

Commentary on proposed changes to the SETs and supporting guidance

This commentary has been produced to assist those responding to our consultation on proposed revised SETs and supporting guidance. The extent of the amendments we are proposing, particularly to the guidance document, would make tracked changes very difficult to read. We have therefore produced the table below to summarise how the proposed drafts have changed from the existing standards and guidance. New or amended standards are shown in **bold**. Some brief commentary is also provided to explain the reasons behind the changes. The amendments summarised below are in addition to more minor editing amendments.

Existing standard	Amendments to existing standard / New standard	Amendments to the detailed guidance
SET 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 [...]	(None)	(Minor amendments)
SET 2: Programme admissions		
2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.	<p>2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up an offer of a place on a programme.</p> <ul style="list-style-type: none"> Slight amendment for clarity. 	<ul style="list-style-type: none"> Amendments to clarify the intention of the standard, to remove unintended prescriptiveness and to increase clarity.
2.2 The admissions procedures must apply selection and entry criteria,	<p>2.3 The admissions process must ensure that applicants have a good command of English.</p>	<ul style="list-style-type: none"> Updated references to the standards of proficiency (revised numbering)

Existing standard	Amendments to existing standard / New standard	Amendments to the detailed guidance
including evidence of a good command of reading, writing and spoken English.	<ul style="list-style-type: none"> • Amended for clarity and to emphasise the importance of a process for assessing English language skills. • Reordered to 2.3. 	<ul style="list-style-type: none"> • Specified all forms that need to be evidenced: reading, writing, listening and speaking; but reasonable adjustments should be considered for disabled (e.g. deaf) applicants.
2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.	<p>2.4 The admissions process must include criminal record checks to ensure the suitability of applicants.</p> <ul style="list-style-type: none"> • Amended for clarity and emphasis on ensuring the suitability of applicants. • Reordered to 2.4. 	<ul style="list-style-type: none"> • Clarified the intention of the standard and added definition of ‘suitability’ • Updated to refer to the Disclosure and Barring Service (rather than Criminal Records Bureau) • Inserted reference to Guidance on health and character in main body of the guidance.
2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	<p>2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.</p> <ul style="list-style-type: none"> • Broadened in recognition that not all health requirements will compel the applicant to do something before commencing the programme; they could be aspects of the programme which may affect applicants differently depending on any health conditions. • Reordered to 2.5 	<ul style="list-style-type: none"> • Updated the title of ‘Health, disability and becoming a health and care professional’ guidance (rather than ‘A disabled person’s guide to becoming a health professional’). • Emphasised that having a disability is not viewed as a barrier to training as a health and care professional • Added reference to the ‘Guidance on health and character’ to assist in making admissions decisions.
2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.	<p>2.2 The selection and entry criteria must include appropriate academic and professional entry standards.</p>	<ul style="list-style-type: none"> • Added intention of the standard • Further explanation added, including reference to applicants’ profession-related

Existing standard	Amendments to existing standard / New standard	Amendments to the detailed guidance
	<ul style="list-style-type: none"> • Slight amendment for clarity • Reordered to 2.2 	values, attitudes or personal attributes as possible criteria.
<p>2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.</p>	<p>2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.</p> <ul style="list-style-type: none"> • Broadened the wording of the standard and removed outdated terminology. 	<ul style="list-style-type: none"> • Changed to current terminology of 'recognition of prior learning' (rather than 'accreditation of prior (experiential) learning') • Clarification that the standard covers assessment of prior learning and experience on a case-by-case basis, as well as assessment of programmes, training routes or whole groups of applicants • Clarification that there is no requirement for education providers to accredit prior learning or experience or any limit on how much can be accredited; but the education provider is likely to have a policy.
<p>2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.</p>	<p>2.7 The programme must implement and monitor equality and diversity policies in relation to applicants.</p> <ul style="list-style-type: none"> • Wording of the standard amended to focus on applicants. A new standard on equality and diversity policies in relation to learners has been added to SET 3 below. 	(Minor amendments)

