guidance.

The drafts have been informed by the following:

- The findings from stakeholder engagement and research activities conducted during the first part of the review;
- A review of the education standards and guidance produced by other regulators, particularly as a reference point for the drafting of specific standards; and
- The discussion and changes proposed by the PLG in relation to specific standards and parts of the guidance at previous meetings in September 2015, November 2015 and January 2016.

The key changes and detailed amendments are outlined in Appendix 3. An additional appendix (Appendix 4) has been provided, as requested at the January meeting, to outline how the proposed amendments take account of previous decisions and recommendations by the PLG.

## **Decision**

The PLG is invited to discuss the draft revised SETs (Appendix 1) and SETs guidance (Appendix 2). If members feel it would be helpful, a second working draft could be circulated to the Group following this meeting, to be commented on via email.

After this stage, the Executive will continue to consider and refine the detailed text of the draft SETs and guidance, which will be presented to the Education and Training Committee and the Council in June/July 2016 for approval to commence a public consultation.

In discussing these drafts, we would ask the PLG to focus in particular on areas which have not been addressed at previous meetings. These include, but are not limited to, the following:

- Amendments made to clarify the standards on selection and entry criteria (SETs 2.2, 2.3, 2.4, and 2.5 in the revised draft);
- Proposed renaming of SET 3 as 'Programme governance and leadership' and SET 4 as 'Programme design and delivery';
- Revised standard on obtaining appropriate consent from service users and learners (SET 4.10 in the revised draft); and
- Amendments to SET 6 on assessment (which has not featured as a key topic for discussion previously), in particular removal of the standard on fitness for academic award (old SET 6.2), and amendments to SETs 6.2 and 6.4 (numbers as per revised draft).

Lastly we would ask the PLG to consider the following question:

- Is there a need for further amendment to ensure that learners are supported in raising concerns about the safety and wellbeing of service users (whether in an existing standard or a new one)?

### **Background information**

The current versions of the SETs and supporting guidance have been supplied separately as documents to note.

### **Resource implications**

None

### **Financial implications**

None

### **Appendices**

- Appendix 1: Working draft of revised SETs
- Appendix 2: Working draft of revised SETs guidance
- Appendix 3: Outline of proposed amendments to the SETs and supporting guidance
- Appendix 4: Summary of PLG decisions to date and corresponding proposed amendments

### **Date of paper**

4 March 2016

## Introduction

This document sets out the standards of education and training (SETs). These are the standards against which we assess education and training programmes.

A programme which meets the SETs allows a learner who successfully completes that programme to meet the standards of proficiency for their profession. They are then eligible to apply to the Health and Care Professions Council (HCPC) for registration.

The Education Department is responsible for conducting approval visits to education providers to ensure their programmes meet the SETs. If a programme meets the SETs we grant open-ended approval, subject to ongoing monitoring.

Annual monitoring is a documentary process used to determine whether a programme continues to meet the SETs. If any changes are made which significantly impact on the provision of the programme, we consider these via our major change process to make sure that the SETs continue to be met.

We have produced detailed guidance on the SETs, which is intended to give more information about the meaning and intention of the standards and what our expectations will be when we assess and monitor education and training programmes against them. This guidance can be found on our website.

We have also produced supplementary information documents for education providers when preparing for an approval visit, completing annual monitoring submissions, or making significant changes to programmes. These documents give more information about the processes we use to assess and monitor programmes against the SETs.

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## 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:

Bachelor degree with honours for:

- biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);
- chiropodists / podiatrists;
- dietitians;
- occupational therapists;
- orthoptists;
- physiotherapists;
- prosthetists / orthotists;
- radiographers;
- social workers in England; and
- speech and language therapists.

Masters degree for arts therapists.

Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).

Foundation degree for hearing aid dispensers.

Diploma of Higher Education for operating department practitioners.

Equivalent to Certificate of Higher Education for paramedics.

Professional doctorate for clinical psychologists.

Professional doctorate for counselling psychologists, or equivalent.

Professional doctorate for educational psychologists, or equivalent.

Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).

Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).

Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).

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Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).

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## **Programme admissions**

- 2.1 The programme admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.
- 2.2 The selection and entry criteria must include evidence of a good command of written and spoken English.
- 2.3 The selection and entry criteria must include appropriate academic and professional entry standards.
- 2.4 The admissions process must include criminal record checks to assess the suitability of applicants.
- 2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.
- 2.6 The admissions process must include an appropriate and effective process for assessing prior learning and experience.

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## **Programme governance and leadership**

- 3.1 The programme must be sustainable and fit for purpose.
- 3.2 The programme must be effectively managed.
- 3.3 The programme must have regular and effective monitoring and evaluation systems in place.
- 3.4 There must be an effective process in place to ensure the adequate availability and capacity of practice-based learning.
- 3.5 There must be regular and effective collaboration between the education provider and practice education providers.
- 3.6 There must be a person with overall professional responsibility for the programme who is appropriately qualified and experienced and on the relevant part of the Register.
- 3.7 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.
- 3.8 Subject areas must be delivered by educators with relevant specialist expertise and knowledge.
- 3.9 An effective programme for staff development must be in place to ensure continuing professional and research development.
- 3.10 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme and must be available and accessible to all learners and educators.
- 3.11 There must be effective and accessible arrangements in place to support the welfare, wellbeing and learning needs of learners in all settings.
- 3.12 The programme must implement and monitor equality and diversity policies in relation to learners and applicants.
- 3.13 There must be a thorough and effective process in place for receiving and dealing with learner complaints.
- 3.14 There must be a thorough and effective process in place for receiving and dealing with concerns about learners' profession-related conduct.
- 3.15 Service users and carers must be involved in the programme.
- 3.16 Learners must be involved throughout the programme.
- 3.17 The education provider must ensure that learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

## **Programme design and delivery**

- 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.
- 4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.
- 4.3 The learning outcomes must ensure that those who complete the programme understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.
- 4.4 Integration of theory and practice must be central to the programme.
- 4.5 The curriculum must remain relevant to current practice.
- 4.6 The delivery of the programme must support and develop autonomous and reflective thinking.
- 4.7 The delivery of the programme must support and develop evidence-based practice.
- 4.8 The programme must ensure that learners are able to learn with and from professionals and learners in other relevant professions.
- 4.9 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.
- 4.10 The learning and teaching methods must include an effective process for obtaining appropriate consent from service users and learners.
- 4.11 The education provider must identify the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.

## **Practice-based learning**

- 5.1 Practice-based learning must be integral to the programme.
- 5.2 The structure, range and duration of practice-based learning must support the achievement of the learning outcomes and standards of proficiency.
- 5.3 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.
- 5.4 The education provider must maintain a thorough and effective system for approving, monitoring and improving practice-based learning.
- 5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.
- 5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and must be appropriately registered.
- 5.7 Practice educators must undertake regular training appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.
- 5.8 Learners and practice educators must have the information they need in a timely manner in order to be fully prepared for practice-based learning.

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## Assessment

- 6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.
- 6.2 Assessment throughout the programme must make sure that learners demonstrate that they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.
- 6.3 The assessment methods used must be appropriate to and effective at measuring the learning outcomes.
- 6.4 Assessments must provide an objective, fair and reliable measure of learners' performance and progression.
- 6.5 Assessment policies must clearly specify requirements for progression and achievement within the programme.
- 6.6 There must be an effective process in place for learners to appeal assessment decisions.
- 6.7 There must be at least one external examiner who is appropriately experienced and qualified and who must be from the relevant part of the Register.

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## Introduction

We have written this document to provide guidance on the standards of education and training (SETs) and to give more information about how we will assess and monitor education and training programmes against them.

As part of our approval and annual monitoring processes, we use the SETs to make sure that all learners meet the standards for registration when they gain a qualification; are suitable to become health and care professionals; and are able to practise their profession safely and effectively.

The guidance provided for each SET explains the rationale behind it, provides further explanation or definitions, and in some cases suggests how you could show that you meet each standard.

This document is written for educators and education providers who are or will be engaged in our approval and annual monitoring processes, but will also be useful for practice education providers and others who work with and alongside education providers.

### About us

We are the Health and Care Professions Council (HCPC) and we were set up to protect the public. To do this, we keep a Register of professionals who meet our standards for their training, professional skills, behaviour and health.

We currently regulate 16 professions.

- Arts therapists
- Biomedical scientists
- Chiropodists / podiatrists
- Clinical scientists
- Dietitians
- Hearing aid dispensers
- Occupational therapists
- Operating department practitioners
- Orthoptists
- Paramedics
- Physiotherapists
- Practitioner psychologists
- Prosthetists / orthotists
- Radiographers
- Social workers in England
- Speech and language therapists

For an up-to-date list of the professions we regulate, please see our website at [www.hcpc-uk.org](http://www.hcpc-uk.org)

Our Register is available on our website for anyone to search, so that they can check the registration of a professional. Professionals on our Register are called 'registrants'.

### **Our main functions**

To protect the public, we:

- set standards for registrants' education and training, professional skills, conduct, performance, ethics and health;
- keep a register of professionals who meet those standards;
- approve programmes which professionals must complete to register with us; and
- take action when professionals on our Register do not meet our standards.

### **About the SETs**

The SETs are the standards which pre-registration education and training programmes must meet in order to be approved by us.

A programme which meets the SETs allows a learner who completes that programme to meet the standards of proficiency (SOPs). These are the required skills, knowledge and understanding for safe and effective practice in each profession. If a learner successfully completes an approved programme they are then eligible to apply to the HCPC for registration.

Our governing legislation (the Health and Social Work Professions Order 2001) says that we must set our standards, including standards for education providers, at the level necessary for safe and effective practice. This is what we call the 'threshold' level. However we recognise that some education and training programmes will exceed this.

All of the SETs apply to all of the education and training programmes we approve. However, the way they are implemented may differ depending on the profession or type of programme.

We want to make sure that we do not hinder the development of new education and training programmes or the ability of existing providers to structure or deliver their programmes in different or innovative ways. We have therefore avoided giving detailed requirements for how you should meet the standards. Instead, we approve and monitor how you have achieved the required outcomes, the policies and processes you have in place, and how you monitor, implement and evaluate those.

## **Guidance from other organisations**

We have written this guidance document to provide more information about the meaning and intention of the SETs. It does not include good practice examples or other specific suggestions for how a programme should meet the SETs. When you are developing your programme, you may also want to refer to documents published by other organisations which take a role in developing good practice – for example, professional bodies and commissioning or funding bodies.

## **Language**

When we use the abbreviation ‘SET’, followed by a number, this refers to a section of the standards (e.g. SET 2) or an individual standard (e.g. SET 2.1).

Throughout the document, ‘we’, ‘us’ and ‘our’ refers to the HCPC and ‘you’ refers to the programme or education provider.

We have used the term ‘learner’ throughout this document. We use this to mean anyone learning, studying or training on a programme which leads to them being eligible to apply to join our Register. The term includes students, trainees and practitioners in training.

We have used the term ‘staff’ throughout the document. We use this to mean anyone involved in providing education or training to a learner. This can include those involved in teaching and assessment, as well as management or administration. The term applies to people in unpaid, as well as paid, positions.

Some of the statements contained in the guidance use the verb ‘must’, while others use the verbs ‘should’, ‘may’ or ‘could’. ‘Must’ indicates a requirement that all programmes must meet to gain and maintain approval. ‘Should’, ‘may’ or ‘could’ indicates something which is recommended but not an absolute requirement. Often this is because it may be applicable to some programmes but not others.

## **The structure of this document**

This document provides guidance on the SETs. We have divided up the main text of this document into six main sections, to reflect the six sections of the SETs:

SET 1: Level of qualification for entry to the Register

SET 2: Programme admissions

SET 3: Programme governance and leadership

SET 4: Programme design and delivery

SET 5: Practice-based learning

SET 6: Assessment

Under the title of each main section we have summarised the areas that the SET is concerned with. Detailed guidance is then provided for each individual standard in the SET, in a table like the one below.

Under ‘Other sources of guidance’ we list other HCPC publications, where available, which may be useful to you to find more information about the individual standard. Certain documents may have relevant information in them which relates to a number of individual SETs.

<b>This box contains the SET section title</b>
This box contains the full text of the individual SET.
<b>Guidance</b> This box contains guidance on the individual SET. It includes the intention behind the standard and any key definitions.
<b>Other sources of guidance</b> This box appears after some of the SETs and lists other HCPC publications which contain more background information or other related standards or guidance.

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## **SET 1: Level of qualification for entry to the Register**

### **Summary**

This SET is concerned with the qualifications which would normally be expected for someone to be eligible to apply to register with us in each profession.

### **Detailed guidance**

#### **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:**

Bachelor degree with honours for:

- biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);
- chiropodists / podiatrists;
- dietitians;
- occupational therapists;
- orthoptists;
- physiotherapists;
- prosthetists / orthotists;
- radiographers;
- social workers in England; and
- speech and language therapists.

Masters degree for arts therapists.

Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).

Foundation degree for hearing aid dispensers.

Diploma of Higher Education for operating department practitioners.

Equivalent to Certificate of Higher Education for paramedics.

