

Your duties as an education provider

Standards of education and training guidance

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Introduction

This document provides guidance on the standards of education and training (SETs), including information about how we assess and monitor education and training programmes against them. The SETs make sure that learners are prepared for safe and effective practice. A programme that meets the SETs allows a learner who completes that programme to meet the [standards of proficiency \(SOPs\)](#) and practise their profession safely and effectively.

This document is for education providers who are preparing for or will be involved in our approval and monitoring processes. It may also be useful for practice education providers and others who work with and alongside education providers. The guidance for each standard explains the purpose behind it, provides further definitions and context. In some cases, it also suggests how you could show that you meet the standard.

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 15 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
- Speech and language therapists

You can find an up-to-date list of the [professions we regulate](#) on our website. You can also [check the Register](#) to confirm whether a professional is registered with us and whether there are any restrictions on their practice. 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 and ethics;
- keep a Register of professionals who meet those standards;
- approve education and training programmes which professionals must complete to register with us; and
- take action when professionals on our Register do not meet our standards.

About the standards of education and training

The SETs are the standards which education and training programmes must meet to be approved by us.

The SETs make sure that learners are prepared for safe and effective practice. A programme which meets the SETs allows a learner who completes that programme to meet the [standards of proficiency \(SOPs\)](#). The SOPs set out the knowledge, skills and

understanding that are needed for safe and effective practice in each profession. The SETs also make sure that learners are able to meet our [standards of conduct, performance and ethics \(SCPEs\)](#), the ethical principles and expectations of a professional's behaviour. If a learner successfully completes an UK-approved programme, they are eligible to apply to us for registration via the UK route.

Our governing legislation (the Health 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 many education and training programmes go beyond this.

All of the SETs apply to all of the education and training programmes we approve. However, the way they are implemented may differ between programmes, and this often depends on the profession or the way they are delivered.

We want to encourage education providers to develop new education and training programmes, and give providers of existing programmes the flexibility to structure or deliver them in different or innovative ways. Therefore, we have avoided setting 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 implement, review and evaluate them.

Guidance from other organisations

We have written this guidance document to provide more information about the meaning and intention of the SETs. When you are developing your programme, you may also want to refer to documents published by other organisations that play a role in developing good practice, for example, professional bodies and workforce organisations.

Language

When we use the abbreviation 'SET' followed by a number, this refers to a section of the standards (for example, SET 2) or an individual standard (for example, SET 2.1).

Throughout the document 'we', 'us' and 'our' refer to the HCPC and 'you' refers to the education provider, including those involved in leading or managing the programme.

We have used the term 'learner' throughout this document. We use this to mean anyone learning, studying or training on a programme which will lead to them being eligible to apply to join our Register. The term includes students, trainees, apprentices and practitioners in training or work-based learning.

We have also used the term 'educator' throughout the document. We use this to mean an individual who is involved in teaching, assessing or aiding learning. This can include people who are permanently employed and others who help to deliver the programme, such as sessional or visiting lecturers and practice educators.

The term 'staff' is used more broadly to refer to anyone involved in delivering the programme. This could include educators as well as those involved in other areas, such as managing or administering the programme.

Many statements contained in the guidance sections of this document use verbs such as 'should', 'may' or 'could'. This is because the guidance does not set additional requirements to those set out in the standards.

Structure of this document

We have divided the main text of this document into two sections: institution level and programme level standards. Within each section, we have divided the standards into themes to reflect the areas that the standards deal with and to reflect the journey of an approved programme in its creation.

Institution level standards apply to the education provider delivering

the programme (or programmes), and would normally be met in one way across the education provider. These standards are:

- SET 1: Resourcing
- SET 2: Management
- SET 3: Safety and wellbeing
- SET 4: Admissions
- SET 5: Communication and information
- SET 6: People and partnership

Programme level standards apply to each programme and would normally be met differently depending on the profession and model of learning. These standards are:

- SET 7: Programme establishment
- SET 8: Programme design
- SET 9: Programme delivery

Under 'Other sources of HCPC guidance' we list other HCPC publications, where available, which may be useful for you to find more information about an individual standard. Certain documents may have relevant information in them which relate to a number of individual standards.

Institution level standards

1. Resourcing

- 1.1 Programmes are financially sustainable within the education provider and are fit for purpose with the support of all stakeholders involved.

Guidance

This standard is about making sure that there is a future for the institution and its programmes and that there is support from all stakeholders involved.

By 'sustainable' we mean:

- you and any partner organisations are committed to providing enough resources to deliver programmes;
- possible risks or threats to delivering programmes are being effectively managed by the institution; and
- the institution and other stakeholders involved provide support from senior management to programmes.

By 'fit for purpose' we mean that programmes meet the needs of learners who will enter a profession. This includes making sure that learners are sufficiently prepared for practice, and that they are able to meet the standards of proficiency and expectations of professional behaviour (the standards of conduct, performance and ethics).

When considering whether programmes are fit for purpose, you may need to also consider workforce demand and how the supply of learners may deliver for workforce needs, as well as wider issues about supply and demand.

Education providers decide on the number of learners and the appropriate resources needed to support both internal and practice-based learning. Workforce need, practice-based learning availability, and resourcing for programmes should be considered in a structured way through this decision-making. We will need to be satisfied that you

have effectively considered these areas through our decision making.

Factors relating to this standard may include:

- the financial position of the education provider, including funding arrangements where relevant;
- the programme's place within your business plan;
- work carried out with others involved in programmes (such as practice education providers, workforce organisations, and employers) to make sure the programme remains effective, relevant and able to meet future needs;
- proactive monitoring of other programmes and the job market to assess the number of places offered against likely job opportunities and demand on practice-based learning.

2. Management

- 2.1 Programmes are clearly and effectively managed, with defined responsibilities for all aspects of programmes, including with strategic and operational partners.

Guidance

This standard is about making sure that there are clear and effective management and responsibilities that apply to all aspects of HCPC-approved programmes, including oversight of employer-led components of the programme.

We expect education providers and delivery partners to share appropriate information and data regularly to identify risks, promote safety, ensure consistency, and share best practice.

There should be an institution and programme management structure in place with clear roles and responsibilities. You should also make sure that the people involved have the commitment, skills and expertise they need to undertake their leadership and management roles effectively.

Areas for 'defined responsibilities' could include:

- resources;
- admissions;
- quality;
- equality, diversity and inclusion;
- strategy; and
- partnerships.

Where partnership arrangements are in place with other organisations to deliver parts of programmes (such as another education provider or a practice education provider), you should oversee the management

systems and structures within the other organisation, to ensure that everyone involved has a clear understanding of their responsibilities. This could include determining which partner's policies apply in different environments (e.g. health and safety, complaints, absences/illness), who is responsible for providing necessary information and resources, and identifying points of contact for different matters. There should also be clear processes to deal with any issues or problems that arise in the partnership.

We expect education providers to take responsibility for ensuring that all the standards and any relevant laws and regulations are followed and upheld in all settings.

2.2 Principles of equality, diversity and inclusion are embedded in strategies and policies in all settings, and these are meaningfully implemented, monitored, and reviewed to support good quality experiences and outcomes for all learners and others involved in programmes.

Guidance

This standard is about ensuring that equality, diversity and inclusion are embedded in the design and development of all policies, strategies, systems, and processes. We expect that any design and development considers the impacts on different groups. This standard should be considered alongside SET 7.2, which focuses on how equality diversity and inclusion policies are implemented, monitored and reviewed at programme level.

By 'others involved in programmes', we mean staff and educators as well as learners and applicants.

Equality, diversity and inclusion considerations should be embedded in all parts of the institution and programmes, and not just in standalone policies with a limited scope or application. It may still be helpful for education providers to have a wider EDI-focused strategy for its approach to embedding EDI across different policies and settings, this could include practical actions for delivering the intentions of the strategy.

Policies should be person-centred and focused on outcomes while considering the needs of different groups. In creating or redesigning these policies, we would also expect that education providers seek appropriate input from those affected, such as learners, educators, other staff, service users and carers, employers and the public.

Any insights on the monitoring of strategies or policies should be used to inform action. For example, there should be measurable aims to improve fair outcomes and reduce any identified unfair differential attainment or awarding gaps. We expect education providers to ensure that improvements are carried out in a purposeful way, and action plans should enable education providers to measure impact (at an institution and programme level).

You should be able to show how you make relevant strategies and policies available to learners and others involved in the programme. This should include information about what they should do if they feel that they have been discriminated against and how they can contribute to meaningful engagement on EDI within the institution or programme.

Other sources of HCPC guidance:

[Standards of proficiency – equality, diversity and inclusion](#)

[Standards of conduct, performance and ethics – equality, diversity and inclusion](#)

[EDI quality indicators for education and training](#)

2.3 The quality, safety, and fairness of education and training provision is regularly monitored, evaluated, and enhanced across all settings.

Guidance

This standard is about making sure that the institution and its programmes are regularly monitored, evaluated and enhanced, to ensure they deliver

overall quality, safety and fairness. This includes mechanisms in place to support enhancement where needed, with the aim of continual improvement.

By ‘all settings’ we mean the setting for theory-based learning, as well as for practice-based learning (if this is separate) and any other setting where parts of programmes are delivered.

We expect that education providers and delivery partners are purposeful in monitoring, evaluation, and enhancement, including regularly sharing appropriate information and data to effectively identify risk, promote safety, and share best practice.

You will need to show how you monitor and evaluate the institution and programme’s quality and effectiveness and which mechanisms are in place to do this. This includes processes that allow you to continuously gather information on quality and effectiveness, as well as to respond to any identified risks, challenges or changes. You will need to demonstrate how these insights are used to enhance education and training provision. We expect education providers to ensure that improvements are carried out in a purposeful way and are properly resourced.

Where relevant, you should also use this information to drive proactive and reflective practice and continuously improve the institution and programmes. This may include identifying differences in outcomes, experiences, or presence and participation of different groups that may indicate structural barriers, systemic inequalities, or biases that could be addressed.

The processes you use should be appropriate to the institution and may include the following.

- Carrying out internal and external quality audits;
- Critically reviewing current arrangements;
- Regularly collecting and analysing feedback from learners, educators, service users and carers;
- Analysing complaints, concerns, and feedback raised by learners, educators or others, for example about the safety or wellbeing of service users;

- Carrying out monitoring and evaluation through partnership with other organisations, such as practice education providers;
- Collecting and analysing information about learner outcomes such as participation, attainment, retention rates, and assessment outcomes to evaluate programme quality and equality, diversity and inclusion;
- Considering outcomes of relevant reports or reviews, such as public inquiries; and
- Considering the HCPC's EDI quality indicators for education and training.