SET 3: Programme governance, management and leadership		
3.1 The programme must have a secure place in the education provider's business plan.	<p>3.1 The programme must be sustainable and fit for purpose.</p> <ul style="list-style-type: none"> • Amended to remove emphasis on the business plan; the intention of the standard covers more than just documentation and is about ensuring sustainability and fitness for purpose. 	<ul style="list-style-type: none"> • Removed emphasis on the business plan (though this is retained as an example) • Defined 'sustainable' and fit for purpose' • Removed references to specific higher education funding bodies • Added examples of relevant factors.
3.2 The programme must be effectively managed.	(None)	(Minor amendments for clarity)
3.3 The programme must have regular monitoring and evaluation systems in place.	<p>3.4 The programme must have regular and effective monitoring and evaluation systems in place.</p> <ul style="list-style-type: none"> • Amendment to include emphasis on improvement. • Moved to 3.4. 	<ul style="list-style-type: none"> • Amendments to include emphasis on both proactive and reactive processes as well as continuous improvement • Removed specific reference to documentation.
3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.	<p>3.3 There must be a person with overall professional responsibility for the programme who is appropriately qualified and experienced and, unless other arrangements are agreed, on the relevant part of the Register.</p> <ul style="list-style-type: none"> • Small amendment to wording. • Moved to 3.3. 	<ul style="list-style-type: none"> • Added reference to the term 'programme leader' as the title sometimes used for this role • Clarified that we do not play a role in appointing or approving individuals but approve the process put in place • Explained that where other arrangements are agreed, the education provider must show how they ensure the individual is appropriate for the role.

	<p>3.5 There must be regular and effective collaboration between the education provider and practice education providers.</p> <ul style="list-style-type: none"> • Moved from SET 5 to emphasise the importance of this collaboration to governance and management of the whole programme. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Added definitions of ‘practice education providers’ and what we mean by ‘regular’ collaboration • Emphasised that the standard is not just about quality and effectiveness of practice-based learning but the programme as a whole.
	<p>3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.</p> <ul style="list-style-type: none"> • This is a new standard. The existing SETs do not contain a requirement for the education provider to have processes in place to ensure all learners will have access to practice-based learning. 	<ul style="list-style-type: none"> • New detailed guidance has been drafted to support this standard.
<p>3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</p>	<p>Moved to 3.9.</p>	<ul style="list-style-type: none"> • Added definition of ‘staff’, to include educators as well as staff involved in management and administration • Added guidance stating that the number of staff should be appropriate to the needs of learners and outcomes to be achieved (not just absolute numbers of learners).
	<p>3.8 Learners must be involved in the design, delivery and review of the programme.</p> <ul style="list-style-type: none"> • This is a new standard. Stakeholders have highlighted the importance of ensuring that 	<ul style="list-style-type: none"> • New detailed guidance has been drafted to support this standard.

	the learning experience is central to the programme.	
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	<p>3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.</p> <ul style="list-style-type: none"> • Replaced the word ‘staff’ (which is used in a more general sense elsewhere) with ‘educators’. • ‘Delivered’ rather than ‘taught’ to include all forms of supporting and facilitating learning. • Moved to 3.10. 	<ul style="list-style-type: none"> • Added a definition for ‘educators’ • Clarified the requirement for education providers to have processes in place to ensure the standard is being met.
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	<p>3.11 An effective programme must be in place to ensure the continuing professional and academic development of educators.</p> <ul style="list-style-type: none"> • Replaced the word ‘staff’ (which is used in a more general sense elsewhere) with ‘educators’. • Amended as research development is not necessarily relevant to all educators. • Moved to 3.11. 	<ul style="list-style-type: none"> • Changed reference to ‘staff’ to ‘educators’. • Clarified that the education provider must have processes in place to support all educators including visiting and sessional lecturers and practice educators • Added explanation of what we mean by ‘academic development’.
3.8 The resources to support student learning in all settings must be effectively used.	<p>3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme and must be accessible to all learners and educators.</p>	<ul style="list-style-type: none"> • Merged guidance from existing 3.8, 3.9 and 3.10 (with some editing amendments).
3.9 The resources to support student learning in all settings must effectively		