Professional doctorate for clinical psychologists.

Professional doctorate for counselling psychologists, or equivalent.

Professional doctorate for educational psychologists, or equivalent.

Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).

Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).

Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).

Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).

### **Guidance**

This standard sets out the level of qualification we would normally expect for approved programmes leading to registration in each of the regulated professions.

We have set the level for each profession, based on what we think is needed for programmes to deliver the standards of proficiency. We expect that most approved programmes will be at, or above, the standard we have outlined, but we realise that there may be some exceptions.

This SET contains the word 'normally' and some of the entry routes include the word 'equivalent'. This is to show that you may be able to design a programme which leads to a different qualification, but which meets the rest of the SETs, and the standards of proficiency, and so can still be approved by us. This may include programmes set at levels above those given. By law, we could not refuse to approve a programme just based on the form of award.

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## SET 2: Programme admissions

### Summary

This part of the SETs is about the admissions process for your programme, including the selection and entry criteria, procedures for assessing applicants and the information provided to the people involved. We expect that, in making decisions during the admissions process, you aim to ensure the suitability of learners to undertake the programme, including working with service users and carers in practice, and that they will be able to meet the standards of proficiency for their profession and to practise safely and effectively upon completion of the programme.

However, it is important that you and your applicants understand that, when you assess applications, you are checking whether the person is suitable to do your programme, and that you are not giving any guarantees about whether they will eventually be registered. This particularly applies to the individual standards in this SET which refer to criminal conviction checks and health requirements.

When someone applies to join our Register, we will look at their application individually, and make a decision about whether they can join our Register, based on their individual circumstances. We cannot guarantee that they will be registered in the future, or decide that a future application for registration would definitely not be successful.

### Detailed guidance

<b>2 Programme admissions</b>
<b>2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</b>
<b>Guidance</b> <p>We want to ensure that the information provided to applicants enables them to make a fully informed decision about taking up a place on a programme. Likewise, it is important that the information provided by applicants as part of the admissions process enables the education provider to come to an appropriate decision about the suitability of an applicant for a particular programme.</p> <p>This standard applies to the information you provide to applicants about all aspects of the programme, including practice-based learning. Among other things, you should tell applicants about the costs of the programme, including accommodation and other associated costs where relevant, and any options for funding.</p> <p>You should make sure that your documents clearly tell applicants that completing the programme means they are 'eligible to apply' for registration with us.</p>

Applicants need to understand that an offer of a place does not show that they will automatically meet HCPC standards or will be registered with us in the future. All learners need to apply to register after they have completed an approved programme.

In addition, we want to know what information you ask applicants for and the reasons why you need that information. We do not give you specific guidance on the detailed information you must ask an applicant for, but we need to be satisfied that it is enough for you to be able to make an appropriate decision about whether to offer the applicant a place on a programme.

## **2 Programme admissions**

### **2.2 The selection and entry criteria must include evidence of a good command of written and spoken English.**

#### **Guidance**

This standard is about ensuring that learners are able to use the English language at the level necessary to complete the programme and to practise safely and effectively in the United Kingdom.

So that learners can take full advantage of a programme from the start, you should have a thorough process in place to apply the selection and entry criteria in assessing a learner's understanding of English through their reading, written and oral skills. We do not prescribe how this should be done, but you will need to be able to explain the reasons behind your criteria and/or processes for assessment.

Any English language requirements you set at the point of admissions should be appropriate to the level and content of the programme. They should take account of the fact that, upon completion of the programme, all learners must have the necessary level of English as set out in Standard 8 of the standards of proficiency for the relevant profession. Learners do not necessarily need to meet this standard at the start of a programme, but the education provider should ensure that they will do so in order to successfully complete the programme.

You should clearly set out your English language requirements in the information you make available to all applicants. Your requirements can apply to all applicants, including those from the European Economic Area (EEA).

We realise that the requirements for applicants who do not have English as their first language may be different from the requirements for people who do. For example, applicants whose first language is English are not likely to be expected to provide evidence of meeting a language testing standard, but may demonstrate their English language skills in another way.

#### **Other sources of guidance**

Health and Care Professions Council, Standards of proficiency

## **2 Programme admissions**

### **2.3 The selection and entry criteria must include appropriate academic and professional entry standards.**

#### **Guidance**

Setting appropriate academic and professional entry standards helps to ensure that learners are able to complete a programme successfully and will be fit to practise upon completion.

These may, for example, include requirements for prior knowledge or qualifications. Or a programme may choose to include selection and entry criteria which relate to applicants' profession-related values, attitudes or personal attributes. Whatever the criteria, you need to be able to show how they are appropriate to the level and content of the programme.

The information you provide to applicants should clearly set out all of the relevant academic and professional entry standards for the programme.

## **2 Programme admissions**

### **2.4 The admissions process must include criminal record checks to assess the suitability of applicants.**

#### **Guidance**

Checking for criminal convictions assists the education provider in making an informed decision about the suitability of an applicant to train to become a regulated health and care professional.

We expect you to undertake appropriate and relevant criminal convictions checks on all applicants. These would normally be through the Disclosure and Barring Service in England and Wales; Disclosure Scotland; Access Northern Ireland; or, where appropriate, an equivalent international body. We would expect that this would normally be an 'enhanced' level disclosure or equivalent, due to the positions of responsibility people on our Register are placed in. It is for you to decide who should pay the cost of carrying out the criminal convictions checks.

In making an admissions decision about someone who has a criminal conviction, you may want to consider the standards of conduct, performance and ethics and whether the criminal conviction might affect that person's ability to meet those standards once qualified. You may also want to consider whether the individual's

conviction or caution might affect their suitability to work with service users and carers or affect the public's confidence in their profession.

You may find it useful to refer to our Guidance on health and character, which provides information on how we consider criminal cautions and convictions of people who apply for registration with us.

You may also find it helpful to consult with practice education providers to find out whether the fact that an applicant has a criminal conviction would cause any problems in practice-based learning. You should have processes in place if, after you have accepted them, a learner encounters difficulties with practice-based learning because of a criminal conviction.

### **Other sources of guidance**

Health and Care Professions Council, Standards of conduct, performance and ethics

Health and Care Professions Council, Guidance on health and character

## **2 Programme admissions**

### **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

#### **Guidance**

This standard is about ensuring that learners will be able to undertake a programme safely and effectively, and to meet our standards for registration upon completion.

Health requirements could relate to the physical and/or mental health of applicants. For some programmes, they may include things that applicants are required to do before commencing a programme (e.g. immunisations); or aspects of the programme which may be relevant to applicants with certain health conditions.

It is your responsibility to make sure you have made all reasonable adjustments in respect of applicants and learners, in line with equality and diversity law.

The information you make available to applicants must clearly set out any health requirements. Applicants should be encouraged to disclose information about a health condition which may affect the way they are able to learn on the programme, including the way in which they interact with service users and carers.

Our guidance document, 'Health, disability and becoming a health and care professional', provides information for disabled people applying to approved programmes, and for admissions staff considering applications from disabled people.

In making an admissions decision about someone who has told you about a health condition, you may want to consider whether that condition could affect the person's ability to meet our standards of proficiency once qualified. You should refer to our Guidance on health and character, which provides information on how we consider health conditions where they have been declared by people who apply for registration with us.

### **Other sources of guidance**

Health and Care Professions Council, Health, disability and becoming a health or care professional

Health and Care Professions Council, Guidance on health and character

## **2 Programme admissions**

### **2.6 The admissions process must include an appropriate and effective process for assessing prior learning and experience.**

#### **Guidance**

This standard is about ensuring that you consider the prior learning and experience of applicants in a fair, consistent and effective way. This process is sometimes called 'accreditation of prior (experiential) learning', or AP(E)L.

Such prior learning or experience may include:

- relevant qualifications
- completed modules
- credit transfer
- feeder routes
- other inclusion mechanisms.

Your process for assessing prior learning and experience should take into consideration factors such as the relevance, level and currency of prior learning. You should also ensure you have sufficient evidence from the applicant of the prior learning or experience.

Your processes must ensure that learners who benefit from AP(E)L or another inclusion mechanism are able to meet the standards of proficiency for their profession when they complete the programme. You may, for example, demonstrate how a learner's prior learning is mapped against the learning outcomes for a programme or individual modules.

You should be able to show how you explain your processes in this area to applicants and learners. Your department, school or programme may have its own

relevant policy on such mechanisms, or your education provider may have a policy that applies to you.

There is no requirement for you to accredit prior learning or experience if you do not consider it appropriate; and likewise we do not set limits on the amount of prior learning or experience you can accredit. However we expect you to have a clear rationale for the decisions made and a process in place which provides safeguards to ensure the standards of proficiency are met by all learners by the end of the programme.

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## SET 3: Programme governance and leadership

### Summary

This part of the SETs is about how the programme is led and governed; the processes for monitoring, review and continuous improvement; collaboration with and involvement of stakeholders; and ensuring that adequate resources are available to learners and educators.

The education provider has a responsibility to ensure that there is robust and effective oversight of the programme, and that there are effective systems and processes in place to establish, review and monitor the delivery of a high quality programme. This applies to all parts of the programme, including practice-based learning.

### Detailed guidance

<b>3 Programme governance and leadership</b>
<b>3.1 The programme must be sustainable and fit for purpose.</b>
<b>Guidance</b> <p>We want to be sure that there is a future for the programme, that it is currently secure and is supported by all stakeholders involved.</p> <p>By 'sustainable', we mean that:</p> <ul style="list-style-type: none"><li>– the education provider and any partner organisations are committed to providing enough resources to effectively deliver the programme;</li><li>– the risks or threats to delivering the programme are currently very limited; and</li><li>– the programme has sufficient support from senior management within the education provider.</li></ul> <p>By 'fit for purpose' we mean that the programme meets the needs of learners who will be entering a profession. This includes ensuring that learners are adequately prepared for practice, and that they are able to meet the standards of proficiency and adhere to expectations of professional behaviour.</p> <p>Factors relevant to this standard may include:</p> <ul style="list-style-type: none"><li>– the programme's financial position, including funding arrangements where relevant;</li><li>– the programme's place within the education provider's business plan or research strategy;</li><li>– the processes in place for reviewing the way your programme is delivered and the related need for development;</li></ul>

- work undertaken in collaboration with other organisations (such as practice education providers) to ensure the programme is sustainable and fit for purpose; and
- feedback from stakeholders that the programme is fit for purpose.

### **3 Programme governance and leadership**

#### **3.2 The programme must be effectively managed.**

##### **Guidance**

This standard is about ensuring there is effective management and clear accountability for the programme.

We expect there to be a programme management structure in place with clear roles, responsibilities and lines of accountability. You should also ensure that the people involved have the commitment, skills and expertise they need to lead and manage the programme.

Where there is a partnership arrangement in place with another organisation to deliver part of the programme (such as another education provider or a practice education provider), you should ensure that you maintain a link with the management systems and structures within the other organisation and that all parties have a clear understanding of responsibilities. There should also be clear processes to deal with any issues or problems which arise in the partnership.

### **3 Programme governance and leadership**

#### **3.3 The programme must have regular and effective monitoring and evaluation systems in place.**

##### **Guidance**

This standard is about how you ensure the programme's overall quality and effectiveness on an ongoing basis.

You need to be able to show how you monitor and evaluate the programme's quality and effectiveness and the systems that are in place. This includes processes which enable you to proactively gather information on quality and effectiveness; as well as respond to any identified risks, challenges or changes.

The processes you use should be appropriate to the programme. They may include the following:

- internal and external quality audits;

- critical review of current arrangements;
- regular collection and analysis of feedback from learners, educators, service users and/or carers;
- quality audits of practice-based learning; and
- partnership with other organisations, such as practice education providers.

### **3 Programme governance and leadership**

#### **3.4 There must be an effective process in place to ensure the adequate availability and capacity of practice-based learning.**

##### **Guidance**

The availability of high quality practice-based learning for all learners is integral to the delivery of the programme and the achievement of the standards of proficiency. This standard aims at ensuring the adequate availability and capacity of practice-based learning for the programme on an initial and ongoing basis.

Where practice-based learning is provided separately from the rest of the programme by one or more third-party organisations, this must involve engagement and collaboration with practice education providers.

Meeting this standard requires not only consideration of the learners currently on the programme, but planning for future cohorts as well.

### **3 Programme governance and leadership**

#### **3.5 There must be regular and effective collaboration between the education provider and practice education providers.**

##### **Guidance**

You must engage and work in partnership with those who provide practice education as a way of ensuring the ongoing quality and effectiveness of practice-based learning. We expect that this collaboration also influences the design and delivery of the programme as a whole.

By 'practice education providers' we mean departments, services or organisations which provide a setting or opportunity for learners to participate in practice-based learning, as well as organisations which employ those involved in teaching or assessing learners in practice.

By 'regular' we mean that the arrangements for collaboration must reflect a partnership and ongoing relationship, not collaboration that only happens around

the time the programme is approved or monitored, or when specific issues arise with practice-based learning.

Collaboration could take various forms, such as meetings, seeking feedback or other methods of communication with practice education providers. We do not set specific requirements but you must make decisions based on what is effective for the continuous improvement of the programme.