Other sources of HCPC guidance:

[EDI quality indicators for education and training](#)

2.4 There is a fair and effective process in place for appointing individuals with overall professional responsibility for programmes, ensuring they are suitably qualified and able to support safe and effective delivery of education and training.

Guidance

This standard is about ensuring that there is a process in place to make sure that the education provider appoints a person with overall professional responsibility for each programme, who has the appropriate skills and qualifications to support the safe and effective delivery of education and training.

By 'suitably qualified', we mean that the person is capable of leading the programme and effectively organising how that programme is delivered. It may be appropriate for them to hold a particular professional or education qualification, and it may be appropriate for them to be on the relevant part of the Register.

By 'safe and effective delivery of education and training' we mean that the delivery of education and training is safe for those involved, and effective in preparing future professionals for practice.

We expect that appropriate skills and qualifications would include:

- Academic leadership – provides strategic direction, ensuring curricula remains high quality, evidence-based, and aligned with regulatory and academic standards.
- Professional credibility – maintains professional expertise to ensure programmes reflect current workforce and service needs.
- People leadership – leads, supports and develops staff, in line with the objectives of programmes.
- Strategic thinking – anticipates future challenges and opportunities, using insight and data to shape long-term direction.
- Quality assurance and regulation – ensures compliance with internal, professional, and regulatory requirements.
- Partnership working – builds effective relationships with delivery partners, service users and carers, and professional bodies in line with the objectives of programmes.
- Financial and operational management – oversees resources, planning, and risk management, to ensure the programme is sustainable and delivered effectively.

We do not play a role in appointing or approving the individual named person for this role, however, education providers need to demonstrate that there is an effective process in place within the institution to identify a suitable person and, if it becomes necessary, identify a suitable replacement. In the process of appointing or approving the individual, we would expect that education providers consider risks of discrimination or bias from people, processes, or tools involved in the assessment of suitability for the role and take steps to ensure that any risk is mitigated.

We recognise that there may be circumstances where it is possible and appropriate for a programme to be led by someone who is not on the relevant part of the Register. If this is the case, you must be able to show how you have ensured that they are sufficiently qualified for the role and have access to the necessary information and resources for the relevant profession.

3. Safety and wellbeing

- 3.1 All learning environments are safe, inclusive and supportive for learners, service users, and others involved in programmes.

Guidance

This standard is about making sure that all learning settings are suitable, safe and supportive for all involved in programmes. You must make sure that all learning environments minimise risk to service users and others involved in programmes.

By 'others involved in programmes', we mean staff and educators in all settings as well as learners and applicants.

By 'safe' we mean environments that are inclusive, maintain the safety of learners and others, including an awareness of relevant health and safety legislation, and manage risk appropriately. Part of creating safe and supportive environments involves enabling learners to build the necessary skills to manage the risks involved in health and care practice.

You should also consider other factors that contribute to a safe environment for service users and others involved in programmes, such as the level of supervision and autonomy (independence) of anyone involved with the programme.

We expect you to have safety policies and procedures in place that allow you to identify and manage any risks to the health and wellbeing of learners and others involved in programmes, such as the following (where relevant):

- physical health and safety, for example: infection control, manual handling, hazardous substances, equipment use, accessibility;
- interactions with service users, colleagues, or others, for example aggression, bullying and harassment, discrimination, intimidation and sexual safety;

- mental health and stress;
- appropriate options to accommodate different access requirements, such as for disability; and
- consideration of the HCPC's [EDI quality indicators for education and training](#).

By 'supportive', we mean that you provide academic and pastoral support for learners, and relevant support for others involved in programmes, depending on their role.

If the learning is provided by a separate organisation, you must be able to demonstrate how you assess and monitor the learning environment to make sure it is safe and supportive. This includes working with practice educators and practice education providers.

This is partly about making sure that learners work within a scope of practice appropriate to their skill level and experience, which is likely to develop as an individual learner progresses through their programme.

Other sources of HCPC guidance:

[EDI quality indicators for education and training](#)

[Guidance on health and character](#)

3.2 The wellbeing and learning needs of all learners are effectively supported across all settings.

Guidance

This standard is about ensuring that the education provider is committed to enabling learners to progress and successfully complete their programme and have arrangements in place to do this.

By 'effectively' we mean that arrangements are fair and appropriate to provide learners with sufficient opportunity to progress and successfully

complete their programme to the best of their ability.

By 'all settings' we mean settings for theory-based learning, as well as the practice-based learning environments (where they are separate), and any other setting where part of a programme is delivered.

These arrangements should include academic and pastoral support, so that learners have access to feedback and regular reviews of their progress and, where needed, support in specific areas of the programme.

They may also include financial support or services relating to learners' physical or mental wellbeing (for example, a counselling service or occupational health service).

Education providers should make sure support systems or services are safe, accessible and person-centred, for example by considering the needs of different disadvantaged groups.

If the learning is provided by a separate organisation, you must be able to demonstrate how the wellbeing and learning needs of learners are supported within these organisations. This includes working with practice educators and practice education providers.

3.3 The wellbeing of staff and others involved in programmes is supported to enable effective contribution to the programme and the quality of learning.

Guidance

This standard is about ensuring that the institution and programmes are committed to the wellbeing of staff and others involved in programmes. We expect this support to enable high-quality education and training delivery and positive learning experiences for learners.

By 'others involved in programmes' we mean those who contribute to the design or delivery of programmes, not just educators, for example, service users, carers, or non-educator staff. Learners and their wellbeing are the focus of a separate standard, SET 3.2.

We would expect that staff and others involved in the programme will have needs that differ from those of learners involved in the programme, and so the institution should support and respond to them differently where appropriate. We expect that any resources or arrangements in place must be accessible and aligned with equality and diversity laws.

Appropriate support could include physical resources, access to training, or sufficient time to fulfil their roles and responsibilities effectively. This includes ensuring that staff and others involved in the programme receive timely and meaningful feedback that empowers and enables them to have an active role in their own development. Feedback can include a range of types, for example, formal, informal or self-assessment. Feedback can also be from a range of sources, for example, learners, peers or service users. Where these supports are provided at a programme-level, they should be supported and enabled by the institution to ensure adequate resourcing and consistency and continuity of support.

3.4 The ongoing conduct, character and health of learners is considered, managed and, where required, addressed by the education provider, to maintain the safety of service users, carers, and others involved in the programme.

Guidance

This standard is about ensuring that education providers protect service users, carers and others who interact with learners during programmes. This is in keeping with meeting our standards for professional behaviour, the standards of conduct, performance and ethics. The standard is also about ensuring the safety of learners on programmes.

We expect that education providers consider, manage, and where required, address whether learner conduct, character, or health may put service users and others at risk. Concerns about a learner could be raised by anyone involved in the programme, such as educators, other learners, service users, or carers. Processes to consider and manage conduct,

character and health of learners should complement the initial assessment of conduct, character, and health at the admissions stage.

These processes should be to respond to concerns or support needs that are identified during the programme. They should be fair and proportionate, and avoid creating unnecessary barriers to participation, while keeping service users, carers and others involved in the programme safe.

The processes in place should be fair and supportive and allow for an appropriate range of outcomes. We expect that where a learner's conduct, health, or character raises legitimate concerns, processes should provide appropriate support to the learner to address the cause of the concerns, where practicable. Where a learner cannot continue the programme, processes should consider whether there are appropriate alternatives, such as transferring to another programme or providing a different award to recognise partial completion of the programme. We expect that the learner and other relevant parties are appropriately involved in decisions and informed about potential outcomes.

In the process of assessing the learner's conduct, character, or health, we expect education providers to consider risks of discrimination or bias from people, processes or tools involved in the assessment, and take steps to ensure that any risk is mitigated.

Other sources of HCPC guidance:

[Standards of conduct, performance and ethics](#)

[Guidance on health and character](#)

3.5 Learners are supported to identify and raise concerns about the safety and wellbeing of service users.

Guidance

This standard is about education providers enabling learners to recognise situations where service users may be at risk and making sure that they

understand their responsibility to raise concerns.

Education providers must support and empower learners to raise concerns, making sure that learners know who to report their concerns to, how to do so, and how these concerns will be considered and acted on. Reporting routes should also be accessible and culturally safe, to reduce barriers to raising concerns.

Policies must be designed to make sure that learners are not penalised for raising concerns. Other support for learners may include:

- training on raising concerns and the importance of being open when things go wrong;
- dedicated reporting or communication methods for learners to raise concerns; and
- advice from members of staff when situations arise which may be cause for concern.

These concerns may be identified or raised during practice-based learning or in other parts of programmes. Learners should be supported to identify and raise these concerns during all parts of their programme.

The appropriate way to deal with a concern is likely to depend on the nature of the concern and where it originates from. For example, it may be best for the person with professional responsibility for a programme, other managers at your organisation, or the practice education provider to deal with a concern. Your process should make sure that, where necessary, the concern will be forwarded to another appropriate person or organisation, such as a regulator or local safeguarding networks.

Other sources of HCPC guidance:

[EDI quality indicators for education and training](#)

[Reporting concerns or information about a provider or programme](#)

[Concerns about the fitness to practise of learners](#)

4. Admissions

- 4.1 The admissions process is fair, transparent, and accessible, and enables the applicant, education provider, and others involved to make informed decisions about admissions to programmes.

Guidance

This standard is about making sure appropriate and relevant information is provided and available to applicants, education providers, and others involved in admissions decisions, for example employers for apprenticeship programmes, throughout the admissions process. The information provided must ensure informed decision-making for all parties.

By ‘fair’ and ‘accessible’, we mean that all learners are given an equal opportunity to demonstrate their suitability for admission to programmes, and that admissions procedures consider an applicant’s specific needs. This may include:

- the needs of disabled applicants or those with different support needs;
- applicants who may not have typical documents due to being from a refugee background; and
- applicants from overseas who may not have typical documents or evidence required for admission.

By ‘transparent’, we mean that providers should give appropriate reasoning for decisions and detail about the decision-making process. The expected costs and financial implications and other demands of undertaking a programme should also be made clear to the learner ahead of time.

Education providers must ensure that different parties involved in admissions decisions are supported, so the admissions process is fair, transparent, and accessible.

