

Standards of

# Education & Training



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# Introduction

In spring 2004, the Health Professions Council consulted with education providers, professional bodies and associations, health regulators, health and education policy makers and commissioners and other stakeholders, in order to define the Standards of Education and Training under Article 15(1)-(9) of the Health Professions Order, 2001.

The Standards of Education and Training are applicable to educational providers and their programmes for those professions currently regulated, and those which may be regulated in the future, by the Health Professions Council.

Following consultation, and after analysis and consideration of the responses we received, Council approved the following Standards:

- 1) the level of qualification for entry to the register;
- 2) programme admissions procedures;
- 3) programme management and resource standards;
- 4) curriculum standards;
- 5) practice placement standards; and
- 6) assessment standards.

The Standards of Education and Training (SETs) are the standards against which the Council will assess whether a graduate from an educational programme will meet the Standards of Proficiency. Approval of that educational programme by the Health Professions Council ensures that those who undertake the programme will be eligible to apply for registration with the Council as a practitioner upon successful completion of that programme. Registration then gives the registrant the right to practise using the protected title/s of their chosen profession.

As a reference document, we will also be publishing information entitled '**The Approvals Process**' and '**The Annual Monitoring Process**' wherein the processes for approval of an educational programme, and the annual monitoring processes are outlined.

# The Standards of Education and Training

## 1. Level of qualification for entry to the Register

- 1.1 The Council normally expects that the **threshold** entry routes to the Register will be the following:
- 1.1.1 Bachelor degree with honours for the following professions:
- chiropody or podiatry;
  - dietetics;
  - occupational therapy;
  - orthoptics;
  - physiotherapy;
  - prosthetics and orthotics;
  - radiography;
  - speech and language therapy;
  - biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and
- 1.1.2 Masters degree for the arts therapies.
- 1.1.3 Masters degree for the clinical sciences (with the award of the Association of Clinical Scientists' Certificate of Attainment, or equivalent).
- 1.1.4 Equivalent to Certificate of Higher Education for paramedics.

## 2. Programme admissions

### The admission procedures must:

- 2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme;
- 2.2 apply selection and entry criteria, including:
  - 2.2.1 evidence of a good command of written and spoken English;
  - 2.2.2 criminal convictions checks;
  - 2.2.3 compliance with any health requirements;
  - 2.2.4 appropriate academic and/or professional entry standards; and
  - 2.2.5 Accreditation of Prior Learning and other inclusion mechanisms.
- 2.3 ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

### 3. Programme management and resource standards

- 3.1 The programme must have a secure place in the education providers' business plan.
- 3.2 The programme must be managed effectively.
- 3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.
- 3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.
- 3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.
- 3.6 A programme for staff development must be in place to ensure continuing professional and research development.
- 3.7 The resources to support student learning in all settings must be used effectively.
- 3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.
- 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.
- 3.10 A system of academic and pastoral student support must be in place.
- 3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.
- 3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.
- 3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

## 4. Curriculum standards

- 4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.
- 4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.
- 4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.
- 4.4 The curriculum must remain relevant to current practice.
- 4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.
- 4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.
- 4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group must be adequately addressed.

## 5. Practice placements standards

- 5.1 Practice placements must be integral to the programme.
- 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.
- 5.3 The practice placement settings must provide:
  - 5.3.1 a safe environment; and
  - 5.3.2 safe and effective practice.
- 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.
- 5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.
- 5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.
- 5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
  - 5.7.1 the learning outcomes to be achieved;
  - 5.7.2 timings and the duration of any placement experience and associated records to be maintained;
  - 5.7.3 expectations of professional conduct;
  - 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
  - 5.7.5 communication and lines of responsibility.



- 5.8 Unless other arrangements are agreed, practice placement educators:
- 5.8.1 must have relevant qualifications and experience;
  - 5.8.2 must be appropriately registered; and
  - 5.8.3 undertake appropriate practice placement educator training.
- 5.9 There must be collaboration between the education provider and practice placement providers.
- 5.10 The education provider must ensure necessary information is supplied to practice placement providers.
- 5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.
- 5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to students, together with an indication of how this will be implemented and monitored.

## 6. Assessment standards

- 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.
- 6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.
- 6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.
- 6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.
- 6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.
- 6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.
- 6.7 Assessment regulations must clearly specify requirements for:
  - 6.7.1 student progression and achievement within the programme;
  - 6.7.2 awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;
  - 6.7.3 an aegrotat award not to provide eligibility for admission to the Register
  - 6.7.4 a procedure for the right of appeal for students; and
  - 6.7.5 the appointment of at least one external examiner from the relevant part of the Register.

# Reference documents

Document	Date of publication
The Standards of Education & Training and Approvals Process – Consultation Paper	March 2004
Key Decisions from our consultation on the Standards of Education and Training and the Approvals Process	September 2004
The Health Professions Order, 2001	February 2002
The Approvals Process	Early 2005
The Annual Monitoring Process	Spring/Summer 2005
Standards of Proficiency for Paramedics, Dietitians, Orthoptists, Chiropodists & Podiatrists, Radiographers, Clinical Scientists, Biomedical Scientists, Occupational Therapists, Physiotherapists, Prosthetists and Orthotists, Speech & Language Therapists and Arts Therapists.	July 2003
The Standards of Proficiency for Operating Department Practitioners	August 2004
The Standards of Conduct, Performance & Ethics	April 2003
The HPC's Curriculum Guidance	December 2005
Guidance for Visitors	Early 2005

All of these documents will be published on our website: [www.hpc-uk.org](http://www.hpc-uk.org)

# Glossary

**This appendix defines or explains terms used in this document:**

## **Aegrotat**

an award to a student who was unable to complete the degree due to illness

## **Approval**

the process of validation and accreditation that leads to decisions about the ability of a programme to meet the requirements of the Standards of Education and Training of the regulatory body

## **Council**

the Health Professions Council

## **Curriculum**

a structured plan of intended learning outcomes, underpinning knowledge, skills, behaviour and associated learning experiences. The learning plan is generally organized as a sequenced combination of modules so that a student can achieve specified educational and training outcomes. The curriculum includes the syllabus, teaching guides, an assessment guide and required learning resources

## **Curriculum Guidance**

guidance on the detailed content for a programme developed by the Council with relevant stakeholder(s)

## **Education & Training Committee**

the Statutory committee at the Council with responsibility for education and training matters

## **Education Provider**

the establishment at which a programme is delivered or by which a qualification is awarded

## **External Reference Framework**

This term will encompass any legislative and external standards

## **Practice placement**

a period of clinical or practical experience that forms part of an approved programme

**Programme**

is the academic provision, practice placements, assessment, qualification and education provider which in totality form the programme for approval purposes

**Programme Leader**

person who has the overall responsibility for a programme

**Register**

means the Register kept by Council or any part or parts thereof

**Registrant**

a person who is currently on the HPC Register

**Site**

a location where the programme or part of the programme is delivered

**Standards of Conduct, Performance and Ethics**

this is a statement of standards which registrants must read and agree to abide by in order to remain on the Register

**Standards of Education & Training**

the standards which education providers must meet to ensure that all those completing an approved programme meets the Standards of Proficiency

**Standards of Proficiency**

the standards required of registrants and those applying for registration for the safe and effective practice of their profession.







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