### **3 Programme governance and leadership**

#### **3.6 There must be a person with overall professional responsibility for the programme who is appropriately qualified and experienced and on the relevant part of the Register.**

##### **Guidance**

This SET is about ensuring that there is a suitable person to lead and have overall professional responsibility for the programme. This person is sometimes called the 'programme leader', but there may be other titles used for the role.

We do not play a role in appointing or approving the individual named person for this role, but rather we need to be assured that there to be an effective process in place to identify a suitable person and, if it becomes necessary, a suitable replacement.

By 'appropriately qualified and experienced', we mean that the person is able to lead a programme and to effectively organise how that programme is delivered. It may be appropriate for them to hold a particular professional or education qualification.

In addition, this person must be registered with the HCPC in the relevant profession and, where there is more than one protected title, may need to be eligible to use the title the programme relates to.

### **3 Programme governance and leadership**

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

##### **Guidance**

This standard is about ensuring that the resource provided for the programme allows for an adequate number of staff who are able and equipped to deliver the programme effectively.

By 'adequate number', we mean that you must be able to justify the number of staff you have in place, as well as the proportion of their time spent working on the

programme, in relation to the practical requirements of the programme, the number of learners, their needs and the learning outcomes to be achieved. We do not set educator-to-learner ratios; instead, we consider the staffing within the overall context of the education you provide.

We need to be sure that their qualifications and experience (whether practical or academic) are ‘appropriate’ to the programme. This would include, for example, looking at what teaching and learning methods your staff are involved in; how they are involved in other programmes in the same profession, your expected research, or your interprofessional learning and teaching.

In addition to academic staff, this standard covers the administrative, pastoral, management or technical staff who are in place to support the programme and, where relevant, information on their experience and qualifications.

We also expect you to have arrangements in place to review the number of staff involved in the programme and to deal with situations such as staff absences.

### **3 Programme governance and leadership**

#### **3.8 Subject areas must be delivered by educators with relevant specialist expertise and knowledge.**

##### **Guidance**

This standard is about ensuring that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively. This covers teaching as well as assessment and other aspects of delivery.

By educators we mean those on the programme team (whether full time or part time), as well as any other people who help to deliver the programme (such as sessional or visiting lectures).

We do not set specific requirements for the expertise and knowledge that is needed to deliver certain parts of your programme, but you must have a process in place to ensure that educators are suitable and well equipped to take part in teaching and support learning in the subject areas they are involved in.

In addition, you must make sure that your processes enable you to review the necessary expertise and knowledge as learners’ needs and current practice in the profession change.

### **3 Programme governance and leadership**

#### **3.9 An effective programme for staff development must be in place to ensure continuing professional and research development.**

## **Guidance**

This standard is about ensuring that all staff continue to develop and maintain their professional skills so they are able to deliver the programme effectively.

By 'staff' we are including not only full-time staff, but also part-time staff, visiting lecturers, practice educators and others involved in delivering the programme.

We do not specify requirements for what arrangements you must have in place but this could include staff development strategies, training or mentoring schemes, staff-appraisal systems or professional development portfolios. Whatever the specific arrangements, you should ensure that these are available and easy for staff to gain access to.

We recognise that visiting or temporary staff may not participate in all staff development arrangements such as appraisals. However we still want to see how you ensure that these staff are keeping their professional and research skills up to date. This standard also covers how you support practice educators in keeping up to date their skills related to their role in practice-based learning (e.g. practice educator training).

## **3 Programme governance and leadership**

### **3.10 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme and must be available and accessible to all learners and educators.**

## **Guidance**

We want to make sure that programme resources are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme.

By 'all settings' we mean that this includes the setting for theoretical learning and teaching, as well as for practice-based learning (where it is separate) and any other site where a part of the programme is delivered.

'Resources' in this context may include, but are not limited to, the following:

- handbooks and module guides
- information technology
- virtual learning environments
- rooms and facilities
- textbooks and journals
- equipment
- any other learning and teaching materials.

You must have systems in place that enable you to assess how resources are used and how effective and accessible they are for learners and educators. This should include whether they are up to date and take into account the cost of replacing resources when needed.

### **3 Programme governance and leadership**

#### **3.11 There must be effective and accessible arrangements in place to support the welfare, wellbeing and learning needs of learners in all settings.**

##### **Guidance**

This standard is about the education provider's commitment to supporting and enabling learners to achieve and successfully complete the programme.

By 'all settings' we mean that this includes the setting for theory-based learning, as well as the practice-based learning environment (where it is separate) and any other place where part of the programme is delivered.

Such arrangements should include academic and pastoral support, so that learners have access to feedback and regular reviews on their progress as well as support in particular areas of the programme where needed.

They may also include financial support or services relating to learners' physical or mental wellbeing (for example a counselling service or occupational health service). You must ensure that the support and services you provide are able to respond to specific needs and that learners know how to access them and are able to do so in a timely manner.

The arrangements must be available to all learners, but you may wish to consider how to support in particular:

- mature learners;
- disabled learners;
- those who have to take periods of planned or unplanned leave from the programme;
- those with caring responsibilities; and/or
- those with financial difficulties.

### **3 Programme governance and leadership**

#### **3.12 The programme must implement and monitor equality and diversity policies in relation to learners and applicants.**

### **Guidance**

This standard is about ensuring that the programme provides an equitable, fair and supportive environment to enable learning.

You must have equality and diversity policies in place, as well as processes to regularly monitor how these are being implemented. These must apply to all parts of the programme, including the admissions process and throughout the course of the programme.

Where part of the programme is delivered at or by a separate organisation (e.g. practice-based learning), you must have a process in place to ensure that appropriate equality and diversity policies are in place and implemented which apply to all learners.

Your department, school or programme may have its own equality and diversity policies, or your education provider may have a policy that applies to you.

You should be able to show that learners and applicants know how they can gain access to these policies and what they should do if they feel that they have been discriminated against.

### **Other sources of guidance**

Health and Care Professions Council, Health, disability and becoming a health and care professional

## **3 Programme governance and leadership**

### **3.13 There must be a thorough and effective process in place for receiving and dealing with learner complaints.**

#### **Guidance**

We want to ensure that complaints from learners are used effectively to remedy problems and contribute to the continuous improvement of the programme.

Learner complaints may relate to the quality of teaching and learning opportunities; the appropriateness or fairness of programme policies and procedures or how they have been implemented; as well as allegations of harassment or discrimination. They are different from 'appeals' which are concerned only with the request for a review of a decision about progression or assessment, although the processes may be similar or linked.

The process for dealing with learner complaints must apply to all parts of the education provider and the programme, including practice-based learning.

In order to be effective, the process must not only respond to and remedy and issues or failings identified through complaints; but also use this information to review parts of the programme and identify potential areas for improvement.

### **3 Programme governance and leadership**

#### **3.14 There must be a thorough and effective process in place for receiving and dealing with concerns about learners' profession-related conduct.**

##### **Guidance**

The purpose of this SET is to make sure that education providers take action where a learner's conduct may put at risk their suitability to practise their chosen profession. We expect education providers to play a role in ensuring the safety of service users and carers by addressing concerns.

This standard covers all parts of the programme, and where necessary you must work in partnership with practice educators to deal with concerns that may arise whilst a learner is involved in practice-based learning.

Concerns could be raised by anyone involved in the programme, including service users and carers, where a learner has acted in a way contrary to expected professional values and behaviours. We recommend that you consult the HCPC 'Guidance on conduct and ethics for students' for more information on the behaviours we expect from learners.

The process you have in place should focus on helping and supporting learners to address concerns raised about their conduct where appropriate, but should also allow for an appropriate range of outcomes. For example, concerns about a learner's profession-related conduct may indicate that they require additional support, or in serious cases that they are not suitable to continue on the programme. Where concerns come to light near the end of a programme, an appropriate outcome could be to provide for an award which does not provide eligibility to apply to the Register.

We do set requirements for the particular type of process you must have in place for dealing with concerns about a learner's profession-related conduct; but you must be able to explain how your process is effective in addressing concerns. It is important that you are able to justify, and be responsible for, any decision you make; and that the process is thorough, fair, and open.

##### **Other sources of guidance**

HCPC, Standards of conduct, performance and ethics

HCPC, Guidance on conduct and ethics for students

HCPC, Guidance on health and character

### **3 Programme governance and leadership**

#### **3.15 Service users and carers must be involved in the programme.**

##### **Guidance**

Service users and carers have an important contribution to make to the overall quality and effectiveness of a programme and in ensuring that learners completing an approved programme are fit to practise.

We use ‘service user’ as a broad term to refer to the involvement of those who use or are affected by the services of professionals registered with us. We use ‘carer’ as a broad term to refer to someone who has looked after, or who currently looks after or provides support to, a family member, partner or friend. They may need support because of their age, an illness, or because they have a disability.

Who the service users and carers are will vary between and within the different professions we regulate. In many professions, registrants will work closely with individuals who are the ‘end recipients’ of their services, including groups such as patients and clients and their carers. In other professions, registrants’ contact with individual ‘end recipients’ of their services and carers is more indirect. In these professions, service users could legitimately include organisations or other clinicians but they could also include groups such as patients who ultimately benefit from their work. We want to be satisfied that you have considered and can justify the service user and carer groups you have chosen as the most appropriate and relevant to your programme.

Involving service users and carers could include involving individuals. It could also include working with existing groups and networks of service users and carers such as working with voluntary organisations.

By ‘involved in the programme’ we mean that service users and carers must be able to contribute to the programme in some way. We do not specify the exact areas of a programme in which service users and carers must be involved but they could be involved in some or all of the following:

- Admissions and selection
- Developing teaching approaches and materials
- Programme planning and development
- Teaching and learning activities
- Feedback and assessment
- Quality assurance, monitoring and evaluation

You should have processes in place to plan, monitor and evaluate service user and carer involvement. You should also be able to explain where and how involvement takes place, how this is appropriate to your programme, and how it has contributed to governance and continuous improvement.

### **3 Programme governance and leadership**

#### **3.16 Learners must be involved throughout the programme.**

##### **Guidance**

This standard is about ensuring that the learning experience is central to the development and enhancement of the programme.

You should have processes in place to seek, enable and encourage learner participation in the programme's governance and quality assurance. You should be able to show how learner involvement has been used to inform decisions about the programme or to develop or change the programme with the aim of continuous improvement.

We do not specify exactly how learners must be involved. This could be done through a number of activities, including but not limited to:

- Feedback through surveys
- Partnership working between learners and educators
- Staff/learner liaison committees
- Learner representation on committees and working groups.

However, you should seek learner input regularly, and not only on an ad hoc basis, e.g. when discrete issues arise. You should also ensure that learner involvement is used in a meaningful way to develop or enhance the programme, and that learners are aware of the actions taken as a result of their involvement.

### **3 Programme governance and leadership**

#### **3.17 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.**

##### **Guidance**

It is important that there is no confusion about which awards lead to eligibility for admission to the HCPC Register and which do not.

Where you provide an aegrotat, 'step off' or exit award, it must be clear to learners, educators and the public that these do not lead to eligibility to apply for HCPC registration. An 'aegrotat award' is an award to a learner who was not able to complete the full programme due to illness.

Learners who are not eligible to apply for registration should not be given an award that refers to a protected title. Where appropriate, you should consider giving these awards titles like 'Healthcare studies' which reflects the academic content, but does not give the impression that these confer eligibility to apply for registration. You should ensure that programme and award titles are clear, and that applicants, learners, educators and the public understand who is eligible to apply for registration with us, and who is not.

DRAFT FOR PLG 150316

## SET 4: Programme design and delivery

### Summary

This part of the SETs is about how the design and delivery of the programme ensures that learners who complete the programme meet our standards for their professional skills and knowledge, and are fit to practise. The programme must make sure that anyone who completes the programme is able to meet the HCPC standards of proficiency and understands the expectations and responsibilities associated with being a regulated professional.

These standards apply to all parts of the programme, including both theory and practice-based learning.

We do not set detailed standards for developing a curriculum or about the detailed content of programmes and how they are delivered. We set broad standards so that you can design a programme that is responsive to changes in current practice and takes account of relevant curriculum frameworks and other guidance.

### Detailed guidance

#### 4 Programme design and delivery

##### 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.

#### Guidance

Learners who complete an approved programme must be able to meet the standards of proficiency for their profession. This ensures that those who apply for HCPC registration are able to practise safely and effectively upon entering the profession.

You must be able to show how which show how all of the standards of proficiency are covered by the learning outcomes and module assessments in the programme. It is not necessary that each of the standards of proficiency maps to a single learning outcome or module assessment. It may be that a number of learning outcomes or module assessments cumulatively ensures that learners are able to meet one or more of the standards of proficiency.

We need to be sure that every learner completing the programme can meet all of the standards of proficiency, no matter what optional modules they choose, or if they have postponed their study.

You should also take account of any reasonable adjustments you have made to the way you deliver the programme to disabled learners, in considering how they can meet the standards of proficiency at the end of their programme.

#### **4 Programme design and delivery**

##### **4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.**

###### **Guidance**

The SET aims to ensure that a programme remains current with regard to the philosophy, core values, skills and knowledge of a profession. It also aims to allow for changes within the profession.