For those applying admissions criteria, including education provider staff and others, this means they are supported to apply admissions requirements in a fair and transparent way, which might include structured admissions assessment criteria, and training on how to apply admissions criteria.

You must be clear on how decisions are made, including who has the final say on whether to admit an applicant to a programme.

You may also undertake audits and reviews of decision-making to ensure criteria are applied as intended, and that decision-making is fair.

Admissions processes should encourage and empower applicants to disclose support needs, to help identify appropriate supports or reasonable adjustments that can be implemented. If you believe you are unable to implement any requested adjustments during the programme, there should be a process for identifying this at the point of admission, communicating this to applicants and discussing possible alternatives with applicants.

Decisions about whether to admit applicants with support needs should be based upon what is reasonable within the education and training setting (including within practice-based learning). These admission considerations must not be made according to what may be achievable within future workplaces, and assumptions about what may or may not be accepted within employment settings must not be used as a rationale or justification for denying admissions.

These decisions must be based on whether any support needs are achievable as reasonable adjustments within education and training, and whether any disability or pre-existing conditions may be a barrier to an applicant meeting our requirements for registration through their programme. We expect education providers to discuss with applicants any concerns about the demands of the programme or future practice in the profession, so that the applicant can make informed decisions about their future.

Information should be provided to learners to support them to understand why an admissions decision has been made.

Other sources of HCPC guidance:

[EDI quality indicators for education and training](#)

4.2 Applicants' prior learning and experience is assessed to support fair admissions decisions across all entry routes.

Guidance

This standard is about making sure that you consider any previous learning and experience an applicant has as part of the admissions process in an appropriate and effective way.

This is often known as 'recognition of prior learning' and can relate to an applicant's previous experiential (informal) learning or previous certificated (formal) learning (such as relevant qualifications or completed modules). Methods for recognising previous certificated or experiential learning may include:

- credit transfer;
- feeder routes; and
- transition arrangements.

This standard relates to how you assess individual applicants' previous learning and experience on a case-by-case basis, and how you assess other programmes or training routes which may give advanced standing to a group of applicants.

Your process for assessing previous learning should take into consideration factors such as the relevance and level of the previous learning, including how relevant it is to current practice. You should also make sure that the applicant provides enough evidence of the previous learning.

We do not set limits on the amount of previous learning or experience you may recognise. You may have a specific policy or guidance in this area. We expect you to have a clear justification for the decisions made and a process in place which makes sure our requirements for registration are met by all learners by the end of the programme.

- 4.3 There are fair, appropriate, and effective admissions requirements covering health, conduct, character, criminal conviction checks, and English language proficiency, to ensure learners can safely participate in programmes and meet professional standards.

Guidance

This standard is about ensuring that learners are able to meet the requirements of and take part safely in a professional programme, enabling them to meet the HCPC standards when they complete the programme. It is to ensure that service users and others are protected by making sure those who are not suitable to practice within the profession are prevented from joining a professional programme.

We expect education providers to:

- ensure that health requirements are set appropriately to ensure applicants can safely practise the profession;
- ensure that the prior conduct and character of applicants does not put others at risk or undermine the public's trust and confidence in a profession;
- carry out criminal conviction checks on all applicants; and
- assess applicants' English language proficiency.

Programmes should ensure that they identify where there are barriers for learners meeting any thresholds and, where practicable, provide support to overcome any concerns.

Health requirements could relate to applicants' physical or mental health (or both). For some programmes, requirements may include things that applicants must do before starting a programme (for example, have certain immunisations), or aspects of the programme which may affect applicants with certain health conditions or disabilities in a different way (for example, physically taking part in some learning activities).

You should encourage applicants to give you 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. It is your responsibility to make sure you have made all reasonable adjustments for applicants and learners, in line with equality and diversity laws. If you believe you are unable to implement a requested reasonable adjustment, you should identify this at the point of admission, communicate it to applicants and discuss possible alternatives with applicants.

You are also responsible for ensuring that your learners will be able to meet our SOPs when they complete a programme. This includes our requirements regarding maintaining fitness to practise. When assessing an applicant, we expect education providers to consider whether discrimination or bias could affect the assessment of an applicant's suitability for the role and take steps to mitigate any risk, through the assessors or the use of appropriate tools.

We expect you to carry out criminal record checks on all applicants. You would normally do this through the Disclosure and Barring Service in England and Wales, Disclosure Scotland, Access Northern Ireland or, where appropriate, an equivalent body in another country. This should normally be at an 'enhanced' level or equivalent (which is a type of criminal record check that is more detailed than the 'basic' or 'standard' check), due to the positions of trust and responsibility held by people on our Register. It is for you to decide who should pay the cost of carrying out the criminal convictions' checks.

When making an admissions decision about someone who has a criminal record, you should consider whether it will affect their ability to work safely with service users and carers or affect the public's confidence in their profession.

You may wish to involve partner organisations in assessing whether an applicant's conduct or character will impact their ability to safely participate in the programme.

We expect learners to have English language proficiency at the level necessary to communicate effectively with service users and carers, educators and others, and to complete the programme successfully. You must have a thorough process in place for assessing an applicant's English language proficiency. We do not prescribe how this should be done, but it should cover their reading, writing, listening and speaking skills.

We expect that any English language requirements you set at the point of admission are appropriate to the level and content of the programme. They should recognise that once the programme is completed, all learners must

have the necessary level of English as set out in the relevant standards of proficiency.

We realise that the requirements for applicants who do not have English as their first language may be different from the requirements for those 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.

Your process should make sure that reasonable adjustments are made to allow disabled applicants (for example, deaf applicants) to demonstrate their English language and communication skills. When considering reasonable adjustments, you may find it helpful to refer to our guidance document [Health, disability and becoming a health and care professional](#).

Other sources of HCPC guidance:

[Guidance on health and character](#)

[Applicants with convictions](#)

5. Communication and information

5.1 Learners and practice educators have the practical and academic information they need to be appropriately prepared for practice-based learning.

Guidance

This standard is about setting and communicating clear expectations regarding practice-based learning to everyone involved. This is necessary to help everyone understand their roles, what they must do to support safe and effective practice-based learning, and enable informed decisions about learner assessment.

You must prepare learners and practice educators both practically and academically. Information you provide to learners and practice educators should include the following where relevant:

- induction materials for learners and practice educators;
- practical details such as location, timing and length of practice-based learning;
- any relevant risks or safety issues;
- what is needed to facilitate any agreed reasonable adjustments or access requirements;
- lines of communication and responsibility;
- the learning outcomes to be achieved, and assessment methods and criteria, including what could happen if learners fail to progress and any action that may be taken as a result; and
- what records need to be kept.

You should also make sure that learners and practice educators are appropriately involved in decision-making and know what to do if something goes wrong and how to raise concerns about the practice-

based learning experience or providing services to service users. This could include having a dedicated point of contact.

You should provide information early enough for learners and practice educators to prepare and make sure it is easily available and in an appropriate format for learners and practice educators, to enable preparation.

Other sources of HCPC guidance:

[Health, disability and becoming a health and care professional](#)

- 5.2 The education provider effectively communicates the role of the HCPC to learners and ensures that learners, educators and others are aware that only successful completion of an approved programme may lead to eligibility for admission to the Register.

Guidance

This standard is about making clear which programmes we approve and which we do not. There must be clear and accessible information about which programmes enable learners to join our Register and effective communication about the role of the HCPC. This is to ensure that learners and others understand which programmes deliver and assess the professional and ethical standards required to join our Register.

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.

If you provide an alternative, 'step off', intermediate or other exit award that we have not approved, it must be clear to learners that these do not lead to eligibility to apply for registration.

You should not give learners who are ineligible to apply for registration an award that refers to a protected title. Where appropriate, you should

consider giving these awards titles such as ‘healthcare studies’ to reflect the academic content.

The information you provide to applicants and learners should also be clear about the difference between completing an approved programme and registering with us, about the different roles that regulatory and professional bodies play, and about the use of protected titles as a learner and as a registrant.

Other sources of HCPC guidance:

[List of HCPC-approved programmes](#)

[Professions and protected titles](#)

- 5.3 The education provider identifies, sets, and clearly communicates expectations for attendance, including which parts of programmes require mandatory attendance, and monitors attendance to ensure learners are fully engaged in essential learning activities.

Guidance

This standard is about education providers making sure that all learners who complete the programme meet our registration requirements by being fully involved in the parts of the programme which are essential to achieving them.

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.

We recognise that, in some cases, a learner may not always need to be physically present but may be involved in other ways, such as online. We use the word ‘attendance’ in a broad way to cover these situations.

In some cases, it may be appropriate to state that attendance on specific

days or modules is compulsory. In other cases, it may be more appropriate to expect a learner to achieve an average attendance over the course of the programme. We do not set a minimum level of attendance. You must set and be able to justify appropriate mandatory attendance requirements.

Learners need to be aware of your attendance requirements and any consequences of missing compulsory parts of the programme. Attendance requirements should be proportionate and relate directly to the learner's ability to meet the requirements for registration. There may be occasions when learners are unable to meet specific attendance requirements, and the decisions you take regarding this should consider matters such as disability, ill health or surgery, caring responsibilities, pregnancy or maternity, bereavement and other extenuating circumstances. In these circumstances, the education provider needs to ensure that learners complete the learning required to meet our requirements for registration.

5.4 Assessment requirements for progression and achievement across programmes are clearly set, communicated, and monitored.

Guidance

This standard is about how education providers make sure that learners understand what is expected of them at each stage of their programme and educators can apply assessment requirements for progression and achievement consistently.

By 'progression' we mean how learners advance from one stage, level, or year of a programme to the next, having met the academic and (where required) practice elements to enable that advancement.

By 'achievement' we mean how learners formally meet the learning outcomes required of each part of a programme.

We expect you to define the arrangements in place to ensure learners can progress and achieve through programmes, by specifying what is required

to achieve competence for each part of a programme, and what is required to progress from one part of a programme to the next.

As well as explaining what might prevent a learner from progressing, you should clearly explain the options available to a learner who is failing or at risk of not progressing or completing the programme. We expect you to inform learners promptly and appropriately if they are at risk of not progressing.

You should be able to show how these requirements are clearly communicated to both learners and educators, and how you monitor the application of these requirements.

5.5 Appropriate and ethical use of technology in learning, teaching, and assessment is identified, embedded, clearly communicated to learners and educators, and regularly reviewed to support alignment with current practice.