support the required learning and teaching activities of the programme.	<ul style="list-style-type: none"> • New standard resulting from merging existing SETs 3.8, 3.9 and 3.10, aimed at reducing duplication. 	
3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.		
3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.	<p>3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.</p> <ul style="list-style-type: none"> • New standard resulting from merging existing SETs 3.11 and 3.12. 	<ul style="list-style-type: none"> • Merged detailed guidance underneath existing SETs 3.11 and 3.12 (with editing amendments).
3.12 There must be a system of academic and pastoral student support in place.		
	<p>3.14 The programme must implement and monitor equality and diversity policies in relation to learners.</p> <ul style="list-style-type: none"> • This is a new standard, incorporating parts of existing SETs 2.7 and 5.5 but broadened to cover the whole programme. 	<ul style="list-style-type: none"> • New detailed guidance has been drafted to support this standard, incorporating parts of the guidance underneath existing SET 5.5 • Shifted focus to having policies in place to cover the whole programme (rather than only practice-based learning).
3.13 There must be a student complaints process in place.	<p>3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.</p> <ul style="list-style-type: none"> • Amended in order to clarify our expectations; it is not sufficient that there is a process in existence, but it must be used to take appropriate action in response to learner complaints. • Moved to 3.15. 	<ul style="list-style-type: none"> • Added emphasis and further guidance on the importance of using learner complaints to remedy problems and contribute to continuous improvement of the programme.

<p>3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>Removed. New SET 4.10 partly adapts this standard (see below).</p>	
<p>3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	<p>Moved to SET 4 as this is relevant to delivery of the programme (see new SET 4.11 below).</p>	
<p>3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.</p>	<p>3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.</p> <ul style="list-style-type: none"> • Amended to shift focus to ensuring the ongoing suitability of learners, proactively as well as reactively (i.e. when concerns arise). • Renumbered as 3.16. 	<ul style="list-style-type: none"> • Guidance amended to match new focus of the standard; i.e. having processes in place to proactively reassess learners' suitability during the programme; as well as to reactively deal with concerns that arise about a learner.
	<p>3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.</p> <ul style="list-style-type: none"> • This is a new standard. Stakeholders have highlighted the important role that learners can play in raising concerns in the interests of service users, but also the need for support from the education provider in doing this. 	<ul style="list-style-type: none"> • New detailed guidance has been developed to support this standard.

3.17 Service users and carers must be involved in the programme.	Renumbered as 3.7.	(Minor amendments)
	<p>3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</p> <ul style="list-style-type: none"> This is a new standard adapted from existing SETs 6.8 and 6.9. 	<ul style="list-style-type: none"> New detailed guidance has been developed to support this standard, partly adapting guidance underneath existing SET 6.8 but refocused to emphasise the importance of clarity for learners, educators and the public.
SET 4: Programme design and delivery		
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.	<p>4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.</p> <ul style="list-style-type: none"> Simplified wording. 	(Some amendments for clarity)
4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	Moved to 4.3.	<ul style="list-style-type: none"> Added further explanation around curriculum guidance Added further explanation of what 'core values' could refer to, e.g. professional philosophy, ethics, personal attributes or attitudes.
4.3 Integration of theory and practice must be central to the curriculum.	<p>4.5 Integration of theory and practice must be central to the programme.</p> <ul style="list-style-type: none"> Small change to replace 'curriculum' with 'programme', to shift focus to design and delivery more generally. 	<ul style="list-style-type: none"> Further guidance added to emphasise the importance of integration for ensuring competence Clarification that the standard applies to both theoretical and practical parts of the programme, including practice-based