Curriculum guidance is often produced by professional bodies, but relevant documents are sometimes produced by other organisations, such as commissioning and funding bodies or employers. You will need to be able to show how any guidance is reflected in the programme.

We use the word 'reflect' rather than 'adhere to' because there may be more than one relevant curriculum guidance and you may need to depart from the curriculum guidance.

However, if the programme does not adhere to any of the curriculum guidance available, we must be sure of how, without doing so, you feel the learners completing your programme are able to practise safely and effectively.

We do not explicitly define 'core values' as they are likely to differ by profession. They could relate to the overarching philosophy which influences practice (e.g. the centrality of the service user), or to ethics, personal attributes or attitudes, among other things.

#### **4 Programme design and delivery**

##### **4.3 The learning outcomes must ensure that those who complete the programme understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.**

###### **Guidance**

This standard is about ensuring that learners understand and are able to meet the expectations associated with being a regulated professional is an integral part of fitness to practise.

Learners must have the opportunity throughout a programme to learn about professional behaviour and to demonstrate an understanding of which types of behaviour are appropriate for a professional and which are not. This should include learning about how context impacts on professional decision-making.

You must ensure that learners are aware of their obligations to meet the standards of conduct, performance and ethics when they qualify and apply for registration with the HCPC, as well as throughout their future professional practice. The HCPC's standards of conduct, performance and ethics are broad standards that apply to everyone on our Register and those applying for registration. They set out our expectations regarding a professional's behaviour and cover their ethics, decision-making, communication and interaction with service users, carers, colleagues and others. Meeting the standards of conduct, performance and ethics is an integral part of being fit to practise.

We do not prescribe how the standards of conduct, performance and ethics should be covered during the programme (for example, we do not require a dedicated module on ethics). However the standards should play a prominent and structured role in the curriculum of a programme.

We have produced 'Guidance on conduct and ethics for students' to help learners understand how the standards of conduct, performance and ethics apply to them.

#### **Other sources of guidance**

HCPC, Standards of conduct, performance and ethics

HCPC, Guidance on conduct and ethics for students

## **4 Programme design and delivery**

### **4.4 Integration of theory and practice must be central to the programme.**

#### **Guidance**

Both theory and practice-based learning are vital components in ensuring that learners are fit to practise safely and effectively when they complete a programme.

Theory and practice must be integrated throughout the programme. We do not specify what the balance should be between theory and practice-based learning, but you must be able to explain the reasons behind how you have structured the programme.

For more information about our requirements for practice-based learning, please see SET 5.

## **4 Programme design and delivery**

### **4.5 The curriculum must remain relevant to current practice.**

#### **Guidance**

Practice may change over time. We want to ensure that the way the programme is designed and delivered takes account of and changes along with current practice, where appropriate, so that it remains relevant and effective in preparing learners for practice.

You must be able to show how you make sure the curriculum stays relevant, for example how educators take stock of developments or changes in current practice.

You should be able to show how the design and delivery of the programme:

- predicts or reflects change in practice and/or services, changes in the law, and changes in service users' needs;
- reflects developments in a profession's research base and advances in technology;
- develops learners' ability to respond to changes in practice;
- enables learners to make changes to their practice to make sure they continue to practise safely and effectively; and
- gives learners the knowledge, skills and understanding they need to make a positive contribution for their service users.

## **4 Programme design and delivery**

### **4.6 The delivery of the programme must support and develop autonomous and reflective thinking.**

#### **Guidance**

This standard is about ensuring that learners are taught to be autonomous and reflective practitioners. This is part of being able to meet the standards of proficiency for their profession.

You should encourage learners to consider:

- their own practice;
- the limits of their safe and effective practice;
- how they will relate to other people practising in their profession; and
- their responsibility to make sure that they practise safely when they complete the programme.

We do not set specific requirements for the learning, teaching and assessment methods you should use to achieve this, but you could consider the following:

- self-appraisal with planning and writing action plans;
- discussion groups;
- workshops;

- practice simulation and debriefing;
- reflective diaries or logs; or
- personal development plans.

## **4 Programme design and delivery**

### **4.7 The delivery of the programme must support and develop evidence-based practice.**

#### **Guidance**

We expect learners completing an approved programme to be able to use evidence to inform and systematically evaluate their practice. This is part of meeting the standards of proficiency.

By 'evidence-based practice' we mean the ability to gather, use, analyse and appraise evidence to inform and quality assure their practice. Evidence may come from research, audit and evaluation or feedback from service users and carers, for example.

This could be achieved through learner-centred and independent learning, teaching and assessment strategies, as well as learner-led research where appropriate. We do not set requirements for specific teaching, learning and assessment methods, but you may consider the following:

- self-appraisal with planning and writing action plans
- workshops and discussion groups
- practice simulation and debriefing
- reflective diaries or logs; and
- personal development plans or portfolios;

## **4 Programme design and delivery**

### **4.8 The programme must ensure that learners are able to learn with and from professionals and learners in other relevant professions.**

#### **Guidance**

The ability to work collaboratively with other professionals and across disciplines for the benefit of service users and carers is a vital part of professional practice and is included in the standards of proficiency.

The process of learning with and from other relevant professionals is often referred to as ‘interprofessional education’.

This learning experience can develop learners’ ability to communicate and work with those outside of their own profession, ultimately improving the environment and quality of care for service users.

By ‘other relevant professions’ we mean to include other health and social care professions, as well as professions outside of health and social care. It is up to education providers to determine which other professions are most relevant to the programme and most useful in preparing learners for practice. Improving the quality of care for service users should be the key factor in determining which other professions or occupational groups are relevant to learners on a programme.

We do not prescribe how a programme should include interprofessional education, nor the type(s) of learning activity, number of professions involved or length of time. However we want to know how you have made decisions regarding the design and delivery of IPE to maximise the relevance to learners, and the benefit for their future professional practice and service users and carers.

#### **Other sources of guidance**

HCPC, Standards of proficiency

HCPC, Standards of conduct, performance and ethics

## **4 Programme design and delivery**

### **4.9 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.**

#### **Guidance**

We want to make sure that the way you deliver the programme supports learners to achieve the learning outcomes.

By ‘appropriate’ we mean relevant to and effective for achieving the learning outcomes needed, both in terms of theoretical knowledge and the practical skills required in professional practice.

We do not set specific requirements for the types, number or range of approaches your programme should include. However we expect that where possible these should address individual learning styles and needs to support achievement.

This standard refers to all parts of the programme, including both the theoretical and practice-based elements.

## **4 Programme design and delivery**

### **4.10 The learning and teaching methods must include an effective process for obtaining appropriate consent from service users and learners.**

#### **Guidance**

This standard aims to ensure that the programme supports and develops an understanding of the principles and processes of obtaining consent in practice. This is about respecting individual rights and minimising the risk of harm, and also making sure that learners understand what will be expected of them as professionals.

The principle of obtaining appropriate consent is central to practising in a regulated profession and is included in the standards of conduct, performance and ethics.

You must be sure that learning and teaching methods do not in any way infringe on the rights of service users. Where learners are directly involved in providing care, treatment or services (for example in practice-based learning), there must be a system in place to ensure that service users and carers are aware that they are learners and that appropriate consent is obtained.

Where learners act as service users themselves in practical and clinical teaching, there must be appropriate processes in place to obtain their consent. The degree of involvement of learners in practical and clinical teaching will vary by programme and among professions. Relevant activities which require gaining learners' consent may include:

- role play;
- biomechanical assessments;
- patient positioning activities;
- practising clinical techniques; and
- experiential groups.

In telling learners about what clinical and practical teaching is included in the programme and obtaining their consent, you should take into account factors such as culture differences or the person's physical health.

#### **Other sources of guidance**

Health and Care Professions Council, Standards of conduct, performance and ethics

Health and Care Professions Council, Confidentiality – guidance for registrants

## **4 Programme design and delivery**

### **4.11 The education provider must identify the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.**

#### **Guidance**

This standard is about ensuring that all learners who complete the programme meet the standards of proficiency, through full attendance and participation in those parts of the programme which are essential to achieving them.

In some cases it may be appropriate to require compulsory attendance of specific days or modules; while in other cases an expectation of average attendance over the course of the programme may be more appropriate. We do not set a minimum level of attendance, and leave this up to the programme (or the wider education provider) to decide.

You must have systems in place to monitor attendance and to take appropriate action if learners fail to attend the compulsory parts of the programme. For example, if you find that a learner has poor attendance, you could take follow-up action to make sure that they gain this knowledge before they are able to complete the programme. Other actions may be appropriate if learners fail to attend during assessments or practice-based learning.

You should clearly communicate to learners your requirements and any consequences of missing mandatory parts of the programme.

DRAFT FOR PEPPER 150216

## SET 5: Practice-based learning

### Summary

This SET is about the practice-based learning which must be an integral part of your programme. You must have overall responsibility for all practice-based learning, even where it is provided in a different setting or by a different organisation than other parts of the programme.

While we recognise that you work closely with practice educators and practice education providers, the standards in this section aim to make sure that you maintain responsibility for the governance and quality assurance of practice-based learning, and that you have effective systems and processes in place to support it.

This SET covers how you:

- approve practice-based learning;
- monitor practice-based learning to make sure that it is suitable, effective and enables learners to meet the standards of proficiency;
- ensure the safety of service users, learners and others in practice-based learning;
- manage assessments in practice-based learning;
- provide for adequate resource and support; and
- provide necessary information to learners and practice educators.

We do not approve individual practice-based learning environments, practice educators or practice education providers. However we must be assured that your systems and processes make sure that practice-based learning on the programme meets our standards.

### Detailed guidance

<b>5 Practice-based learning</b>
<b>5.1 Practice-based learning must be integral to the programme.</b>
<b>Guidance</b> <p>Practice-based learning is a vital component in preparing learners for future practice, including meeting the standards of proficiency for the profession and demonstrating professional behaviour.</p> <p>You must be able to show how practice-based learning is an integral and mandatory part of your programme.</p> <p>We define ‘practice-based learning’ as the clinical or practical experience that forms part of an approved programme. Practice-based learning may take place</p>

throughout a programme or in discrete periods of time. In some programmes, it is provided in a different setting or by a different organisation than other parts of the programme.

We do not have specific requirements for the structure or design of practice-based learning. However, you must be able to explain how the practice-based learning outcomes and progression fit in with the overall programme and your reasons for how it has been designed.

## **5 Practice-based learning**

### **5.2 The structure, range and duration of practice-based learning must support the achievement of the learning outcomes and standards of proficiency.**

#### **Guidance**

This standard is about ensuring that practice-based learning is effective at enabling learners to achieve the learning outcomes of the programme, including meeting the standards of proficiency.

We do not set requirements for the structure, range or duration of practice-based learning that you must include in your programme to meet our SETs. However we want to be sure that there are clear reasons for your decisions in this regard and that these are appropriate to the design and content of the programme and the learning outcomes.

Some other organisations, such as professional bodies, set guidelines which you may want to meet, but these are not a strict requirement for the programme to be approved by the HCPC.

You must be able to explain how learners progress during practice-based learning, in relation to the standards of proficiency and the learning outcomes of the programme.

You should ensure that learners have access to a range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter.

#### **Other sources of guidance**

Health and Care Professions Council, Standards of proficiency

## **5 Practice-based learning**

### **5.3 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.**

#### **Guidance**

We want to ensure that practice-based learning settings are suitable and that they support safe and effective learning.

You must be sure that practice-based learning does not cause a risk to service users or others. This is in part about ensuring that learners have a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the course of the programme, and the practice-based learning they participate in must reflect this.

You should consider other factors in providing a safe environment for service users, such as the level of supervision and autonomy that learners have.

We also expect you to have safety policies and procedures in place that enable you to identify and address risks to the health and wellbeing of learners, such as (where relevant):

- infection control;
- manual handling;
- aggression from service users, colleagues or others; and
- mental health and stress.

Where the practice-based learning is provided by an external organisation, you must be able to demonstrate how you assess and monitor the practice environment to ensure it is safe and supportive. This must include collaboration with practice educators and practice education providers.

## **5 Practice-based learning**

### **5.4 The education provider must maintain a thorough and effective system for approving, monitoring and improving practice-based learning.**

#### **Guidance**

This standard requires that there are effective processes in place to ensure the quality of practice-based learning on a continuous basis.

You must have a system for assessing and approving practice-based learning and regularly monitoring it. This may include collecting, analysing and acting on feedback from learners, service users, practice placement educators and others.

You must also have processes in place to respond appropriately when any concerns, difficulties or adverse incidents arise in the provision of practice-based learning. This includes having a process in place to make changes to practice-based learning, address issues or remove approval if it becomes necessary.

You should view governance of practice-based learning as a method of continuous improvement, in particular of improving the service user's experience. This means that your processes for quality assurance should support both the learner's and the service user's needs within practice-based learning.

Where practice-based learning is provided by a separate organisation, the education provider must retain overall responsibility and oversight. We do not visit individual practice-based learning environments or settings, but we approve the policies and process the education provider has in place in relation to these. These policies and processes must link into governance of the programme as a whole.