Guidance

This standard is about ensuring that education providers set out their expectations for the use of technology in teaching, learning and assessment, including artificial intelligence.

We expect that an institution's policies around appropriate use of technology in learning and teaching are informed by evidence, best practice and understanding of the technology. This knowledge may be held by a member of staff or gained from external expertise. We also expect that these policies are regularly reviewed and consider the benefits and risks of different technologies across different groups and circumstances.

Education providers should also be reviewing their use of technology and its integration into programmes. For example, if a profession is increasingly shifting its use towards a particular technology, we expect the programme to review the ethical application of technology to make decisions, communicate with learners and the public. Education providers should

also regularly consider how use of different technologies could improve, or might unintentionally reduce, accessibility.

We expect education providers to clearly communicate to learners and educators when they should and should not use different technologies. For example, education providers should tell learners when it is appropriate to use artificial intelligence (AI) technology in assessments or other learning activities, and support educators to make judgements about whether these technologies are being used appropriately. Education providers should also ensure that learners are aware of any practical and ethical considerations when using technology throughout the programme in relation to learning and practice.

Other sources of HCPC guidance:

[Standards of proficiency – digital skills and new technologies](#)

[Joint statement from statutory regulators of health and care professionals](#)

[Artificial intelligence in education and training – information for education providers](#)

5.6 Learners receive timely and meaningful feedback to empower and enable them to have an active role in their own development.

Guidance

This standard is about enabling learners to have greater autonomy over their learning in all settings. This helps learners to understand how they need to develop to meet our requirements to become a registrant, reduce unfair differential attainment in education and training and supports a person-centred learning environment.

By ‘timely and meaningful’ we mean that feedback is given in a way and at a time that allows learners and educators to respond and act on the

feedback. Successfully meeting this standard means ensuring that learners are not disadvantaged by a lack of feedback or by receiving feedback when it is too late to act on it meaningfully.

We expect education providers to provide high-quality feedback at different stages of a programme. It is important to have an appropriate mix of different types of feedback (such as formative, summative, formal, informal and self-assessment) and different sources of feedback (for example, educators in all settings, peers, service users). This includes ensuring that learners with different access requirements have appropriate ways to receive feedback and that reasonable adjustments can be made in line with equality and diversity laws.

6. People and partnership

Programme staff

- 6.1 All educators undertake regular and effective learning and development which is appropriate to their role, learners' needs, and the delivery of learning outcomes.

Guidance

This standard is about ensuring that educators are properly prepared to support and assess learners and identify their needs effectively. We expect that educators undergo regular learning and development to ensure their skills and knowledge in relation to their role on programmes are up to date.

This applies to educators in both theory and practice settings. This includes permanently employed, sessional and visiting educators, as well as practice educators.

We expect you to provide all educators with an induction and training, followed by regular learning and development and support. Learning and development must include aspects that are specific to the programme, such as:

- delivering the learning outcomes;
- supporting learners;
- contributing to the development of programmes;
- keeping up to date with technological changes and data literacy; and
- best practice around equality diversity and inclusion.

This should include supporting educators to develop the ability to identify and support the needs of a diverse range of learners, make fair and consistent judgements relating to EDI, and apply EDI strategies, policies and mechanisms in line with education provider expectations.

If educators are involved in assessing learners, they should be prepared to do so in a way that is fair and consistent within the relevant setting.

We do not set specific requirements for the length, content or frequency of learning and development for educators.

Learning and development may take a variety of forms, including:

- formal teaching qualifications;
- training at your site;
- training in the workplace;
- online support;
- line management and mentoring;
- written support; and
- peer support through workshops and meetings.

Where relevant, you may wish to consider professional body expectations, guidance and support, including formal learning and development schemes, to help educators.

We recognise that sessional, visiting or temporary educators may not take part in all professional development arrangements you have in place. However, we expect you to make sure that these educators keep their relevant professional and academic skills up to date and undertake learning and development relevant to their contribution to programmes.

- 6.2 There is effective external scrutiny of programmes including at least one appointed person who has the appropriate professional experience and qualifications relevant to the programme.

Guidance

This standard is about making sure that there is external scrutiny of programmes, including by at least one person with appropriate professional experience and qualifications relevant to the programme.

External scrutiny can take a range of forms, and could be through organisations, such as professional body accreditation, approval or endorsement.

We recognise that professional bodies play an invaluable role within education quality assurance and enhancement. They often define profession-specific expectations within pre-registration education and training through curriculum guidance and education standards and support education providers in developing new and existing high-quality programmes. Professional bodies are able to define professional expectations and needs linked to programme design and delivery, as well as key challenges that may be faced by each profession or specific stakeholders within the education and healthcare sectors.

We do not play any part in appointing or approving the people involved in external scrutiny. We expect education providers to demonstrate that they have policies and processes for appointing suitable individuals fairly and effectively as part of the external scrutiny of programmes. When appointing or approving the individual, we expect education providers to consider whether discrimination or bias could affect the assessment of suitability for the role and take steps to ensure that any risk is mitigated, either through the assessor or the use of any tools. You must make sure that at least one person providing external scrutiny has professional experience and qualifications relevant to the programme.

We do not require that those providing external scrutiny are on the relevant part of the HCPC Register, but we do expect you to provide information about how you make appointment decisions, including how you ensure

that those providing external scrutiny from a different professional background are suitable.

We do not set detailed requirements for how you use the advice and feedback from external scrutiny of programmes. However, we expect education providers to use available information to improve programmes, including ensuring education providers and programmes meets the SETs and those who complete programmes achieve our requirements for registration.

Professional bodies and other organisations in the education sector provide guidance on external scrutiny and some may provide external scrutiny such as accreditation, approval or endorsement. Where relevant, you should take this into account when defining your external scrutiny arrangements.

Other sources of HCPC guidance:

[Education quality assurance and enhancement – how we work with professional bodies](#)

Learners and service users

- 6.3 Service users and carers are actively and meaningfully involved in the design, delivery, and evaluation of programmes contributing to their quality, effectiveness and relevance to health and care practice.

Guidance

This standard is about how service users and carers contribute to the overall quality and effectiveness of a programme. The contribution of service users and carers should be used to help ensure that programmes are designed and delivered in a service user and carer-focused way, helping to ensure that learners completing an approved programme

practise safely and effectively.

We expect education providers to consider and set the strategy, expectations and processes to involve service users and carers which would then be applied at a programme level.

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.

We have defined the areas in which service users and carers must be involved as design, delivery and evaluation. We are also clear that service users and carers must be meaningfully involved to contribute to the quality, effectiveness and relevance of programmes. This could be involvement in some or all the following, ensuring that all three areas of design, delivery and evaluation are covered:

- admissions and selection;
- developing teaching approaches and materials;
- planning and developing the programme;
- teaching and learning activities;
- curriculum review and enhancement;
- feedback and assessment;
- quality assurance, monitoring and evaluation;
- staff development; and
- governance and decision-making.

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.

You should make sure that you focus on accessibility, and that there is support available for service users and carers, including payment where appropriate, so that they can be appropriately involved and a diverse range

of voices is sought.

You should plan, monitor and evaluate service user and carer involvement to ensure it is effective in contributing to the quality, effectiveness and relevance of programmes to health and care practice. You should also be able to explain where and how involvement takes place, how this is appropriate to your programmes and how it has contributed to governing and continuously improving your programme.

Who the service users and carers are will vary according to the profession. In some professions, registrants will work closely with individuals who are the 'end users' of their services, including groups such as patients, clients and their carers. In other professions, registrants' contact with the individual end users of their services and carers is indirect. In these professions, service users could include organisations, other clinicians and patients who benefit from their work.

6.4 Appropriate consent is obtained from service users and carers, in ways that uphold their rights and reflect ethical practice.

Guidance

This standard is about obtaining the appropriate consent from service users and carers prior to and throughout their participation in programmes. Consent is a principle that is central to practising in a regulated profession and is included in the standards of conduct, performance and ethics. It should be obtained in a way that upholds the rights and dignity of service users and carers and reflects ethical practice.

For consent to be valid, it must be voluntary and informed, and the person giving consent must have the capacity to make the decision. By 'voluntary', we mean that the person makes the decision freely and without being persuaded or pressurised by learner's professionals, family, friends or others, and is able to withdraw their consent at any time.

By 'capacity' we mean a person's ability to use and understand information

to make a decision and to inform an individual of that decision.

By 'informed', we mean that the person has enough information to decide whether they give their permission to participate in an activity. (This is sometimes called 'informed consent'.)

Education providers should consider how any service user or carer giving consent has been able to access the information to inform their consent, for example, people with complex communication needs.

This standard applies to service users in all settings, including practice-based learning, and must ensure that learning and teaching methods uphold the rights of service users. When interacting with learners, we expect that it is made clear to all service users and carers that the person they are interacting with is a learner and that learners get appropriate consent from them.

6.5 Appropriate consent is obtained from learners, in ways that uphold their rights and maintain their safety in all settings.

Guidance

This standard is about ensuring that learners give voluntary and informed consent in situations where they take part as service users in practical and clinical teaching. We expect education providers to respect individuals' rights and reduce the risk of harm. We recognise that the level of learners taking part as service users in practical and clinical teaching will vary by programme and among professions. This standard is about the education provider having a framework in place that can be applied within each of their programmes.

By 'all settings' we mean the setting for theory-based learning, as well as for practice-based learning, if this is separate, and any other site where part of the programme is delivered.

You should not assume that the broad consent a learner gives at the beginning of the programme will cover all situations. In some cases, it will

be necessary to obtain explicit consent from learners in relation to them taking part in a specific activity, which may include:

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

When informing learners about the clinical and practical teaching included in the programme and getting their consent, you should consider factors such as cultural differences and a learner's physical or mental health.

Consent should be obtained in a way that upholds learners' rights and dignity and maintains their safety. Consent must be given freely, meaning that the learner makes the decision without being persuaded or pressured by others (such as educators or peers), and that they are able to withdraw their consent at any time. Consent must also be informed. Education providers should consider how any learner giving consent has been able to access the information to inform their consent, for example people with complex communication needs.

Other sources of HCPC guidance:

[Standards of conduct, performance and ethics](#)

6.6 Learners are actively and meaningfully involved in the design and evaluation of programmes, contributing to their quality, effectiveness, and continuous improvement.

