

Curriculum guidance – commitments made

From the 'Key Decisions from our Consultation on Standards of Education and Training and the Approvals Process' document.

http://www.hpc-uk.org/consultation/set_approvals/key_decisions.pdf

(p. 3)

We intend to make sure that it is easy for readers to cross-refer between the Standards of Education and Training, and the curriculum guidance.

(p.7)

...we will also use curriculum guidance to provide further detail on issues including:

- English language competence;
- admissions assessment methods;
- criminal convictions and other conduct issues;
- health requirements;
- issues relating to disability (we will be consulting on a Health and Disability policy in 2005);
- and academic or professional entry requirements.

(p.9)

we will use guidance to provide further detail on issues and suggestions for the programme management and resource standards. This will include guidance on:

- human rights and disability legislation;
- external knowledge and skills framework; and
- internal and external quality assurance processes.

As explained in the introduction, we will use curriculum guidance to provide further detail on issues and suggestions for the curriculum standards. This will include:

- profession specific issues;
- development;
- research;
- life-long learning;
- risk assessment and safety.

(p.10)

...we will use the curriculum guidance to provide further clarification on detailed issues including:

- setting out the allocation of responsibilities for maintaining and monitoring standards;
- requirements for staffing and students;
- clinical hours; and
- educator training.

(p.11)

we will use curriculum guidance to provide further detail on issues and suggestions for the assessment standards. This will include guidance on:

- external reference frameworks;
- aegrotat awards;
- the use of assessment strategies;
- training; and
- issues for disabled students.

(p.13)

(We will only use multi-professional approvals where it is appropriate to do so. We will use the criteria of likely cost (to us and to the provider) and efficacy of process to decide whether it is appropriate. We acknowledge that there are only a few providers across the country who offer programmes for several different professions. While we disagree with those respondents who felt that multiprofessional approvals will be inherently less rigorous than uni-professional approvals, we will ensure that the processes we adopt ensures a consistently rigorous approach whether an approval is uni- or multi-professional.)

We will use curriculum guidance to provide further detail on the process. This will include guidance on how approvals of individual programmes will interact for multi-professional approvals.

(p.14)

We will use curriculum guidance to provide further detail on the approvals process. This will include guidance on how we work with others.

(p.15)

We will use guidance to provide further detail on approval panels.

(p.16)

As will be clear, curriculum guidance is a core part of our approach to the approvals process we have developed. Consequently, we will develop curriculum guidance as we proposed, with the following modifications:

- we will normally review our guidance every three years, not two, as we now believe that this longer timescale is more appropriate;
- if there is a development in one or more of the professions that the Education and Training Committee believe requires immediate action, we may produce an interim revision. We believe that this will provide an important safeguard;
- in every case, we will highlight key changes since the previous version.

p.18

We will use curriculum guidance to provide further detail on approval panels.

p.19

We will set out detail about what constitutes a major change in our guidance. This will include discussion of how multiple minor changes will be addressed (for instance, a gradual rise in student numbers over some years or several minor changes occurring all at once).

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p. 20

We will adopt our proposals for external examiners with the following modifications:

- we will require providers to have at least one external examiner in place (and not two, which we believe to be over-burdensome).
- we will also require that at least one external examiner is on the relevant part of the register for each approved programme, as we believe this is essential for assuring quality;
- these requirements will be incorporated into our Standards of Education and Training and the subject will also be covered in our guidance.
- however, we will not make any direct requirements of external examiners, who are not part of the HPC's regulatory arrangements, and are not responsible to us for their activities.