## **5 Practice-based learning**

### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

#### **Guidance**

This standard is about ensuring there is sufficient support for learners to enable safe and effective practice-based learning.

By 'staff' we mean to include practice educators, as well as others working in the practice-based learning environment or setting.

We recognise that there are different models of practice-based learning and the level of day-to-day supervision or involvement of practice educators and other staff can vary among programmes. As a result, we do not say how many staff must be present at practice-based learning, how exactly they must be involved or what their qualification and experience levels must be.

However, you must be able to clearly justify what you consider to be enough staff with reference to the number of learners and the level of support specific learners need. For example, a one-to-one relationship may be ideal for some professions, while there may be four or five learners to one member of practice educator in others.

We also expect that the qualifications and experience of staff are appropriate to the specific aspects of practice-based learning they are involved in, and that they are able to effectively support learning.

Some professional bodies play an active role in providing advice on staff-to-learner ratios. You may wish to contact these professional bodies for further guidance in this area.

## **5 Practice-based learning**

### **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and must be appropriately registered.**

#### **Guidance**

We want to be sure that practice educators are suitable and able to support and develop learners in a safe and effective way.

A 'practice educator' is defined as a person who is responsible for a learner's education during their practice-based learning.

We do not set specific requirements about the qualifications and experience that all practice educators must have, as this is likely to vary between programmes and among the professions we regulate. However, you must determine what the necessary knowledge, skills and experience are to be able to support safe and effective practice-based learning, in relation to the learning outcomes of the programme.

In addition, we expect practice educators to be appropriately registered. Normally, this means registered with the HCPC in the relevant profession. However, we recognise that there may be other appropriate practice educators whose professional backgrounds do not match the specific profession or protected title which the programme relates to, but whose knowledge, skills and experience mean they are well suited to support and develop learners in a particular area. This could include professionals registered with a different regulator.

If this is the case, you must be able to explain why you have decided that they are appropriate to undertake this role and how their qualifications are appropriate to the required learning outcomes.

Where practice-based learning is provided by a separate organisation, you must have processes in place to check that practice educators have the necessary knowledge, skills and experience and are appropriately registered.

## **5 Practice-based learning**

### **5.7 Practice educators must undertake regular training appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

#### **Guidance**

This standard is about ensuring that practice educators are appropriately trained so they are able to support and facilitate learning and/or to assess learners effectively. This is the responsibility of the education provider.

We expect that all new practice educators are trained, and that this is followed up with regular refresher training and support. Rather than being generic, we expect this training to be specific to the programme, delivery of the learning outcomes and the individual needs of learners (who potentially will have varying levels of skill and experience).

Where practice educators are involved in assessment of learners, they must be prepared to do so through training in a way that is consistent across all practice-based learning on the programme.

We do not set specific requirements for the length, content or frequency of training for practice educators, as we feel that this level of detail is best decided by individual education providers.

Training may take a variety of forms, including but not limited to:

- attendance at your site for training;
- training in the workplace;
- online support;
- written support; and
- peer support through workshops and meetings.

Some professional bodies offer accreditation schemes for practice educators, so you may want to put these in place, though it is not mandatory.

## **5 Practice-based learning**

### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be fully prepared for practice-based learning.**

#### **Guidance**

There must be clear expectations set and communicated to all parties regarding practice-based learning. This is to ensure that they understand their roles and what is expected and required for the practice-based learning to be safe and effective.

You must ensure that this information is provided in a timely manner, to allow for any clarification or explanation before practice-based learning begins.

Information may include the following:

- names and details of learners or practice educators (as appropriate);

- the timings and duration of practice-based learning;
- practical details such as location;
- induction materials;
- the learning outcomes to be achieved;
- any relevant risks or safety issues;
- what records need to be kept;
- the assessment methods and criteria, including the implications of, and any action to be taken in the case of, failure to progress; and
- lines of communication and responsibility.

You should ensure that not only is this information provided to learners and practice educators, but that it is easily available and in an appropriate format for them. You should also ensure that everyone involved has understood the information. This could be through follow-up training or opportunities for discussion, for example.

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## SET 6 - Assessment

### Summary

This part of the SETs is about how you assess learners throughout the programme to determine whether they have completed the programme successfully and are therefore eligible for registration with the HCPC. In particular you must ensure that learners:

- meet the requirements of the programme;
- achieve the learning outcomes;
- meet our standards of proficiency; and
- demonstrate that they understand the expectations of being a regulated professional.

Assessments must be effective, fair and must enable learners to demonstrate that they have achieved the learning outcomes of the programme. This covers the way you design the assessment strategy and methods; how you communicate with learners and educators about requirements for progression and achievement; and how you review the assessment processes in order to improve them.

### Detailed guidance

<b>6 Assessment</b>
<b>6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</b>
<b>Guidance</b> <p>This standard is about ensuring that learners who successfully complete the programme are eligible for registration with the HCPC and able to practise safely and effectively. This includes meeting the standards of proficiency.</p> <p>Your assessment strategy should be clearly documented and include a direct reference to the learning outcomes and associated assessment methods. We would expect each module descriptor to explain the assessment methods used for that module.</p> <p>Assessment must cover both theoretical and practical knowledge and skills, to ensure the learner is able to practise their profession safely and effectively.</p> <p>The assessment strategy and associated policies should include the following where applicable:</p> <ul style="list-style-type: none"><li>– pre-requisites and co-requisites for the programme;</li><li>– compulsory and optional module assessments;</li></ul>

- individual module pass marks;
- number of resits learners are allowed (and within what period of time);
- maximum number of resits allowed in a year for specific modules;
- compensation and condonement regulations;
- maximum time a learner can take to complete the programme.

Although we do not set limits on the number of resits or amount of compensation allowed, you should ensure that you strike a suitable balance between the need to support learners to succeed, and the need to make sure that those who complete the programme achieve the standards of proficiency. You may wish to follow guidance from other organisations in this regard, such as professional bodies or other education providers.

## **6 Assessment**

### **6.2 Assessment throughout the programme must ensure that learners demonstrate that they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.**

#### **Guidance**

In order to complete an approved programme successfully, learners must be able to demonstrate that they understand the expectations associated with being a regulated professional. This includes the practical application of principles set out in the HCPC standards of conduct, performance and ethics.

This standard applies to assessment in both the theory and practice-based parts of the programme.

The ‘expectations of professional behaviour’ include an understanding of the nature of professional regulation and the responsibilities involved in being a regulated professional. Learners also need to be aware of the need for independence in making decisions and the ability to justify their actions.

The HCPC’s standards of conduct, performance and ethics are broad standards that apply to everyone on our Register and those applying for registration. They set out our expectations regarding a professional’s behaviour and cover their ethics, decision-making, communication and interaction with service users, carers, colleagues and others. Meeting the standards of conduct, performance and ethics is an integral part of being fit to practise.

We produce ‘Guidance on conduct and ethics for students’ to help learners understand how the standards of conduct, performance and ethics apply to them.

#### **Other sources of guidance**

HCPC, Standards of conduct, performance and ethics

HCPC, Guidance on conduct and ethics for students

## **6 Assessment**

### **6.3 The assessment methods used must be appropriate to and effective at measuring the learning outcomes.**

#### **Guidance**

This standard is about making sure that the way you assess learners enables them to demonstrate that they have met the learning outcomes of the programme.

We do not specify the types of assessment that should be included in the programme. However you must be able to show how your chosen methods are in line with the learning outcomes of each module or part of the programme. We need to be sure that, whatever assessment methods you use, they confirm that those learner who successfully complete the programme can practise safely and effectively in their profession.

Assessments must also be appropriately placed during the course of the programme to match a learner's expected progression.

## **6 Assessment**

### **6.4 Assessments must provide an objective, fair and reliable measure of learners' performance and progression.**

#### **Guidance**

This standard is about ensuring that assessments are effective at determining whether a learner is fit to practise by the end of the programme.

By 'objective' we mean that assessments requirements and clear and realistic; and that they must be able to deliver a valid and accurate picture of performance and progression. The processes you have in place to moderate marks may be relevant here.

By 'fair' we mean that assessments provide all learners with an equal opportunity to demonstrate their performance; and that they take into consideration a specific learner's needs, e.g. disabled learners or those in extenuating circumstances.

By 'reliable' we mean that assessments are sufficiently rigorous to enable learners to clearly demonstrate the extent to which they have progressed during the course of the programme and achieved the learning outcomes.

You must have appropriate processes in place to monitor and gain assurance that assessments in the programme are objective, fair and reliable. This includes

processes for addressing issues or implementing improvement where necessary. We do not prescribe how you must do this, but it may involve consideration of external examiners' reports, among other sources.

## **6 Assessment**

### **6.5 Assessment policies must clearly specify requirements for progression and achievement within the programme.**

#### **Guidance**

You must ensure that your requirements for learners to progress during the course of the programme are clear to both educators and learners. This is so that learners understand what is expected of them at each stage of the programme, and to ensure that educators can apply assessment criteria consistently.

In addition to what might prevent a learner from progressing, you should also be clear about the options available to a learner who is failing or at risk of not progressing.

You should be able to show how these policies are clearly communicated to both learners and educators.

## **6 Assessment**

### **6.6 There must be an effective process in place for learners to appeal assessment decisions.**

#### **Guidance**

We want to ensure that you address concerns about assessments with a view to continuous improvement.

We expect you to have a process in place which enables learners to appeal a decision made about their assessment, progression or achievement, where they consider it has been made in error or unfairly. This applies not only to the decision itself but also to the application of the process that led to it.

By 'effective' we mean that the process must enable the education provider to deal with an appeal in a fair and timely manner, and that it must enable appropriate action to be taken where necessary.

Learners should also have clear information about the appeals process, including how to make an appeal and how and by whom it will be judged. You should also communicate clear information to learners about where they can go for advice.

## 6 Assessment

**6.7 There must be at least one external examiner who is appropriately experienced and qualified and who must be from the relevant part of the Register.**

### Guidance

This standard is about ensuring there is objective and robust external review of the assessment process.

External examiners are an important part of maintaining academic standards, ensuring fairness and objectivity in assessment, and enhancing the quality of education and training.

You must ensure the external examiner has the necessary experience and qualification to undertake this role. We also expect the external examiner to be registered with the HCPC in the relevant profession and, where applicable, in the relevant part of that profession.

We do not play any part in appointing or approving external examiners, but need to be sure that the policies and processes are in place to ensure that a suitable external examiner is appointed and, when necessary, replaced.

We also do not set detailed requirements for how you use the advice and feedback from the external examiner. However the expectation is that the external examiner contributes to the quality assurance process that ensures compliance with the SETs.

There is detailed guidance available on the role of external examiners from other organisations. Where relevant, you should take this into account when appointing and using external examiners.

## Glossary

You may not be familiar with some of the terms we use throughout this document, so we have explained them below.

<b>Aegrotat</b>	An award to a learner who was not able to complete the degree due to illness.
<b>Accreditation of prior (experiential) learning (AP(E)L)</b>	The recognition of learning achieved outside a formal education or training system that cover areas of the formal taught programme. The process is often referred to as 'credit transfer'.
<b>Annual monitoring</b>	Our yearly process to make sure approved programmes continue to meet the standards of education and training and to deliver the standards of proficiency.
<b>Applicant</b>	Anyone applying to a programme you provide.
<b>Approval</b>	The process that leads to decisions about whether a programme meets the requirements of HCPC standards of education and training. Continuing approval depends on satisfactory monitoring
<b>Curriculum</b>	A structured plan to provide specific learning to support learners' knowledge, skills, behaviour and associated learning experiences. The learning plan is generally organised as a sequence of modules so that a learner receives specific education and training. The curriculum includes the syllabus, teaching guides, an assessment guide and necessary learning resources.
<b>Education provider</b>	The institution (for example, a school, college or university) where a programme is delivered or which awards a qualification.
<b>'Enhanced' level disclosure</b>	A more detailed check of an individual's criminal record than the 'normal' check. It is a specific term for this type of criminal record check.

<b>External examiner</b>	A person you appoint to monitor the assessment process of a programme and to make sure that it meets professional and academic standards.
<b>Fit to practise</b>	When someone has the skills, knowledge, character and health to do their job safely and effectively.
<b>Learner</b>	Anyone studying or training on a programme which leads to them being eligible to join our Register. The term includes students, trainees and practitioners in training.
<b>Practice-based learning</b>	The clinical or practical experience that forms an integral part of an approved programme.
<b>Practice educator</b>	A person who is responsible for a learner's education during their practice-based learning and has received appropriate training for this role.
<b>Practice education provider</b>	The organisation that provides practice-based learning for a programme. In some cases this may be a separate organisation from the education provider.
<b>Programme</b>	The academic teaching, practice-based learning, assessment, qualification and other services provided by the education provider, which together forms the programme for approval and annual monitoring purposes.
<b>Programme leader</b>	The person who has the overall professional responsibility for a programme.
<b>Register</b>	The list we keep, or any part or parts of it, of the professionals who meet our standards for their training, professional skills, behaviour and health.
<b>Registrant</b>	A person who is currently on our Register.
<b>Service user</b>	Anyone who uses or is affected by the services of registrants or learners.