Guidance

This standard is about how learners contribute to the overall quality and effectiveness of a programme. Learner contributions should be used to

help ensure that programmes are designed and delivered in a way that enables learners to meet our requirements for registration.

We expect education providers to consider and set the strategy, expectations and mechanisms to involve learners which would then be applied at a programme level.

We have defined the areas in which learners must be involved as design and evaluation. We are also clear that learners must be meaningfully involved, to contribute to the quality, effectiveness and continuous improvement of programmes. This could be involvement in some or all the following, ensuring that all three areas of design, delivery and evaluation are covered:

- developing teaching and learning approaches;
- curriculum review and enhancement;
- structured feedback mechanisms;
- quality assurance and monitoring and evaluation
- staff development; and
- governance and decision-making, for example through staff and learners committees.

Learner involvement may include involving individuals or working with groups of learners or learner representatives. Involvement may focus on modules, programmes, groups of programmes or specific themes.

You should make sure that you focus on accessibility, and that there is support available for learners, including compensation and support for learners who volunteer their time outside of scheduled learning hours, so that they can be appropriately involved and a diverse range of voices is sought.

You should plan, monitor and evaluate learner involvement to ensure it is effective in contributing to the quality, effectiveness and continuous improvement of programmes. You should also be able to explain where and how involvement takes place, how this is appropriate to your programmes and how it has contributed to governing and continuously improving your programme.

We expect you to regularly ask for input from learners and not only when issues arise. You should also make sure that you use learner involvement in

a meaningful way to develop or improve the programme and that learners are aware of the actions you have taken in response to their involvement.

See Annex A for examples of what good data collection and management could include.

6.7 The education provider receives and responds effectively to complaints, feedback, and learner requests for academic appeals.

Guidance

This standard is about ensuring that complaints, feedback and academic appeals are received and responded to appropriately. Complaints and feedback should inform and contribute to the continuous improvement of programmes.

We expect education providers to create a culture that welcomes and responds to feedback, learns from mistakes and seeks to improve. Education providers should have processes in place for receiving and acting on complaints, feedback and academic appeals fairly. There does not need to be a single process to cover these areas.

‘Complaints’ may relate to different areas, including the quality of teaching and learning, the appropriateness or fairness of programme policies and procedures, how they have been put into practice, or allegations of harassment or discrimination. The process for receiving and dealing with complaints must apply to all parts of programmes, including practice-based learning.

‘Feedback’ may mean information or views, both positive and critical, given about a programme or institution that informs the way the programme is run.

An ‘academic appeal’ means a request by a learner for a review of a decision made by you or another academic body about their progression, assessment or award. You must have a process in place that allows learners to make an appeal if they feel that the process leading to the decision was followed incorrectly or unfairly, or when new information has

come to light that affects the assessment outcome. The process must allow you to deal with an academic appeal in a fair and timely way, and that must include you taking appropriate action if necessary. This process may be similar or linked to how complaints are dealt with.

For processes to be effective, they should, where appropriate, respond to and settle issues or failings identified through complaints, feedback or academic appeals. Education providers should also use this information to review parts of the programme and identify areas for improvement.

Those providing feedback or making a complaint or academic appeal should feel safe doing so and confident that they will be heard and must not be disadvantaged in any way. Processes must be accessible, both in terms of disability access and in addressing barriers that may prevent people from raising issues, and that there is an environment of psychological safety.

You should inform learners and others of subsequent routes to address their concerns, if they are not satisfied with your decision-making through your complaints, feedback, or academic appeals processes. This may include raising issues through a separate body, for example the Office for the Independent Adjudicator of Higher Education (England and Wales), or via the HCPC if concerns relate to the practice of an HCPC registrant, or how an education provider or programme met our SETs.

Other sources of HCPC guidance:

[Reporting concerns or information about a provider or programme](#)

Programme level standards

7. Programme establishment

- 7.1 The academic level of the programme is appropriate to support learners in achieving the standards of proficiency and delivering safe and effective practice, in keeping with the normally expected threshold entry routes stated in the Appendix.

Guidance

This standard is about ensuring that the level of the programme is sufficient to enable learners to meet the standards of proficiency required for admission to the Register. We recognise that there are varied delivery models in health and care education and training, and we allow for flexibility to accommodate innovation while always requiring programmes to deliver the standards of proficiency (SOPs) relevant to the profession (and where relevant modality).

The appendix sets out the level of qualification we would normally expect for approved programmes, leading to registration in each of our regulated professions. The level for each profession in this list is based on what we think is needed for programmes to deliver the SOPs for each profession (and where relevant modality) and what is normal in each profession. The list in the appendix of qualifications is kept under continuous review.

We expect that most approved programmes will be at or above the level we have outlined, but we realise that there may be some exceptions. You may be able to design a programme that leads to a different qualification, but which meets the rest of the SETs and delivers the SOPs, and so can still be approved by us. We would not refuse to approve a programme just based on the level of award. If an education provider wanted to run an alternative award level below, or equivalent to, the level in the appendix, they would need to demonstrate how the proposal would deliver the SOPs to the level required, and our education team would need to assess this.

Other sources of HCPC guidance:

[Standards of proficiency](#)

- 7.2 The programme is informed by principles of equality, diversity and inclusion and relevant strategies and policies are effectively implemented, monitored and reviewed across the programme.

Guidance

This standard is about ensuring that equality, diversity and inclusion are embedded at the programme level, and ensuring that the programme provides an impartial, fair and supportive environment in which all learners can succeed. This standard should be considered alongside SET 2.2, which focuses on institution-wide equality, diversity and inclusion strategies, policies, governance and systems. SET 7.2 focuses on how equality, diversity and inclusion policies are implemented, monitored and reviewed at programme level.

While institutional policies and processes provide the framework for EDI practice, programme teams are responsible for ensuring that EDI principles are reflected in programme design, delivery, assessment, learner support and the overall learning experience. This standard therefore focuses on the extent to which learners and others involved in the programme experience an inclusive, equitable and supportive learning environment.

We expect equality, diversity and inclusion principles to be embedded throughout the programme, including its design, delivery, assessment, culture and learning environments. Programme teams should regularly monitor and review how effectively these principles are being implemented and whether they are resulting in positive experiences and outcomes for learners.

We expect programme teams to make effective use of feedback, data and other sources of evidence to identify barriers, understand the experiences of different groups, and inform continuous improvement. This should include considering whether particular groups of learners experience different outcomes, levels of engagement or barriers to participation.

Some examples of monitoring at programme level include:

- learner feedback relating to inclusion, belonging and accessibility;

- programme-level attainment, progression, completion and practice-based learning data;
- feedback from practice-based learning partners, service users, carers and staff;
- evidence of actions taken in response to identified issues or disparities;
- review of assessment outcomes and student support arrangements; and
- programme committee discussions and action plans relating to equality, diversity and inclusion.

We expect education providers to ensure that these improvements are carried out in a purposeful way. Education providers must ensure there is adequate resource to make these changes and that there is no extra burden to staff outside of their contracted responsibilities to monitor the application of strategies and policies from an equality, diversity and inclusion perspective within programmes.

Other sources of HCPC guidance:

[EDI quality indicators for education and training](#)

7.3 The resources to support learning in all settings are effective and appropriate to the delivery of the programme and are accessible to all learners and educators.

Guidance

This standard is about how you 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 the settings for theory-based learning, as well as

for practice-based learning (if this is separate) and any other site where a part of the programme is delivered.

'Resources' in this context may include the following:

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

You must have systems in place that allow 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 whether they consider the cost of replacing resources when needed. The education provider must ensure there is a sufficient availability of resources provided by the programme, and if any specific tools or technology is required, that the financial accessibility of these resources for learners has been considered.

Meeting this standard effectively should enable a good foundation for easier or more effective adaptations to the resources, such as for reasonable adjustments for disability, integrating emerging technologies and methods, or delivery of a programme through different models of learning such as blended learning or apprenticeships.

7.4 There is sufficient availability and capacity of practice-based learning for all learners throughout the programme.

Guidance

This standard is about the processes in place to make sure that all learners on the programme have access to practice-based learning that meets their learning needs.

Meeting this standard requires education providers to consider the learners currently on the programme and to plan for future learners. We expect education providers to ensure that sufficient practice-based learning is available throughout the programme. This includes ensuring there are appropriate practice-based learning options for learners with different access requirements and that reasonable adjustments can be made, in line with equality and diversity laws. This should include proactive monitoring of capacity and demand for practice-based learning.

Where practice-based learning is provided separately from the rest of the programme by one or more other organisations, we expect these processes to be incorporated in the formal partnership arrangements with the practice education providers. The processes to secure practice-based learning need to ensure that there is formal commitment from partners, and that this is signed off by the right people (for example, individuals within practice partners responsible for workforce planning, and operational staff responsible for delivery of practice-based learning).

Education providers should work with workforce and commissioning organisations to develop practice-based learning opportunities responsibly and in line with workforce demand, including considering potential impacts on other programmes, for example, in the same geographical area.

Meeting this standard effectively should enable a good foundation for easier or more effective adaptations to the delivery of practice-based learning, such as for reasonable adjustments for disability, integrating emerging technologies and methods, or delivery of a programme through different models of learning such as blended learning or apprenticeships.

- 7.5 The selection and entry criteria are appropriate to the level and content of the programme and are fairly applied in admission decisions.

Guidance

This standard is about making sure that the academic and professional entry criteria are appropriate to the level and content of the programme. This helps to make sure that learners are able to meet our requirements for registration once they have completed the programme.

The selection and entry criteria should consider what is reasonable to expect as a requirement for joining the programme and balance it with what may be more appropriate to include within the programme delivery. Although the required outcomes are the same for each profession, programmes delivered at different academic levels or with different models of learning will likely mean that different admissions requirements and thresholds are needed for entry to programmes.

'Fairly applied in admissions decisions' includes ensuring that processes to assess applicants against selection and entry criteria do not unfairly disadvantage applicants or groups of applicants.

Professional bodies may have expectations or guidance about entry criteria for programmes. Where we do not apply these expectations, they are a relevant reference point for education providers when deciding on their own entry criteria.

8. Programme design

Learning outcomes and assessment

- 8.1 The learning outcomes effectively integrate the requirements for professional practice as defined in our standards of conduct, performance and ethics and standards of proficiency for the relevant part of the Register.