	<ul style="list-style-type: none"> • Reordered to 4.5. 	learning as well as practical learning in the academic setting.
4.4 The curriculum must remain relevant to current practice.	(None)	<ul style="list-style-type: none"> • Clarified the expectation that education providers take stock of changes or developments in practice to ensure that the curriculum remains relevant • Added reference to changes within services and service users' expectations; employability; workforce development; and developments in professional and regulatory practice.
4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.	<p>4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p> <ul style="list-style-type: none"> • The standard has been amended to include a stronger requirement, and broader wording to cover 'expectations of professional behaviour'. Removed reference to 'curriculum' so as not to restrict how the SCPE are incorporated. • Moved to 4.2. 	<ul style="list-style-type: none"> • The detailed guidance has been amended given the new, strengthened requirement • Added definition of the standards of conduct, performance and ethics and reference to the 'Guidance on conduct and ethics for students' • Removed reference to reading lists and clarified that the SCPE should play a 'prominent and structured role' in the programme.
4.6 The delivery of the programme must support and develop autonomous and reflective thinking.	Moved to 4.7	<ul style="list-style-type: none"> • Clarified intention of the standard • Added specific reference to standards of proficiency.

<p>4.7 The delivery of the programme must encourage evidence based practice.</p>	<p>4.8 The delivery of the programme must support and develop evidence-based practice.</p> <ul style="list-style-type: none"> • The standard has been changed based on stakeholder feedback that it should be strengthened; it now mirrors (new) SET 4.7. • Moved to 4.8. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Added specific reference to standards of proficiency • Other amendments for clarity and to add reference to analytical skills and research appreciation.
<p>4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.</p>	<p>4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.</p> <ul style="list-style-type: none"> • Slight amendment for clarity and to remove emphasis on the ‘range’ or variety of methods. • Reordered to 4.6. 	<ul style="list-style-type: none"> • Removed emphasis on the ‘range’ of learning and teaching methods and requirement for more than one approach (as this is not the intention of the standard).
<p>4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.</p> <ul style="list-style-type: none"> • Based on overwhelming support from stakeholders and the findings of commissioned research, we have changed this standard into a new positive requirement for learning with and from other professions. • Reordered to 4.9. 	<ul style="list-style-type: none"> • New detailed guidance has been developed in light of the new requirement. We have not prescribed how it must be delivered, and the guidance explains it is up to the education provider to determine what is appropriate and effective.
	<p>4.10 The programme must include an effective process for obtaining appropriate consent from service users and learners.</p>	<ul style="list-style-type: none"> • New detailed guidance has been developed to support the new standard, partly adapting guidance underneath existing SETs 3.14

	<ul style="list-style-type: none"> This is a new standard, partly adapted from existing SETs 3.14 and 5.13. 	<p>and 5.13, covering the rights of both learners and service users</p> <ul style="list-style-type: none"> Focus shifted to emphasise the importance of learners understanding the principle of obtaining appropriate consent.
	<p>4.11 The education provider must identify and tell learners about the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.</p> <ul style="list-style-type: none"> Amended and moved from existing SET 3.15 Added requirement to communicate to learners where attendance is mandatory. 	<ul style="list-style-type: none"> Clarified intention of the standard Added recognition that 'attendance' may not always have to be physical presence.
SET 5: Practice-based learning		
5.1 Practice placements must be integral to the programme.	<p>5.1 Practice-based learning must be integral to the programme.</p> <ul style="list-style-type: none"> Amended to use new terminology. 	<ul style="list-style-type: none"> Clarification that practice-based learning may take place throughout a programme or in discrete periods of time; and may be provided in a different setting or by a different organisation than other parts of the programme.
5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	<p>5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.</p> <ul style="list-style-type: none"> Amended to use new terminology; add reference to standards of proficiency; and to remove reference to 'number' as the 	<ul style="list-style-type: none"> Removed reference to 'number' of practice-based learning experiences or placements, as this is not applicable to all programmes Other amendments for clarity and to reduce prescriptiveness.