<b>Site</b>	A place where the programme or part of the programme is delivered.
<b>Staff</b>	Anyone involved in providing education or training to a learner. The term applies to all roles including academic, administrative and support roles, as well as people in both paid and unpaid positions.
<b>Standards of conduct, performance and ethics (SCPEs)</b>	Standards that apply to everyone on our Register and those applying for registration. They set out our expectations regarding a professional's behaviour and cover their ethics, decision-making, communication and interaction with service users, carers, colleagues and others.
<b>Standards of education and training (SETs)</b>	Standards which education providers must meet to make sure that all learners who complete an approved programme meet the standards of proficiency.
<b>Standards of proficiency (SOPs)</b>	Standards which set out the knowledge, skills and understanding necessary to practise a profession safely and effectively. Professionals must meet these standards when they complete an approved programme in order to become registered.

DRAFT FOR REVIEW

## **Appendix 3: Outline of proposed amendments to the SETs and supporting guidance**

### **Terminology**

We have made a number of changes to terminology throughout the SETs and supporting guidance. This includes changing 'student' to 'learner', which is now defined in the introductory text and in the Glossary. Following agreement by the PLG we have also changed 'practice placement' to 'practice-based learning'; 'practice placement educator' to 'practice educator'; and 'practice placement provider' to 'practice education provider'.

### **Format**

The detailed guidance underneath individual standards has been amended to more closely follow the outline agreed by the PLG, and particularly to ensure that the intention of the standard is clear.

We have removed suggestions of example evidence from the guidance document, as agreed by the PLG. Additionally we are proposing to remove the example questions which are provided for each SET section currently. This was in part to reduce the focus on the approval process as mentioned above. In many cases the questions would not be applicable to all programmes and may lead a programme to meet or evidence the standards in a particular way, which is not the intention of the guidance.

We have also removed cross-referencing to other standards within the detailed guidance. In the existing version of the guidance this is somewhat inconsistently and haphazardly done. Each standard and its accompanying detailed guidance must be complete and understandable on their own, without the need to refer to other standards.

### **Other**

We have re-examined usage of words like 'must' and 'should' to ensure it is clear what is guidance or advice and what are absolute requirements.

Throughout the drafts we have removed specific references to the approval and annual monitoring processes (although a brief explanation is retained in the introductory sections of the standards and supporting guidance). This is because the standards apply no matter how long the programme has existed or been approved. In the supporting guidance in particular we have reduced the focus on the approval process; for example we have removed phrases such as 'you should provide evidence of' and 'we will want to see that'.

We have removed references or links to other guidance where they are no longer relevant or up to date. This includes the link found throughout the guidance to [www.hcpc-uk.org/education/providers/download](http://www.hcpc-uk.org/education/providers/download), which no longer works.

## Specific amendments

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<b>SET 1: Level of qualification for entry to the Register</b>		<ul style="list-style-type: none"> <li>Removed 'Overall guidance' and 'More information' (link no longer works).</li> </ul>
1.1 The Council normally expects that the threshold entry routes to the Register will be the following [...]	None	<ul style="list-style-type: none"> <li>Minor additions and amendments</li> <li>Deleted link to information on medicines and prescribing under 'Other sources of guidance' as not relevant.</li> </ul>
<b>SET 2: Programme admissions</b>		<ul style="list-style-type: none"> <li>Combined 'Summary' and 'Overall guidance'</li> <li>Added reference to the education provider's responsibility to ensure the suitability of learners to undertake the programme and work with service users and carers in practice</li> <li>Other edits to streamline and remove repetition.</li> </ul>
2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.	Slight amendment to: <b>The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</b>	<ul style="list-style-type: none"> <li>Added sentences to clarify the intention of the standard</li> <li>Other edits and rearrangement of text for to remove unintended prescriptiveness and to increase clarity.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>2.2</b> The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	<p>Changed for clarity to: <b>The selection and entry criteria must include evidence of a good command of written and spoken English.</b></p>	<ul style="list-style-type: none"> <li>• Added sentence to clarify the intention of the standard</li> <li>• Updated reference to standards of proficiency (numbering)</li> <li>• Added reference to standards of proficiency under ‘Other sources of guidance’</li> <li>• Other edits for clarity and to remove prescriptiveness.</li> </ul>
<p><b>2.3</b> The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	<p>Changed for clarity to: <b>The admissions process must include criminal record checks to assess the suitability of applicants.</b> Moved to 2.4</p>	<ul style="list-style-type: none"> <li>• Added sentence to clarify the intention of the standard</li> <li>• Updated text to refer to Disclosure and Barring Service (rather than Criminal Records Bureau)</li> <li>• Inserted reference to Guidance on health and character in main body of the guidance</li> <li>• Added reference under ‘Other sources of guidance’ to the standards of conduct, performance and ethics</li> <li>• Other edits for clarity.</li> </ul>
<p><b>2.4</b> The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.</p>	<p>Changed for clarity to: <b>The admissions process must ensure that applicants are aware of and</b></p>	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Updated title of ‘Health, disability and becoming a health and care professional’</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
	<p><b>comply with any health requirements.</b></p> <p>Moved to 2.5</p>	<p>guidance and added to 'Other sources of guidance'</p> <ul style="list-style-type: none"> <li>• Added reference to the Guidance on health and character to assist in making admissions decisions.</li> </ul>
<p><b>2.5</b> The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.</p>	<p>Changed for clarity to: <b>The selection and entry criteria must include appropriate academic and professional entry standards.</b></p> <p>Moved to 2.3</p>	<ul style="list-style-type: none"> <li>• Added intention of the standard</li> <li>• Further explanation added, including reference to applicants' profession-related values, attitudes or personal attributes as possible criteria.</li> </ul>
<p><b>2.6</b> The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.</p>	<p>Changed for clarity to: <b>The admissions process must include an appropriate and effective process for assessing prior learning and experience.</b></p>	<ul style="list-style-type: none"> <li>• Added intention of the standard and definition of accreditation of prior (experiential) learning (AP(E)L)</li> <li>• Examples of prior learning and experience and further guidance added the process for considering these</li> <li>• Clarification that there is no requirement for education providers to accredit prior learning or experience or any limit on how much can be accredited.</li> </ul>
<p><b>2.7</b> The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how</p>	<p>Removed. A related standard has been added to SET 3 (see 3.12).</p>	