Guidance

This standard is about making sure that learners who complete an approved programme are able to meet the standards of proficiency (SOPs) for their profession (inclusive of modality, where relevant). It also ensures that learners understand and can meet the expectations set out in the standards of conduct, performance and ethics (SCPEs). This means that those who apply for registration are able to practise safely and effectively once they join our Register.

The SOPs are the threshold entry levels that set the clear expectations of our registrants' knowledge and abilities when they start practising. Meeting these standards is an essential part of being fit to practise and we expect registrants to continue meeting the SOPs that apply to their scope of practice.

The SCPEs 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 those standards is an essential part of being fit to practise.

We need to be sure that every learner completing the programme meets all of the SOPs for the profession (inclusive of modality, where relevant), regardless of their route through the programme or if they have postponed their studies. We also expect that every learner can, and is aware of their obligations to, meet the SCPEs when they apply for registration.

To ensure that learners meet the SOPs, education providers must be able

to show how all of the SOPs are covered by the delivery of the programme, normally through learning outcomes. It is not necessary for each of the SOPs to link to a single learning outcome. Several learning outcomes may work together to make sure that learners are able to meet one or more of the SOPs. Education providers must be able to demonstrate how each of the SOPs is delivered throughout the programme.

To ensure that learners can meet the SCPEs, they must have the opportunity throughout a programme to learn about professional conduct 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 affects professional decision-making.

We do not set how the SCPEs should be covered during the programme. For example, we do not say you must have a dedicated module on ethics. However, the standards should play a prominent and structured role in programme design. We have produced guidance on conduct and ethics for students to help learners understand how the SCPEs apply to them.

Education providers must make all reasonable adjustments to support disabled learners in teaching and learning. This includes ensuring that any adjustments you make do not change the learning outcomes, create additional competence thresholds, or reduce the competence thresholds specified in the SOPs and SCPEs. If you believe you are unable to implement any requested reasonable adjustments, you should identify this both at the point of admission and in a timely manner while the individual is on a programme. You should communicate this to the applicant or learner and discuss possible alternatives with them.

Other sources of HCPC guidance:

[Guidance on conduct and ethics for students](#)

[Standards of proficiency](#)

[Standards of conduct, performance and ethics](#)

[EDI quality indicators for education and training](#)

- 8.2 Assessments ensure that those who successfully complete the programme demonstrate they can meet our standards of conduct, performance, and ethics and meet our standards of proficiency for the relevant part of the Register.

Guidance

This standard is about making sure that learners who complete the programme have demonstrated the threshold level of knowledge, skills and understanding needed to practise their profession safely and effectively by meeting the SOPs for their profession (inclusive of modality, where relevant), and that they understand the expectations associated with being a regulated professional by the time they complete the programme and meet the SCPEs. These expectations include the nature of professional regulation and the responsibilities involved in being a regulated professional.

The SOPs are the threshold entry levels that set the clear expectations of our registrants' knowledge and abilities when they start practising. Meeting these standards is an essential part of being fit to practise and we expect registrants to continue meeting the SOPs that apply to their scope of practice.

The SCPEs 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 those standards is an essential part of being fit to practise.

Your assessment strategy and design must make sure that learners understand and can meet all of the standards of proficiency (SOPs) for their profession (inclusive of modality, where relevant). They must also allow learners to demonstrate that they understand and are able to meet our standards of conduct, performance and ethics (SCPEs) when they apply for registration.

This covers assessments in both the theory-based and practice-based parts of the programme. Equally, you need to make sure that learners who will not meet the SOPs or SCPEs are not allowed to complete the programme.

We do not set rules on things like pass marks, resits, retakes or the amount

of compensation allowed. However, your assessment strategy and design should balance supporting learners to succeed with ensuring that those who complete the programme achieve the SOPs and SCPEs.

It is not necessary for each of the SOPs or SCPEs to link to a particular assessment. Several assessments may work together to make sure that learners are able to meet one or more of the SOPs and SCPEs.

Your assessment strategy and design should include the following, where these apply:

- things that learners must do, have or achieve before the programme and during the programme;
- mandatory and optional assessments, learning components or programme requirements;
- requirements for successfully completing individual assessments, modules, units or learning components;
- opportunities available to repeat or retake assessments and any associated time limits;
- arrangements to support progression or completion where a learner has not met all learning requirements, for example, compensation, condonement or equivalent arrangements; and
- any limitations on the period of time a learner can take to complete the programme.

Only learners who have met the SOPs and are able to meet the SCPEs can complete an approved programme.

You must make all reasonable adjustments to support disabled learners in programme assessments. You must ensure that any adjustments you make do not create additional competence thresholds, reduce the competence thresholds specified in the SOPs and SCPEs, or mean that learning outcomes cannot be effectively assessed. If you believe you are unable to implement any requested reasonable adjustments, there should be a process for identifying this both at the point of admission and in a timely manner while the individual is on a programme. You should communicate this to the applicant or learner and discuss possible alternatives with them.

Other sources of HCPC guidance:

[Standards of conduct, performance and ethics](#)

[Standards of proficiency](#)

[EDI quality indicators for education and training](#)

8.3 Learning and teaching methods are appropriate to the effective delivery of the learning outcomes.

Guidance

This standard is about making sure that the methods you use to deliver the programme support learners achieve the learning outcomes. This standard refers to all parts of the programme, including both the theory and practice-based elements.

By 'appropriate' we mean relevant to the learning outcomes and effective in helping learners achieve them. This applies to both the theoretical knowledge and practical skills needed for professional practice. Learning and teaching methods should also be evidence-based to make sure they are effective.

Education providers must make all reasonable adjustments to support disabled learners in teaching and learning. This includes ensuring that any adjustments you make do not change the learning outcomes, create additional competence thresholds, or reduce the competence thresholds specified in the SOPs and SCPEs. If you believe you are unable to implement any requested reasonable adjustments, you should identify this both at the point of admission and in a timely manner while the individual is on a programme. You should communicate this to the applicant or learner and discuss possible alternatives. Meeting this standard effectively should enable a good foundation for easier or more effective adaptations to curricula or assessment design, such as for reasonable adjustments for disability, integrating emerging technologies and methods, or delivery of a programme through different models of learning such as blended learning

or apprenticeships.

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 consider individual learning styles and needs to support achievement.

8.4 The structure, duration and range of practice-based learning enables learners to develop the knowledge, skills and experience required to achieve the learning outcomes and to meet our standards for admission to the Register.

Guidance

This standard is about making sure that practice-based learning is structured and delivered so that the outcomes are focused on and relevant to enabling learners to achieve the learning outcomes of the programme and meet our requirements for registration.

We do not set requirements for the structure, length or range of practice-based learning that you must include in your programme. However, we expect you to have clear reasons for your decisions. These decisions must be appropriate to the design and content of the programme and the learning outcomes.

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

You must make sure that learners have access to an appropriate range of practice-based learning experiences that reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter.

Professional bodies may have expectations or guidance about the structure, duration and range of practice-based learning. Where we do not apply these expectations, they are a relevant reference point for

education providers when deciding on their own practice-based learning arrangements.

Practice-based learning should be adaptable to curricula and assessments and should be structured thoughtfully to enable suitable adaptations where needed, such as for reasonable adjustments for disability, integrating new technologies and methods, or delivery of the programme through different models of learning. You must ensure that any adjustments you make do not change the learning outcomes, create additional competence thresholds, or reduce the competence thresholds specified in the SOPs and SCPEs. If you believe you are unable to implement any requested reasonable adjustments, there should be a process for identifying this both at the point of admission and once an individual is on a programme. You should communicate this to the individual and discuss possible alternatives.

8.5 Assessment methods are appropriate and effective for measuring the learning outcomes.

Guidance

This standard is about ensuring that methods used to assess learners, including those during practice-based learning, help you to decide whether the learning outcomes of the programme have been met. This, in turn, makes sure that the SOPs and SCPEs are met.

Assessment methods may include coursework, exams and presentations and may be used to assess individuals or groups. We do not specify the methods of assessment that should be included in the programme. However, you must define which assessment methods you will use and be able to show how your chosen methods align 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 learners who complete the programme can practise safely and effectively in their profession.

You must also carry out assessments at appropriate stages during the programme to reflect a learner's expected progression.

Meeting this standard effectively should enable easier and more effective adaptations to curricula or assessment design, such as for reasonable adjustments for disability, or delivery of a programme through different models of learning, including blended learning, apprenticeships or integrating emerging technologies.

8.6 Assessments are fair and provide an objective and reliable measure of learners' progression and achievement.

Guidance

This standard is about making sure that assessments are fair and effective at deciding whether a learner is fit to practise by the end of the programme.

By 'fair' we mean that assessments provide all learners with an equal opportunity to demonstrate their progression and achievement, and that they take account of individual learners' needs, including those of disabled learners or those facing difficult circumstances. Your policies, such as those on extenuating circumstances, should be proportionate and relate directly to the learner's ability to meet the SOPs and SCPEs, which must be met by learners to enable them to be fit to practise.

By 'objective' we mean that assessment requirements are clear and realistic and that they are able to deliver a valid and accurate picture of a learner's progression and achievement. The processes you have in place to moderate assessment may be relevant here.

By 'reliable' we mean that assessments are consistent and thorough enough for learners to clearly demonstrate their progression during the programme and achievement of the learning outcomes.

Assessment design should consider different delivery models and ensure that assessments undertaken in all settings, including theory and practice settings, are objective and reliable. Learners should be given the

opportunity to meet assessment requirements.

You must have appropriate processes in place to make sure that assessments in the programme are and remain objective, fair and reliable. This should include processes for dealing with issues or putting improvements in place where necessary. We do not set how you must do this, but it should involve consideration of external reviews of programmes and quality monitoring of programmes, among other sources.

Education providers should ensure that there are options for learners with different access requirements and make sure reasonable adjustments can be made, in line with equality and diversity laws. You must ensure that any adjustments you make do not change the learning outcomes, create additional competence thresholds, or reduce the competence thresholds specified in the SOPs and SCPEs. If you believe you are unable to implement any requested reasonable adjustments, there should be a process for identifying this both at the point of admission and once an individual is on a programme. You should communicate this to the individual and discuss possible alternatives.

Content and structure

8.7 Relevant external reference points are used to ensure the programme reflects the philosophy, core values, skills and knowledge base of current members of the profession.

Guidance

This standard is about making sure that learners completing your programme are able to practise safely and effectively and meet the needs of the professions' service users. The programme needs to remain current regarding the philosophy, core values, skills and knowledge base of the profession. 'Relevant external reference points' aim to allow for changes within the profession and consider input from relevant external stakeholders.