	placement model is not applicable to all programmes.	
5.3 The practice placement settings must provide a safe and supportive environment.	<p>5.4 Practice-based learning must take place in a setting that is safe and supportive for learners and service users.</p> <ul style="list-style-type: none"> • Amended to take account of new terminology; added specific reference to learners and service users. • Reordered to 5.4. 	<ul style="list-style-type: none"> • Added mention of safety for service users with reference to learners' scope of practice • Clarification of education provider's responsibility for ensuring the safety of practice-based learning provided by an external organisation.
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	<p>5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.</p> <ul style="list-style-type: none"> • Amended to use new terminology and broaden the expectation to include responding to concerns or issues in practice-based learning. • Moved to 5.3. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Removed list of example evidence • Emphasised the responsibility of education providers regardless of whether practice-based learning is provided by a different organisation • Clarified requirement to have a process in place to respond proactively to incidents and remove approval if necessary, including where there is evidence that calls into question the suitability of a practice learning environment (e.g. reports from regulators or internal investigations).
5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.	Removed and partly adapted in new SET 3.14 (see above).	

<p>5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.</p>	<p>5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.</p> <ul style="list-style-type: none"> • Amended to use new terminology. • Renumbered to 5.5 	<ul style="list-style-type: none"> • Removed examples of forms of evidence • Emphasised that learners should have access to staff • Removed reference to registration of practice placement educators (which is under new 5.6).
<p>5.7 Practice placement educators must have relevant knowledge, skills and experience.</p>	<p>5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are agreed, must be on the relevant part of the Register.</p> <ul style="list-style-type: none"> • Combined with existing 5.9 and new terminology used. • Renumbered to 5.6. 	<ul style="list-style-type: none"> • Guidance underneath existing 5.7 and 5.9 combined • Clarified intention of the standard • Additional guidance to place emphasis on responsibility of the education provider to determine what are the necessary knowledge, skills and experience • Added definition of ‘practice educator’ • Explained that there may be exceptions agreed to the requirement for practice educators to be registered with HCPC, but these are agreed on a case-by-case basis.
<p>5.8 Practice placement educators must undertake appropriate practice placement educator training.</p>	<p>5.7 Practice educators must undertake regular training which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the programme.</p> <ul style="list-style-type: none"> • Amended to use new terminology and clarify that training must be specific to the practice educator’s role and to the programme. • Renumbered to 5.7. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Added reference to support from the education provider, as discussed by the PLG • Emphasised that, although parts of the practice educator training may be generic, it must include aspects specific to the programme, individual needs of learners and delivery of learning outcomes.

<p>5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.</p>	<p>Combined with existing 5.7 and renumbered 5.6 (see above).</p>	<ul style="list-style-type: none"> • Guidance underneath existing 5.7 and 5.9 combined • References to specific professions removed • Other amendments for clarity.
<p>5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.</p>	<p>Moved to 3.5 (see above).</p>	<p>(See new 3.5 above.)</p>
<p>5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:</p> <ul style="list-style-type: none"> – the learning outcomes to be achieved; – the timings and the duration of any placement experience and associated records to be maintained; – expectations of professional conduct; – the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and – communication and lines of responsibility. 	<p>5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.</p> <ul style="list-style-type: none"> • The bullet list has been removed from the standard, for consistency of format; amended to use new terminology. • Renumbered 5.8. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Bullet points removed from the standard into detailed guidance, with some additional points added, indicating what types of information might be relevant • Added that learners should be made aware of what to do if something goes wrong or they have a concern about practice-based learning.
<p>5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.</p>	<p>Removed. Aspects of professional conduct are covered in new SET 4.2 which relates the whole of the programme (including practice-based learning).</p>	