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
these will be implemented and monitored.		
<b>SET 3: Programme management</b>	Renamed ' <b>Programme governance and leadership</b> ' To emphasise the importance of governance and leadership, as opposed to 'management' which is more mundane.	<ul style="list-style-type: none"> <li>• Combined 'Summary' and 'Overall guidance'</li> <li>• Removed information about visiting resources on site during approval visits</li> <li>• Other amendments to emphasise governance and leadership.</li> </ul>
<b>3.1</b> The programme must have a secure place in the education provider's business plan.	Changed to: <b>The programme must be sustainable and fit for purpose.</b> As discussed by the PLG, there is too much emphasis on the business plan; the intention of the standard covers more than just documentation.	<ul style="list-style-type: none"> <li>• Removed emphasis on the business plan (though this is retained as an example);</li> <li>• Defined 'sustainable' and fit for purpose'</li> <li>• Removed references to specific higher education funding bodies</li> <li>• Other amendments for clarity and to remove prescriptiveness.</li> </ul>
<b>3.2</b> The programme must be effectively managed.	None	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Removed example evidence and focus on approval process.</li> </ul>
<b>3.3</b> The programme must have regular monitoring and evaluation systems in place.	None	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Other amendments for clarity and to remove prescriptiveness.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
	<p>New SET 3.4: <b>There must be a process in place to ensure the adequate availability and capacity of practice-based learning.</b></p> <p>As agreed by the PLG</p>	<ul style="list-style-type: none"> <li>• New supporting guidance added under this standard.</li> </ul>
	<p>New SET 3.5: <b>There must be regular and effective collaboration between the education provider and practice education providers.</b></p> <p>Moved from SET 5.10; new terminology 'practice education provider' used.</p>	<ul style="list-style-type: none"> <li>• Added intention of the standard</li> <li>• Definitions of 'practice education providers' and what we mean by 'regular' collaboration</li> <li>• Amendments to emphasise that the standard is not just about improving practice-based learning but the programme as a whole.</li> </ul>
<p><b>3.4</b> There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.</p>	<p>Amended to: <b>There must be a person with overall professional responsibility for the programme who is appropriately qualified and experienced and on the relevant part of the Register.</b></p> <p>The phrase 'unless other arrangements are agreed' was seen to be confusing, as discussed by the PLG.</p> <p>Moved to 3.6</p>	<ul style="list-style-type: none"> <li>• Added sentence to clarify the intention</li> <li>• Reference to the term 'programme leader' as the title sometimes used for this role</li> <li>• Removed specific reference to CVs as evidence</li> <li>• Clarified that we do not play a role in appointing or approving individuals but approve the process put in place</li> <li>• Other minor amendments for clarity.</li> </ul>
<p><b>3.5</b> There must be an adequate number of appropriately qualified and</p>	<p>Moved to 3.7.</p>	<ul style="list-style-type: none"> <li>• Clarified the intention of the standard</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
experienced staff in place to deliver an effective programme.		<ul style="list-style-type: none"> <li>• Additional guidance that number of staff should be appropriate to the needs of learners and outcomes to be achieved (not just absolute numbers of learners)</li> <li>• Other amendments for clarity.</li> </ul>
<p><b>3.6</b> Subject areas must be taught by staff with relevant specialist expertise and knowledge.</p>	<p>Slight amendment to: <b>Subject areas must be delivered by educators with relevant specialist expertise and knowledge.</b></p> <p>Replaced the word ‘staff’ which is used in a more general sense elsewhere. Replaced ‘taught’ with ‘delivered’ to broaden this to include all forms of supporting learning.</p> <p>Moved to 3.8</p>	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Definition of ‘educators’</li> <li>• Added that education providers must have processes in place to ensure the standard is being met</li> <li>• Removed specific mention of CVs as evidence</li> <li>• Other minor amendments for clarity.</li> </ul>
<p><b>3.7</b> A programme for staff development must be in place to ensure continuing professional and research development.</p>	<p>Amended slightly to: <b>An effective programme for staff development must be in place to ensure continuing professional and research development.</b></p> <p>Moved to 3.9</p>	<ul style="list-style-type: none"> <li>• Added explanation of the term ‘staff’</li> <li>• Removed references to approval visit</li> <li>• Clarified that the education provider must have processes in place to support all staff in their development, including visiting and temporary staff and practice educators.</li> </ul>
<p><b>3.8</b> The resources to support student learning in all settings must be effectively used.</p>	<p>Merged existing 3.8, 3.9 and 3.10 to become: <b>The resources to support learning in all settings must be</b></p>	<ul style="list-style-type: none"> <li>• Merged guidance underneath existing 3.8, 3.9 and 3.10</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>3.9</b> The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.</p>	<p><b>effective and appropriate to the delivery of the programme and must be available and accessible to learners and staff.</b></p> <p>Numbered 3.10</p>	<ul style="list-style-type: none"> <li>• Added a sentence to clarify the intention of the standard</li> <li>• Removed some specificity in list of what resources could include</li> <li>• Other amendments for clarity and to remove prescriptiveness.</li> </ul>
<p><b>3.10</b> The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.</p>		
<p><b>3.11</b> There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.</p>	<p>Merged existing 3.11 and 3.12 to become: <b>There must be effective and accessible arrangements in place to support the welfare, wellbeing and learning needs of learners in all settings.</b></p> <p>Numbered 3.11</p>	<ul style="list-style-type: none"> <li>• Merged guidance existing underneath 3.11 and 3.12</li> <li>• Clarified the intention of the standard</li> <li>• Removed reference to SET 5</li> <li>• Other amendments to remove emphasis on approval process and unnecessary prescription.</li> </ul>
<p><b>3.12</b> There must be a system of academic and pastoral student support in place.</p>		
	<p><b>New SET 3.12: The programme must implement and monitor equality and diversity policies in relation to learners and applicants</b></p> <p>Incorporating parts of existing 2.7 and 5.5 and broadened to cover the whole programme.</p>	<ul style="list-style-type: none"> <li>• New supporting guidance added under this standard, incorporating parts of the guidance underneath existing 2.7 and 5.5</li> <li>• Added intention of the standard as ensuring an equitable, fair and supportive environment to enable learning</li> <li>• Emphasis on having policies in place to cover the whole programme (including the</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
		admissions process and practice-based learning)
<p><b>3.13</b> There must be a student complaints process in place.</p>	<p>Amended to: <b>There must be a thorough and effective process in place for receiving and dealing with learner complaints.</b></p> <p>Requirement made more specific based on comments from stakeholders.</p>	<ul style="list-style-type: none"> <li>• Focused intention of the standard on using complaints to remedy problems and contribute to continuous improvement</li> <li>• Additional guidance on learner complaints and processes</li> <li>• Other amendments for clarity.</li> </ul>
<p><b>3.14</b> Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>Moved to SET 4 (see new 4.10)</p>	
<p><b>3.15</b> Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	<p>Moved to SET 4 (see new 4.11)</p>	
<p><b>3.16</b> There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.</p>	<p>Amended slightly to: <b>There must be a thorough and effective process in place for receiving and dealing with concerns about learners' profession-related conduct.</b></p> <p>Moved to 3.14</p>	<ul style="list-style-type: none"> <li>• Additional guidance on who may raise concerns and clarified responsibility to work with practice educators to deal with concerns that arise while a learner is involved in practice-based learning</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
		<ul style="list-style-type: none"> <li>• Removed suggestion to include information on the website or in the student handbook (too prescriptive)</li> <li>• Other amendments for clarity.</li> </ul>
<p><b>3.17</b> Service users and carers must be involved in the programme.</p>	<p>Moved to 3.15</p>	<ul style="list-style-type: none"> <li>• Added statement of the intention of the standard</li> <li>• Minor amendments for consistency and clarity.</li> </ul>
	<p><b>New SET 3.16: Learners must be involved throughout the programme.</b> Added as agreed by the PLG</p>	<ul style="list-style-type: none"> <li>• New detailed guidance added under this standard</li> <li>• Broad requirement mirroring service user and carer involvement standard.</li> </ul>
	<p><b>New SET 3.17: The education provide must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</b> Adapted and moved from SET 6 (existing 6.8 and 6.9)</p>	<ul style="list-style-type: none"> <li>• Guidance adapted from guidance underneath existing SET 6.8</li> <li>• Added definition of ‘aegrotat’</li> <li>• Refocused to emphasise the importance of clarity for learners, educators and the public.</li> </ul>
<p><b>SET 4: Curriculum</b></p>	<p>Renamed ‘<b>Programme design and delivery</b>’</p>	<ul style="list-style-type: none"> <li>• Combined Summary and Overall guidance</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
		<ul style="list-style-type: none"> <li>• Clarified that SET 4 standards apply to all parts of the programme including practice-based learning</li> <li>• Reduced focus on curriculum guidance and added other aspects touched on in the standards.</li> </ul>
<p><b>4.1</b> The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</p>	None	<ul style="list-style-type: none"> <li>• Clarify intention of the standard in respect of those applying for registration being able to practise safely and effectively</li> <li>• Clarified that there does not need to be a one-to-one match between each SOP and each learning outcome</li> <li>• Removed reference to reading lists.</li> </ul>
<p><b>4.2</b> The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.</p>	None	<ul style="list-style-type: none"> <li>• Slight amendment to intention of the standard;</li> <li>• Added further explanation on what we mean by curriculum guidance</li> <li>• Added explanation of 'core values', adding reference to professional philosophy, ethics, personal attributes and attitudes.</li> </ul>
<p><b>4.3</b> Integration of theory and practice must be central to the curriculum.</p>	Moved to 4.4	<ul style="list-style-type: none"> <li>• Added intention vis a vis fitness to practise</li> <li>• Removed vague references to quality assurance and enhancement systems</li> <li>• Other amendments for clarity.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>4.4</b> The curriculum must remain relevant to current practice.</p>	<p>Moved to 4.5</p>	<ul style="list-style-type: none"> <li>• Removed list of possible evidence</li> <li>• Added reference to service changes and importance of taking stock of developments</li> <li>• Other amendments to reduce prescriptiveness and increase clarity.</li> </ul>
<p><b>4.5</b> The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.</p>	<p>Changed to: <b>The learning outcomes must ensure that those who complete the programme understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</b></p> <p>Much stronger requirement, based on feedback from stakeholders and PLG, and broader wording to cover 'expectations of professional behaviour' more generally, in addition to the SCPE themselves. Removed reference to 'curriculum' so as not to restrict how the SCPE are incorporated.</p>	<ul style="list-style-type: none"> <li>• Added intention behind the standard and further guidance about expectations</li> <li>• Added definition of the standards of conduct, performance and ethics and link to registration and fitness to practise</li> <li>• Removed reference to reading lists and stated that the standards should play a prominent and structured role in the curriculum</li> <li>• Added reference to the 'Guidance on conduct and ethics for students' within the main text.</li> </ul>
<p><b>4.6</b> The delivery of the programme must support and develop autonomous and reflective thinking.</p>	<p>None.</p>	<ul style="list-style-type: none"> <li>• Added intention behind the standard and reference to standards of proficiency</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
		<ul style="list-style-type: none"> <li>Removed reference to possible evidence and made more general suggestions for learning, teaching and assessment methods.</li> </ul>
<p><b>4.7</b> The delivery of the programme must encourage evidence based practice.</p>	<p>Changed to: <b>The delivery of the programme must support and develop evidence-based practice.</b></p> <p>Change based on stakeholder feedback that the standard needed to be strengthened.</p>	<ul style="list-style-type: none"> <li>Added intention of the standard and link to the standards of proficiency</li> <li>Removed negative statement about students not having to write a dissertation</li> <li>Removed reference to evidence and retained list as more general guidance for possible teaching, learning and assessment methods</li> <li>Other amendments to reduce prescriptiveness.</li> </ul>
<p><b>4.8</b> The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.</p>	<p>Amended slightly to: <b>The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.</b></p> <p>Moved to 4.9</p>	<ul style="list-style-type: none"> <li>Added intention of the standard</li> <li>Removed emphasis on the ‘range’ of learning and teaching methods and requirement for more than one approach</li> <li>Removed references to possible evidence.</li> </ul>
<p><b>4.9</b> When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>Changed to: <b>The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.</b></p> <p>Amended standard creates a new, broad requirement for learning with</p>	<ul style="list-style-type: none"> <li>Guidance has been replaced in light of new requirement</li> <li>Terminology ‘interprofessional education’ referred to and explained</li> <li>Requirement is broad; no detailed guidance on how it must be delivered</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
	<p>and from other professions; based on research findings, discussions with stakeholders and as agreed by the PLG.</p> <p>Moved to 4.8</p>	<ul style="list-style-type: none"> <li>• Explained what ‘other relevant professions’ could mean, including those both within and outside of health and social care.</li> </ul>
	<p><b>New SET 4.10: The learning and teaching methods must include an effective process for obtaining appropriate consent from service users and learners.</b></p> <p>Adapted from existing 3.14 and 5.13; standard broadened to include consent from service users as well as learners.</p>	<ul style="list-style-type: none"> <li>• Merged and adapted existing guidance underneath 3.14 and 5.13</li> <li>• Guidance has been re-drafted based on new focus of this standard to cover the rights of both learners and service users</li> <li>• Removed focus on documentation of consent and emphasised the importance of learners understanding the principle of obtaining appropriate consent</li> <li>• Added standards of conduct, performance and ethics to ‘Other sources of guidance’.</li> </ul>
	<p><b>New SET 4.11: The education provider must identify the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.</b></p> <p>Moved from existing 3.15 and amended slightly</p>	<ul style="list-style-type: none"> <li>• Amendments mainly for clarity</li> <li>• Removed suggested evidence and cross-referencing to SET 5.12.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<b>SET 5: Practice placements</b>	The title of SET 5 has been changed to ' <b>Practice-based learning</b> ' (to incorporate new terminology).	<ul style="list-style-type: none"> <li>• Combined Summary and Overall guidance</li> <li>• Removed reference to practice placement handbooks to reduce prescriptiveness</li> <li>• Clarified that some but not all practice-based learning will occur separate from the rest of the programme</li> <li>• Condensed text and other amendments for clarity.</li> </ul>
<b>5.1</b> Practice placements must be integral to the programme.	<p>Amended to: <b>Practice-based learning must be integral to the programme.</b></p> <p>Amended to use new terminology</p>	<ul style="list-style-type: none"> <li>• Added a sentence to clarify the intention of the standard</li> <li>• Removed bullet points which relate to other standards;</li> <li>• Added definition of practice-based learning;</li> <li>• Further guidance added.</li> </ul>
<b>5.2</b> The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	<p>Changed to: <b>The structure, range and duration of practice-based learning must support the achievement of the learning outcomes and standards of proficiency.</b></p> <p>Amended to use new terminology; add reference to standards of proficiency; and remove reference to</p>	<ul style="list-style-type: none"> <li>• Added intention of the standard</li> <li>• Other amendments for clarity and to make less prescriptive</li> <li>• Added standards of proficiency to 'Other sources of guidance'.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
	‘number’ as this is not applicable to all programmes.	
<p><b>5.3</b> The practice placement settings must provide a safe and supportive environment.</p>	<p>Changed to: <b>Practice-based learning must take place in a setting that is safe and supportive for learners and service users.</b></p> <p>Amended to take account of new terminology; added specific reference to learners and service users.</p>	<ul style="list-style-type: none"> <li>• Added statement of the intention</li> <li>• Added mention of safety for service users with reference to learners’ scope of practice</li> <li>• Removed reference to suggested evidence and pared down bullet list to eliminate very specific items</li> <li>• Clarification of education provider’s responsibility for ensuring the safety of practice-based learning provided by an external organisation.</li> </ul>
<p><b>5.4</b> The education provider must maintain a thorough and effective system for approving and monitoring all placements.</p>	<p>Changed to: <b>The education provider must maintain a thorough and effective system for approving, monitoring and improving practice-based learning.</b></p> <p>Amended to use new terminology; added reference to improvement based on discussions by the PLG.</p>	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Removed list of example evidence</li> <li>• Emphasised the responsibility of education providers regardless of whether practice-based learning is provided by a different organisation</li> <li>• Clarified requirement to have a process in place to respond to incidents and remove approval if necessary</li> <li>• Other amendments for clarity.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>5.5</b> The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.</p>	<p>Removed. A related standard has been added to SET 3 (see 3.12).</p>	
<p><b>5.6</b> There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.</p>	<p>Amended slightly to: <b>There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.</b></p> <p>To take account of new terminology; number changed to 5.5</p>	<ul style="list-style-type: none"> <li>• Removed examples of forms of evidence;</li> <li>• Emphasised that learners should have access to staff;</li> <li>• Removed reference to registration of practice placement educators (which should go under 5.9)</li> </ul>
<p><b>5.7</b> Practice placement educators must have relevant knowledge, skills and experience.</p>	<p>Changed to: <b>Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and must be appropriately registered.</b></p> <p>Combined with existing 5.9 and new terminology used</p> <p>Number changed to 5.6</p>	<ul style="list-style-type: none"> <li>• Guidance underneath existing 5.7 and 5.9 combined</li> <li>• Clarified intention of the standard</li> <li>• Additional guidance to place emphasis on responsibility of the education provider to determine what are the necessary knowledge, skills and experience</li> <li>• Added definition of ‘practice educator’</li> </ul>
<p><b>5.8</b> Practice placement educators must undertake appropriate practice placement educator training.</p>	<p>Changed to: <b>Practice educators must undertake regular training appropriate to their role, learners’ needs and the delivery of the</b></p>	<ul style="list-style-type: none"> <li>• Clarified intention of the standard</li> <li>• Added reference to support from the education provider, as discussed by the PLG</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
	<p><b>learning outcomes of the programme.</b></p> <p>As agreed by PLG; using new terminology</p> <p>Renumbered 5.7</p>	<ul style="list-style-type: none"> <li>• Emphasised that practice educator training must be specific to the programme, individual needs of learners and delivery of learning outcomes</li> </ul>
<p><b>5.9</b> Practice placement educators must be appropriately registered, unless other arrangements are agreed.</p>	<p>Combined with existing 5.7; renumbered 5.6 (see above)</p> <p>Removed ‘unless other arrangements are agreed’ following discussion by PLG.</p>	<ul style="list-style-type: none"> <li>• Guidance underneath existing 5.7 and 5.9 combined</li> <li>• References to specific professions removed</li> <li>• Other amendments for clarity.</li> </ul>
<p><b>5.10</b> There must be regular and effective collaboration between the education provider and the practice placement provider.</p>	<p>Moved to 3.5 (see above)</p>	<p>See new 3.5 above</p>
<p><b>5.11</b> Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:</p> <ul style="list-style-type: none"> <li>– the learning outcomes to be achieved;</li> <li>– the timings and the duration of any placement experience and associated records to be maintained;</li> <li>– expectations of professional conduct;</li> </ul>	<p>Changed to: <b>Learners and practice educators must have the information they require in a timely manner in order to be fully prepared for practice-based learning.</b></p> <p>Bullet list removed and information placed in the guidance underneath; using new terminology.</p> <p>Renumbered 5.8.</p>	<ul style="list-style-type: none"> <li>• Added intention of the standard;</li> <li>• Bullet points removed from the standard into detailed guidance, with some additional points added, indicating what types of information might be relevant</li> <li>• Other minor amendments for clarity.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p>– the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and</p> <p>– communication and lines of responsibility.</p>		
<p><b>5.12</b> Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.</p>	<p>Removed. Aspects of professional conduct covered in new SET 4.3 which covers the whole of the programme (including practice-based learning)</p>	
<p><b>5.13</b> A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>Removed and incorporated in new SET 4.10 (see above)</p>	<ul style="list-style-type: none"> <li>• Aspects incorporated in guidance under new 4.10 (see above)</li> </ul>
<p><b>SET 6: Assessment</b></p>		<ul style="list-style-type: none"> <li>• Combined Summary and Overall guidance</li> <li>• Removed specific mention of practice placements and refer to all assessment</li> <li>• Added reference to the need for learners to demonstrate they will meet the expectations of professional behaviour and standards of conduct, performance and ethics</li> <li>• Other amendments to incorporate amended standards in this section.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>6.1</b> The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.</p>	<p>Changed to: <b>The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</b></p> <p>Minor amendment to more closely match 4.1.</p>	<ul style="list-style-type: none"> <li>• Added statement of the intention</li> <li>• Removed reference to evidence</li> <li>• Other amendments for clarity.</li> </ul>
<p><b>6.2</b> All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>Removed. The existing standard refers to fitness for academic award, whereas the SETs are about meeting the standards of proficiency and fitness for practice.</p>	
<p><b>6.3</b> Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.</p>	<p>Changed to: <b>Assessment throughout the programme must ensure that learners demonstrate that they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</b></p> <p>Strengthened following comments from PLG and proposed changes to new SET 4.3 (see above)</p> <p>Renumbered 6.2.</p>	<ul style="list-style-type: none"> <li>• Added intention of the standard</li> <li>• Defined ‘expectations of professional behaviour’</li> <li>• Removed specific reference to service user and carer involvement</li> <li>• Strengthened in line with guidance under new 4.3.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>6.4</b> Assessment methods must be employed that measure the learning outcomes.</p>	<p>Changed to: <b>The assessment methods used must be appropriate to and effective at measuring the learning outcomes.</b></p> <p>Renumbered 6.3</p>	<ul style="list-style-type: none"> <li>• Additional guidance to clarify the intention of the standard</li> </ul>
	<p><b>New SET 6.4: Assessments must provide an objective, fair and reliable measure of learners' performance and progression.</b></p> <p>New broad standard incorporating aspects of existing 6.5 and 6.6.</p>	<ul style="list-style-type: none"> <li>• New guidance drafted based on new broad standard</li> <li>• Statement of the intention of the standard, i.e. to ensure assessments are effective at determining fitness to practice</li> <li>• Defined 'objective', 'fair' and 'reliable'</li> <li>• Clarified requirement for education providers to have processes in place to monitor and gain assurance regarding this standard and to implement improvement where necessary.</li> </ul>
<p><b>6.5</b> The measurement of student performance must be objective and ensure fitness to practise.</p>	<p>Removed; some aspects incorporated in new SET 6.4 (see above).</p>	
<p><b>6.6</b> There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>Removed; some aspects incorporated in new SET 6.4 (see above).</p>	