Relevant external reference points may include professional body guidance, workforce organisation expectations, subject benchmarks and any other reference point relevant to each profession.

We use the word ‘reflects’ rather than ‘keep to’ because there may be multiple external reference points, such as curriculum guidance, that do not perfectly align, and to allow for flexibility in decisions, such as if you may not be able to follow all external reference points.

We do not explicitly define ‘core values’ as they are likely to differ by profession. They could relate to an overarching philosophy that influences practice, for example, making sure service users are involved in discussions about their care, or to ethics, personal attributes or attitudes, among other things.

Understanding the views of professional bodies will be key in meeting this standard, as they will often produce and define profession-specific expectations within education and training. Professional bodies play an invaluable role within education quality assurance and enhancement, and support education providers in developing new and existing high-quality programmes.

Many professional bodies accredit, endorse or approve education programmes against their own criteria. Often, professional bodies set expectations for:

- entry requirements to programmes;
- programme design and delivery, including curriculum guidance;
- resourcing arrangements including staff-to-learner ratios; and
- duration and range of practice-based learning.

Professional bodies base these expectations on their expertise and insight into education and training needs, which will often vary across different professions.

We expect education providers to be proactive in seeking insights from different sources when meeting this standard. Education providers should look at emerging research and developments to proactively seek improvements, for example, outcomes of public inquiries to inform changes. You must be able to show how any external reference points are

reflected in the programme.

Other sources of HCPC guidance:

[Professional bodies](#)

[Education quality assurance and enhancement – how we work with professional bodies](#)

8.8 The curriculum is regularly reviewed and updated to ensure it remains responsive to developments in professional practice and continues to prepare learners for safe and effective practice.

Guidance

This standard is about how the programme takes account of and reflects current practice, so that it remains relevant in preparing learners effectively for practice. We expect that there are arrangements in place to ensure that the programme is regularly reviewed and updated to ensure it remains up to date. This standard is not about the current curriculum, which is assessed through SET 8.1.

We recognise that practice changes over time. You must be able to show how you keep the programme's curriculum relevant and how you update it in line with developments or changes in current practice and the changing needs of the public.

For example, you should be able to show how your arrangements to review and update the curriculum consider:

- changes in practice or services;
- developments in the professions' research base and advances in technology;
- changes in the law;

- changes in service users’ needs and expectations; and
- evolving understandings of best practice around equality, diversity and inclusion. This also includes an understanding of the diversity of service users’ needs and health inequalities as relevant to different populations.

We expect education providers to consider how to reflect feedback on employability, from learners and employers, changes in workforce development and lifelong learning, and developments in professional and regulatory practice, including research and guidance.

This standard links to SET 8.7, which is about how the programme uses relevant external reference points to ensure the programme reflects the philosophy, core values, skills and knowledge base of current members of the profession.

8.9 Practice-based learning and the integration of theory and current practice are central to the programme.

Guidance

This is a standard about ensuring that practice-based learning is used effectively as a key part of the programme and making sure that learners are able to apply knowledge in practice as a fundamental part of being prepared and competent to practise their profession.

We expect theory and practice to be combined throughout all aspects of the programme. Practice-based learning may take place throughout a programme or in separate periods of time.

You must be able to show how practice-based learning is a central part of the programme. By this we mean that theory and practice must be linked and must support each other. Learners must have the opportunity to learn theory and understand why it is important, but also to reflect on and learn how to apply theoretical frameworks in practice.

8.10 The programme design is informed by evidence and reflective practice, and supports adaptation and integration of appropriate methods and technologies.

Guidance

This standard is about ensuring that programmes are designed using evidence and research to inform and systematically evaluate educational delivery. Different models of learning, and different learning needs, may need different approaches, and these should be properly considered in programme design and development. Education providers should embed this approach when creating a programme and throughout its development.

We expect education providers to keep up to date with best practice and have the appropriate expertise and knowledge to inform programme design.

By ‘appropriate’, we mean that methods and technologies are considered, with the pros and cons of each one carefully evaluated. Evidence to support this may come from research, audit, and evaluation or feedback from service users and carers. The impacts of different methods and technologies on different groups of people should be considered.

‘Technologies’ is a broad term and not limited to digital tools. Programmes should integrate methods and technologies only where it is appropriate and beneficial to the programme, and integration of the methods and technologies should consider any safety risks. Programmes should be designed to be adaptable enough to integrate these methods and technologies for different models of learning and reasonable adjustments for disability.

Collaboration with other institutions and organisations in the same area or field is a good way to drive innovation, ensure consistency and share best practice. Where possible, education providers should be innovative, thought leading, and taking or creating opportunities to collaborate with other bodies to share best practice towards improvement of across the education system.

9. Programme delivery

Partnerships

- 9.1 There are formal partnerships between the education provider and their delivery partners, that involve regular and effective collaboration and joint evaluation, which ensure the provider's responsibility for the programme.

Guidance

This standard is about how you work in partnership with delivery partners, such as those that provide practice-based learning, as a way of making sure that the programme remains effective and maintains its quality. We expect these partnerships to influence the way the programme is designed and delivered.

We recognise that there are lots of models for education and training so partnership arrangements may need to be different depending on the model.

By 'delivery partners' we mean departments, services or organisations that provide a setting or opportunity for learners to take part in learning, as well as organisations that employ those who teach or assess learners in practice. We also mean commissioning and workforce organisations that fund or oversee the quality of delivery across settings.

By 'regular' we mean occurring at consistent intervals or in a routine manner. The arrangements for working with others must reflect a partnership and ongoing relationship. Collaboration should not be limited to only when the programme is approved or being monitored, or when specific issues arise with learning.

We do not set specific requirements for partnership working, but it could take various forms, such as strategic or operational agreements, meetings, asking for feedback or other methods of engagement with delivery

partners. You should make decisions based on what is effective for the continuous improvement of the programme.

Delivery partners are involved in the approaches to meeting the SETs, and therefore collaboration and joint evaluation are important to meet and maintain them. However, we are clear that the education provider retains overall responsibility for meeting the SETs.

9.2 There are sufficient qualified and experienced staff in all settings to safely and effectively deliver and support the programme in a way that enables learners to achieve the standards of proficiency and prepare for practice.

Guidance

This standard is about making sure that the resources provided for the programme allow for an appropriate number of staff who are able and equipped to deliver the programme effectively and provide the support required for learners to take part in safe and effective learning.

We use the term ‘staff’ to mean anyone involved in delivering a programme, including educators in theory and practice settings as well as those involved in other areas such as managing or administering the programme.

By ‘sufficient’ we mean that you must be able to justify the number of staff you have in place for the specific programme and model of delivery, and the proportion of their time spent working on the programme. You should consider:

- the practical requirements of the programme;
- the number of learners;
- the level of support specific learners need; and
- the learning outcomes to be achieved.

We recognise that there are different models of learning and the level of day-to-day supervision or involvement of educators and other staff can vary among programmes. As a result, we do not set staff-to-learner ratios, how they must be involved, or what their qualification and experience levels must be. Instead, we consider the staffing within the overall context of the education you provide.

For example, in practice-based learning a one-to-one relationship may be needed for some professions or programmes, while there may be more than one learner to one member of staff in others.

Professional bodies may have expectations or guidance about staffing requirements or staff-to-learner ratios. While we do not apply these expectations, they are a relevant reference point for education providers when deciding on their own staff resourcing.

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

We need to be sure that the qualifications and experience of staff, whether practical or academic, are appropriate to the delivery and support of the programme. This may include, as appropriate to their role:

- resource planning and budgetary management;
- an understanding of equality, diversity and inclusion;
- ability to identify and/or support the needs of a diverse range of learners and staff; and
- ability to provide oversight and lead or contribute to continuous improvement;
- being on the relevant part of the Register.

- 9.3 Learning is supported by educators with relevant qualifications, experience and specialist expertise, to enable learners to develop the knowledge, skills and behaviours required for safe and effective practice.

Guidance

This standard is about making sure that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively and are suitable and able to support and develop learners in a safe and effective way. This covers teaching as well as assessment and other aspects of delivering the programme.

By 'educators' we mean individuals who are involved in teaching, assessing or supervising learners. This includes people who are permanently part of the programme team, as well as sessional or visiting lecturers, practice educators or others.

We do not set specific requirements for the knowledge, skills and experience that are needed to deliver certain parts of your programme, as this is likely to vary between programmes and among the professions we regulate. However, you must:

- determine the necessary knowledge, skills and experience to be able to support safe and effective learning in relation to the learning outcomes of the programme;
- make sure that educators are suitable and well equipped to take part in teaching and to support learning in the subject areas they are involved in.

This includes, for example, considering what teaching and learning methods your educators are involved in, how they are involved in other programmes in the same profession (particularly for practice educators), and the expected programme activities.

Qualifications, experience and specialist expertise for educators may include, as appropriate to their role:

- teaching or practice education qualifications for those involved in

the delivery of learning;

- credible expertise and, where required, professional qualifications;
- ability to identify and support the needs of a diverse range of learners;
- knowledge and awareness of existing supports or systems and how to access them and connect others with them; and
- knowledge of current practice, which may be informed by research activities.

We also expect you to review the necessary knowledge and expertise of educators, in line with changes in learners' needs and current practice in the profession.

If practice-based learning is provided by a separate organisation, you must check that practice educators have the necessary knowledge, skills and experience.

We normally expect educators to be registered with us in the relevant profession inclusive of the modality (where relevant). However, we recognise that there may be other appropriate educators whose professional backgrounds do not match the specific profession or modality 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, for example, professionals registered with a different regulator.

If you choose to use educators who are not registered with us, you must be able to explain your decision and how you ensure that they are suitable for the role. This includes how their experience, qualifications and training are relevant to the learning they are involved in.

9.4 Educators are up to date in the use of current technologies and digital tools relevant to their profession and that are used in teaching, supervision and assessment.

Guidance

This standard is about ensuring all educators understand how to use technology in relation to education and training and are able to equip learners with the knowledge and skills they need to use relevant technology and meet the HCPC standards in theory and practice settings.

We expect educators and practice assessors to keep up to date with technological developments and advances relevant to the programme and profession. This includes understanding the potential benefits of using different technologies, and the associated risks in using them, such as accessibility issues or biased data.