<p>5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>Removed and incorporated in new SET 4.10 (see above).</p>	<p>Aspects have been incorporated in guidance under new 4.10 (see above).</p>
<p>SET 6: Assessment</p>		
<p>6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.</p>	<p>6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.</p> <ul style="list-style-type: none"> • Minor amendment for clarity. 	<ul style="list-style-type: none"> • Clarified intention of the standard • Emphasised the responsibility of the education provider to ensure that learners who do not meet the standards of proficiency are not allowed to complete the programme • Clarified that each individual assessment does not need to map to a particular standard of proficiency.
<p>6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>Removed. The existing standard refers to fitness for academic award, whereas the SETs are about meeting the standards of proficiency and fitness for practice.</p>	<p>Removed.</p>
<p>6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.</p>	<p>6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p> <ul style="list-style-type: none"> • This standard has been strengthened based on feedback from stakeholders on the link 	<ul style="list-style-type: none"> • Guidance has been strengthened in line with the guidance under proposed new SET 4.2 • Clarified that this covers assessment in both the theory and practice-based parts of the programme.

	<p>between the SETs and SCPE; mirrors new SET 4.2.</p> <ul style="list-style-type: none"> • Renumbered 6.2. 	
	<p>6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.</p> <ul style="list-style-type: none"> • This is a new standard, incorporating some aspects of existing SETs 6.5 and 6.6. 	<ul style="list-style-type: none"> • New guidance has been drafted based on the new broad standard.
<p>6.4 Assessment methods must be employed that measure the learning outcomes.</p>	<p>6.5 The assessment methods used must be appropriate to and effective at measuring the learning outcomes.</p> <ul style="list-style-type: none"> • Amended for clarity • Renumbered 6.5. 	<ul style="list-style-type: none"> • Additional guidance to clarify the intention of the standard • Further guidance on what we mean by assessment methods, with clarification that we do not specify which ones must be included in the programme, provided they ensure learners are able to meet the learning outcomes.
<p>6.5 The measurement of student performance must be objective and ensure fitness to practise.</p>	<p>Removed; some aspects incorporated in new SET 6.3 (see above).</p>	<p>Removed; some aspects incorporated in detailed guidance underneath proposed new SET 6.3 (see above).</p>
<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>Removed; some aspects incorporated in new SET 6.3 (see above).</p>	<p>Removed; some aspects incorporated in detailed guidance underneath proposed new SET 6.3 (see above).</p>
<p>6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.</p> <ul style="list-style-type: none"> • Minor amendment 	<ul style="list-style-type: none"> • Some amendments for clarity.

	<ul style="list-style-type: none"> • Moved to 6.4. 	
6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.	Removed; some aspects adapted and moved to new SET 3.18 (see above).	(See new 3.18 above.)
6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.	Removed; some aspects adapted and moved to new SET 3.18 (see above).	(See new 3.18 above.)
6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.	<p>6.6 There must be an effective process in place for learners to make academic appeals.</p> <ul style="list-style-type: none"> • Amended to simplify and clarify • Renumbered as 6.6. 	<ul style="list-style-type: none"> • Added definition for ‘academic appeals’ • Emphasised importance of enhancement and improvement through issues raised in appeals • Additional guidance regarding expectations of an effective process.
6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.	<p>6.7 There must be at least one external examiner for the programme who is appropriately experienced and qualified and, unless other arrangements are agreed, on the relevant part of the Register.</p> <ul style="list-style-type: none"> • Amended to simplify the standard and for clarity. • Renumbered as 6.7. 	<ul style="list-style-type: none"> • Clarified intention of standard as ensuring there is relevant professional input in review of the assessment process • Additional guidance on the role of external examiners and clarification that we do not approve individuals, but rather the process in place to appoint external examiners • Explained that there may be possible exceptions to the requirement for one external examiner to be on the relevant part

		of the Register, which can be agreed on a case-by-case basis.
--	--	---