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>6.7</b> Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>Amended slightly to: <b>Assessment policies must clearly specify requirements for progression and achievement within the programme.</b></p> <p>Moved to 6.5</p>	<ul style="list-style-type: none"> <li>• Guidance amended for clarity.</li> </ul>
<p><b>6.8</b> Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</p>	<p>Merged with existing 6.9, adapted and moved to new SET 3.17 (see above)</p>	<p>See new 3.17 above.</p>
<p><b>6.9</b> Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>Merged with existing 6.8, adapted and moved to new SET 3.17 (see above)</p>	<p>See new 3.17 above.</p>
<p><b>6.10</b> Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>Changed to: <b>There must be an effective process in place for learners to appeal assessment decisions.</b></p> <p>Amended to simplify and clarify</p> <p>Renumbered 6.6</p>	<ul style="list-style-type: none"> <li>• Added intention with regard to continuous improvement of assessments</li> <li>• Additional guidance included regarding the process and what we mean by 'effective'.</li> </ul>

Current standards	Amendments to the standard / New standard	Amendments to the detailed guidance
<p><b>6.11</b> Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	<p>Changed to: <b>There must be at least one external examiner who must be appropriately qualified and experienced and must be from the relevant part of the Register.</b></p> <p>Wording simplified; phrase ‘unless other arrangements are agreed’ has been removed based on discussions by PLG</p> <p>Renumbered 6.7</p>	<ul style="list-style-type: none"> <li>• Clarified intention of the standard with regard to objective and robust external review of assessments</li> <li>• Additional guidance on the role of external examiners and clarification that we do not approve individuals, but rather the process in place to appoint external examiners.</li> </ul>

## Appendix 2: Summary of PLG decisions and corresponding amendments to the SETs and supporting guidance

PLG decisions	Corresponding amendments
<b>Theme: Currency of the standards</b>	
Add the term ‘assessment regulations’ to the glossary	The term ‘assessment regulations’ has been removed from the wording of the standards and replaced where appropriate with ‘assessment policies’, indicating that this could refer to a broader range of potential documents.
Define the term ‘aegrotat’ in the main body of the guidance under SET 6.9, as well as in the glossary.	A definition for ‘aegrotat’ has been added to the supporting guidance underneath new proposed SET 3.17 (which incorporates parts of existing 6.8 and 6.9)
<b>Theme: Format, language and structure</b>	
SETs 3.8, 3.9 and 3.10 to be merged to eliminate unnecessary duplication.	SETs 3.8, 3.9 and 3.10 have been merged into a new standard, now numbered SET 3.10 in the current draft.
SETs 5.6, 5.7, 5.8 and 5.9 would lose rigour if combined into a single standard; consider condensing into two standards.	These standards have not been combined into a single standard. The requirements relating to the knowledge, skills and experience and appropriate professional registration of practice educators have been merged into one standard, now numbered SET 5.6 in the current draft. Existing SETs 5.6 and 5.8 remain as separate standards (though they have been amended in other ways) and renumbered as 5.5 and 5.7, respectively.
<p>Guidance underneath individual standards should follow a standard outline as follows:</p> <ol style="list-style-type: none"> <li>i. A short description of the intention or reasoning behind the standard</li> <li>ii. Definition of terms and/or concepts which may be unfamiliar to some audiences</li> <li>iii. Further clarification of the expectations set out in the standard, if needed</li> </ol>	The guidance underneath individual standards has been rearranged and amended to match this outline as far as possible, with the exception of the example questions, which we have removed from the draft guidance altogether.

<ul style="list-style-type: none"> <li>iv. Links to other individual standards (where appropriate)</li> <li>v. Example questions which visitors may ask in relation to the standard</li> <li>vi. Other relevant HCPC guidance.</li> </ul>	
<p>Remove specific examples of evidence from guidance under individual standards, to be potentially collated in a separate online document.</p>	<p>Specific examples of evidence have been removed from the guidance. Further work will be undertaken to consider whether to develop a separate online document which education providers can refer to.</p>
<b>Theme: Link to the SCPE</b>	
<p>Agreed that SET 4.5 should be amended to highlight the fundamental link between the standards of conduct, performance and ethics (SCPE) and education.</p>	<p>A revised standard and accompany guidance were agreed by the PLG in November 2015, subject to some minor amendments. These have been further strengthened to reflect stakeholder and PLG feedback and are included in the current draft.</p>
<p>Move SET 4.5 to directly after SET 4.2, in order to make the link to the SCPE more prominent.</p>	<p>SET 4.5 has been moved and renumbered SET 4.3.</p>
<p>SET 6 on assessment should incorporate the requirement for learners to demonstrate an understanding of the SCPE.</p>	<p>SET 6.2 in the current draft now refers specifically to the SCPE in the context of assessment, and has been further strengthened to require that learners demonstrate that they are able to meet these standards.</p>
<p>The SCPE should be referred to throughout the SETs, in particular they need to be further highlighted in SET 5 on practice placements.</p>	<p>We are not proposing to include a specific standard in SET 5 on the SCPE. We have emphasised through other amendments that SET 4.3 (and other standards in SET 4) applies to the whole programme, including practice-based learning.</p>
<b>Theme: Interprofessional education</b>	
<p>Agreed that SET 4.9 should be amended to include a positive requirement for IPE in approved programmes.</p>	<p>A revised standard and guidance were agreed by the PLG with some amendments in November 2015. These are included in the current draft as SET 4.8.</p>

<b>Theme: Values in education</b>	
No requirement for values based recruitment to be added to the SETs. However there is potential for additions to the guidance underneath some individual standards.	As agreed by the PLG in January 2016, amendments have been made to the guidance underneath two standards: <ul style="list-style-type: none"> <li>• SET 2.3: Reference to possible selection and entry criteria relating to an applicant's profession-related values, attitudes or personal attributes has been added to the guidance.</li> <li>• SET 4.2: An explanation of the term 'core values' has been added to the guidance, to include an overarching philosophy, ethics, personal attributes or attitudes.</li> </ul>
The 'centrality of the service user' is a core value among all professions and should be added as an example in the guidance under SET 4.2.	This has been added as an example to the guidance underneath SET 4.2.
<b>Theme: Learner involvement</b>	
A new standard to be added to SET 3 requiring learner involvement, based on the format of SET 3.17 (on service user and carer involvement). The standard should not focus just on learner 'feedback' but cover learner 'involvement' or 'engagement' in programme design and governance more broadly.	A new standard, numbered 3.16 in the current draft, has been added to cover learner involvement in programme design and review.
<b>Theme: Practice placements</b>	
The term 'practice placements' to be replaced with 'practice-based learning'; 'practice placement educator' to be replaced with 'practice educator'; and 'practice placement provider' to be replaced with 'practice education provider'.	The current drafts use these new terms.
A new standard requiring education providers to ensure there is enough availability and capacity of practice-based learning should be added to SET 3.	A new standard (numbered SET 3.4) has been added in the current drafts and requires the education provider to have a process in place to ensure the adequate availability and capacity of practice-based learning. The guidance further clarifies that

	<p>this will involve engagement and collaboration with practice education providers, as well as consideration not only of current learners on the programme but planning for future cohorts as well.</p>
<p>SET 5.4 should be stated in the context of continuous improvement.</p>	<p>SET 5.4 has been amended to make reference to ‘improving’ practice-based learning. The detailed guidance has also been amended to clarify that there must be processes in place to respond to concerns or incidents including removing approval if necessary.</p>
<p>SETs 5.7 and 5.9 – which both deal with the professional background and skills of practice educators – should be merged to mirror the format of SET 3.4.</p>	<p>These standards have been merged into one, numbered SET 5.6 in the current draft.</p>
<p>The phrase ‘unless other arrangements are agreed’ in SET 5.7 is confusing. Remove and state that practice educators must ‘normally’ be registered.</p>	<p>We have removed the phrase ‘unless other arrangements are agreed’ in the current draft (the relevant standard is now numbered 5.6). We have not included the word ‘normally’ in the standard because we do not consider it to be an appropriate word for a standard. However, the guidance clarifies that there may be appropriate practice educators whose professional backgrounds do not match the specific profession or protected title.</p>
<p>SET 5.8 should be amended to clarify that ensuring practice educators undertake training is the responsibility of the education provider.</p>	<p>The guidance has been clarified to this effect (the relevant standard is now numbered 5.7).</p>
<p>SET 5.8 on practice educator training should also mention ‘ongoing support’ from the education provider.</p>	<p>The guidance underneath this standard (now numbered 5.7) refers to support as well as training.</p>
<p>SET 5.8 and supporting guidance should be amended to clarify that practice educator training must be relevant to the programme and to the teaching, learning and assessment needs of the learners on practice-based learning.</p>	<p>SET 5.7 in the current draft states that practice educator must undertake training ‘appropriate to their role, learners’ needs and delivery of the learning outcomes of the programme’.</p>
<p>SET 5.10 on regular collaboration between the education provider and</p>	<p>This standard has been moved to SET 3, now numbered SET 3.5. The supporting</p>

<p>practice education provider should be moved to SET 3. Also needs to be more focused on outcomes; the guidance should provide more information on what we expect to see as a result of this collaboration.</p>	<p>guidance has been amended to say that this collaboration is a way of ensuring the ongoing quality and effectiveness of practice-based learning and should influence the design and delivery of the programme as a whole.</p>
<p>The format of SET 5.11 should be brought more in line with the rest of the SETs by removing the bulleted list and placing this information in the supporting guidance underneath.</p>	<p>This standard, now numbered 5.8, has been amended to remove the bulleted list. The revised standard refers to the requirement for learners and practice educators to 'have the information they require in a timely manner'. Examples of what this information may include have been added to the supporting guidance underneath.</p>
<p><b>Theme: Research on preparation for practice</b></p>	
<p>Reference to 'Health, disability and becoming a health and care professional' guidance document should be added to the supporting guidance under SET 2.4.</p>	<p>The guidance under this standard, now numbered 2.5, has been amended to include specific reference to the document 'Health, disability and becoming a health and care professional'.</p>
<p>The guidance under SET 2.4 should clarify that 'health' relates to both physical and mental health.</p>	<p>The guidance under SET 2.5 includes the clarification: 'Health requirements could include those relating to the physical and/or mental health of applicants.'</p>
<p>SET 3.14 to be retained, but re-examine the guidance to make sure the intention of the standard is clear.</p>	<p>Aspects of existing SET 3.14 and 5.13 have been combined in new SET 4.10 which covers the requirement for an effectiveness process to obtain appropriate consent from both service users and learners (where they act as service users in practical and clinical teaching).</p>