Educators must have the skills and knowledge to apply education provider expectations linked to the use of technology through education and training. This might include digital learning resources, AI-enabled learning, and any other technology relevant to their role in delivery of teaching, learning and supervision.

Educators must also have the skills and knowledge about current technologies normally used within the profession, as relevant to their role in the delivery of teaching, learning and supervision. This may include technological equipment used within practice, and digital systems such as AI-enabled tools.

Learning approaches

- 9.5 The programme includes learning with, and from, professionals and learners in other relevant professions in keeping with the principles of multi-disciplinary team working and interprofessional practice.

Guidance

This standard is about how learners are prepared to work with other professionals and across professions for the benefit of service users and carers.

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

This learning experience should develop learners’ ability to communicate and work with those outside their own profession, ultimately improving the environment and quality of care for service users. This standard supports the parts of the standards of proficiency that relate to the principles and practices of other health care professionals and systems.

By ‘other relevant professions’ we mean other health and social care professions, as well as professions outside of health and social care. It is up to you to identify 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 deciding which other professions or occupational groups are relevant to learners on the programme.

Learners must engage in the learning opportunities you identify as essential to support the delivery of interprofessional practice. We expect programmes to ensure that learners are sufficiently engaging in these opportunities and are given fair access to them.

We do not set how a programme should include learning with and from professionals and learners in other relevant professions. However, we want to know how you have made decisions about designing and delivering this learning to make sure it is as relevant as possible for learners, that they are sufficiently engaged in it, and it has the most benefit possible for their future professional practice and for service users and carers.

Appendix

Appendix

The normally expected threshold entry routes to the Register, as referenced in standard 7.1, are the following:

Bachelor's 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;
- operating department practitioners;
- orthoptists;
- paramedics;
- physiotherapists;
- prosthetists/orthotists;
- radiographers; and
- speech and language therapists.

Foundation degree for:

- hearing aid dispensers.

Master's degree for:

- arts therapists;
- clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent¹);
- forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent);

¹: For more detail, read our [note on the threshold level of qualification for clinical scientists](#) as covered in standard 1.

- health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent);
- occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent); and
- sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).

Professional doctorate for:

- clinical psychologists.

Professional doctorate or equivalent for:

- counselling psychologists; and
- educational psychologists.

Glossary

You may not be familiar with some of the terms we use throughout the standards and guidance documents, so we have explained them below.

Academic appeal: A request by a learner for a review of a decision of an academic body about their progression, assessment or award. An academic appeal should not be confused with a complaint or concern.

Accessible: Designed or adapted to ensure that individuals, including those with disabilities or other needs, can fully participate in learning and assessment activities.

Applicant: Anyone applying to a programme you provide.

Appropriate: Suitable or fitting for a particular purpose, context or individual, especially in relation to professional judgement, behaviour, or educational provision.

Approval: The process that leads to decisions about whether a programme meets the requirements of our standards of education and training. Continuing approval depends on satisfactory monitoring.

Assessment: The process of evaluating a learner's knowledge, skills and professional behaviours to determine whether they meet the required standards for progression or qualification.

Carer: Anyone who looks after, or provides support to, a family member, partner or friend.

Care, treatment or other services: A general term to describe the different work that our registrants carry out.

Colleague: Other health and care professionals, learners and trainees, support workers, professional carers and others involved in providing care, treatment or other services to service users.

Complaint: The expression of a specific concern by a learner about the quality of the programme and learning opportunities or, more generally, about issues such as unequal treatment or bullying. A complaint should not be confused with an academic appeal.

Conduct: A health and care professional's behaviour.

Consent: Permission for a registrant to provide care, treatment or other services, given by a service user, or someone acting on their behalf, after receiving all the information they reasonably need to make that decision.

Curriculum: 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.

Discriminate: To unfairly treat a person or group of people differently from other people or groups of people. This includes treating others differently because of views about their lifestyle, culture or social or economic status, as well as their characteristics protected by law: age, disability, gender reassignment, race, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

Education provider: The institution (for example, a college, university, company or private higher education provider) which maintains overall responsibility for delivering the programme. This includes responsibility for the quality and conferment of the award given. We hold the education provider responsible for meeting all of our SETs.

Educator: Someone involved in teaching, assessing or aiding learning on a programme. This term can include people who are permanently employed by the education provider and others who help to deliver the programme, such as sessional or visiting lecturers and practice educators.

Effective/effectively: Achieving the intended outcome in a competent, timely and professional manner, particularly in relation to teaching, learning, assessment or practice.

Equality and diversity laws: Legal frameworks that education providers and others involved in the programme must comply with to ensure fair treatment and reasonable adjustments for all applicants and learners, including those with disabilities.

Escalate: To pass on a concern about a service user's safety or wellbeing to someone who is better able to act on it, for example, a more senior colleague, a manager or a regulator.

Ethics: The values that guide a person's behaviour or judgement.

Experience: Having practical contact with and observation of facts or events, or having gained knowledge and skills through involvement in relevant activities over time.

Fair: Treating people equally, impartially and justly, without bias or discrimination, and in line with legal and ethical standards.

Fit to practise: When someone has the skills, knowledge, character and health to practice safely and effectively.

Focused review: Our assessment process which enables timely engagement with education providers based on the information or intelligence we receive or discover.

Governance: The policies, processes and monitoring arrangements that make sure that a programme is well run.

Impartial: Not influenced by personal feelings or interests; showing fairness and objectivity in decision-making and interactions.

Leadership: Providing a strategy, vision or direction for the education provider, programme, or other partner organisation.

Learner: Anyone studying or training on a programme which leads to them being eligible to join our Register. The term includes students, trainees, apprentices and practitioners in training or work-based learning.

Learning outcomes: Statements that describe what a learner is expected to know, understand and be able to do after completing a learning activity or programme.

Management: Overseeing the day-to-day delivery of a programme, including setting roles and responsibilities and the allocation of resources.

Monitoring: The ongoing processes by which the HCPC ensures that approved programmes continue to meet the required standards. This includes focused review and performance review.

Needs: Requirements or conditions necessary for a learner to succeed, which may include academic support, reasonable adjustments, or wellbeing considerations.

Non-discriminatory: Acting in a way that does not treat individuals or groups unfairly based on protected characteristics.

Objective: Based on facts and evidence rather than personal feelings or

opinions; used in assessment, decision-making and evaluation processes.

Performance review: Our periodic engagement with education providers to understand performance and risk linked to our standards.

Practice education provider: The organisation that provides practice-based learning for a programme. In many cases this is a separate organisation from the education provider. This includes, for example, health and care providers, local authorities, schools, community organisations and charities across the public, private and voluntary sectors.

Practice educator: A person who is responsible for a learner's education during their practice-based learning and has received appropriate training and support for this role.

Practice-based learning: The clinical or practical experience that forms an essential part of an approved programme. It may take place in separate periods of time or throughout a programme.

Practitioner: A health and care professional who is currently practising in their profession.

Practice placement: A structured period of practice-based learning within a health or care setting, designed to help learners apply theoretical knowledge in real-world environments.

Programme: The academic teaching, practice-based learning, assessment, qualification and other services provided by the education provider, which together form the programme for approval and monitoring purposes.

Programme sustainability: The ability of a programme to continue operating effectively over time, including having sufficient resources, staffing and strategic planning.

Reasonable adjustments: Changes or accommodations made by an organisation involved in education and training to support learners with disabilities or health conditions, ensuring equal access to learning and assessment.

Recognition of prior learning: Assessment of an applicant's previous learning from experience or formal learning (or both). This can lead to credit transfer or other transition arrangements into a programme, where appropriate.

Refer: To ask someone else to provide care, treatment or other services

which are beyond a registrant's scope of practice or, where relevant, because the service user has asked for a second opinion.

Register: The list (or any part of it) that we keep of the professionals who meet our standards for their training, professional skills, behaviour and health.

Registrant: A person who is currently on our Register.

Regular: Occurring at consistent intervals or in a routine manner, such as scheduled reviews, meetings or monitoring activities.

Relevant: Closely connected or appropriate to the matter at hand, particularly in relation to curriculum content, assessment criteria or professional practice.

Reliable: Consistently good in quality or performance; able to be trusted to deliver accurate and dependable outcomes.

Safe: Minimising risk and harm to learners, service users and others, and ensuring that environments and practices support wellbeing and professional standards.

Scope of practice: The areas in which a registrant has the knowledge, skills and experience necessary to practise safely and effectively.

Staff: Anyone involved in delivering the programme. The term applies to all roles including educators, management, administrative and support staff, as well as people in both paid and unpaid positions. In practice-based learning, this term may also refer to others working in the practice-based learning setting who interact with learners.

Standards of conduct, performance and ethics (SCPEs): Standards that apply to everyone on our Register and people who are 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.

Standards of proficiency (SOPs): Standards which set out the knowledge, skills and understanding that are necessary to practise a profession safely and effectively. Professionals must meet these standards when they complete an approved programme before they can be registered.

Suitability assessment: A process to determine whether an applicant has

the appropriate character, health and conduct to train and practice safely and effectively.

Suitable: Meeting the necessary criteria or conditions for a particular role, activity or context, especially in relation to admissions, placements or professional practice.

Supportive: Providing encouragement, assistance or resources to help learners succeed and maintain wellbeing throughout their education and training.

Thorough: Complete and detailed in approach, ensuring that all aspects of a task, process or decision are considered and addressed.

Threshold level: The minimum standard of education and training required for safe and effective practice, as defined by the HCPC for each profession.

Valid: Logically sound and legally or professionally acceptable; in assessment, refers to accurately measuring what it is intended to measure.

Wellbeing: A person's overall physical, mental and emotional health, which affects their ability to engage with and succeed in their education and training.

Annex A: Data collection and management

We would also expect that there be an effective use of any feedback, data or evidence collected. Some examples of good data collection and management include:

- trust between those collecting and using the information and those whose information is being collected or used;
- transparency on how the data will be processed and used;
- abiding by best practice and legislation around data security and privacy;
- implementing appropriate safeguards to limit access to sensitive information so that people are not put at risk from disclosure of sensitive information;
- systems with sufficient flexibility to capture a range of identities and backgrounds and ability to be updated over time to reflect any changes to identify, characteristics or circumstances;
- enabling autonomy and data sovereignty;
- oversight by those with appropriate data literacy and data leadership so that data is interpreted accurately and insights are used meaningfully; and
- formalised feedback loops.

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