Agenda Item 8

Enclosure 6

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Paper ETC 42 / 03

# **Education and Training Committee**

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# STANDARDS OF EDUCATION AND TRAINING

from the Executive

for discussion and approval

# 25/03/2003

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# Introduction

The Standards of Education and Training provide educational institutions and partner bodies with guidance as to the minimum expectations for the provision of a programme of study for the preparation of students for the award of a qualification leading to eligibility for inclusion on to the Register of the Health Professions Council. The common framework of the Standards of Education and Training represents the generic standards applicable to all the professions and profession specific standards that have been contextualised for each of the professions represented in the HPC Register.

Outcomes to be achieved by education and training should be that which are necessary to achieve the standards of proficiency.

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| Level of qualification awarded by reference to the QAA's The Framework<br>for higher education qualifications in England Wales and N Ireland and i | S<br>N |
|--|--------|
| Scotland (Jan 2001)  |        |
| PC would normally expect the entry routes to the HPC Register to operate at:   |        |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science  | e;     |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;  |        |
| Radiography and Speech and Language Therapy  |        |
| PG Dip level or above for the Arts Therapies   |        |
| MSc level or above for the Clinical Sciences   |        |
| DipHE level or above for Paramedics  |        |
| Il awards must be made by a body approved by government for that purpose   |        |
| Il currently approved entry routes follow this pattern   |        |
| Programme admissions   |        |
| dmission procedures should provide evidence that processes give both parties   | ;      |
| he information they require to make an informed choice about whether to mak  | e,     |
| r take up the offer of a place on a programme  | •      |
| greed selection and entry criteria are applied including:  |        |
| Evidence of a good command of written and spoken English   |        |
| Criminal convictions check and compliance with any health legislation  |        |
| requirements   |        |
| Appropriate academic entry standards   |        |
| Knowledge and understanding of the profession concerned  |        |
| ny approved institution must have an equal opportunities and anti  |        |
| liscriminatory policy in relation to candidates and students, together with an   |        |
| ndication of how this will be implemented and monitored  |        |
| Programme duration   | -      |
| Il education institutions must have regulations that set a maximum period for  |        |
| rogramme completion appropriate to the nature of the course  |        |
| Programme Management and Staffing  |        |
| vidence that the programme has a secure place in the education provider's  |        |
| usiness plan and that the interests of its various stakeholders are owned and  |        |
| upported at both a strategic and operational level   |        |
| he structure and processes must be in place to manage the programme  |        |
| ffectively   | al     |
| vidence that appropriate resources are in place to support student learning in   | aı     |
| settings<br>vidence that the facilities needed to ensure the welfare and well-being of   |        |
|  |        |
| tudents are both adequate and accessible   |        |
| The structure and processes must be in place to manage the programme   |        |
| effectively. There must be adequate allocation of appropriately qualified and  |        |
| experienced staff to the programme<br>Subject areas must be taught by staff with relevant specialist interest and                                  |        |
| knowledge  |        |
| Appropriate academic staff should be and remain on HPC's Register as part of t   | he     |
| approval of the programme  |        |

A policy for staff development must be in place to support continuing professional development

A system of academic and pastoral student support should be in place Throughout the course of the programme the education institution must identify where specific attendance is required and any associated monitoring mechanism Physical Resources

The physical resources, both on and off campus, must adequately support the required teaching and learning activities of the programme

Reports to the Education and Training CommitteeThe education institution must provide an annual report to the Education andTraining Committee following guidelines as to the information to be included

When a visit is made, the education institution must provide the Education and Training Committee with a progress report for the purposes of the visit

Curriculum

The curriculum should be pertinent to safe practice and demonstrate currency throughout the life of the programme

A learning and teaching ethos and strategy should be formulated that underpins autonomous and reflective thinking and practice

The range of teaching methods employed should be appropriate to the subjects in the curriculum

The programme should reflect the philosophy, values, skills; and knowledge base of the profession

The learning outcomes should encompass external reference frameworks and should ensure that students meet the HPC Standards of Proficiency relevant to their profession

Integration of theory and practice must be central to the curriculum to facilitate safe and effective practice

Requirements for Practice Placements

Practice placement should be integral to the curriculum

The number and duration of placements should be appropriate to the achievement of the learning outcomes that underpin safe and effective

There should be agreed approval processes in place for practice placements to ensure that they provide the necessary learning experience, and they should then

be monitored by the education institution

Students and practice placement educators should be fully prepared for placement. This should include information about, and understanding of the following:

The learning outcomes to be achieved

Timings and the duration of any placement experience and associated records to be maintained

Expectations of professional behaviour

The assessment procedures including the implications of, and any actions to be taken in the case of failure

Communication and lines of responsibility

There should be evidence of close collaboration between the education institution and practice placement providers

The education institution must maintain a thorough and effective system of monitoring the guality of all placements

There should be placement agreements in place where placements are off site The practice placement settings should provide the opportunity for students to experience effective and safe service delivery

The education institution must ensure necessary information is supplied to practice placement providers

Practice placement providers must ensure necessary information is available at the appropriate time for both the institution and students to ensure effective programme delivery

Learning, teaching and supervision must be designed to encourage safe practice, independent learning and professional behaviour

A range of learning and teaching methods that respect the needs of patients/clients and colleagues should be in place throughout practice

Unless other arrangements are agreed, placement educators must:

be registered on the appropriate part of HPC's Register and have a appropriate and relevant post-gualification experience

maintain continuing professional development

Assessment and Examination Requirements The assessment design and procedures must assure fitness for practice

A range of assessment methods should be employed that measure the learning outcomes and skills that are required to practise competently and safely

All assessment should provide a rigorous and effective process by which external reference frameworks can be measured

Assessment of professional aspects of practice must be integral in the

assessment procedures in both the education setting and practice placement

The measurement of student performance and progression must be a systemic part of the wider process of monitoring and evaluation

Both education and placement assessment should have appropriate weight within the overall assessment process

Assessment regulations must clearly indicate requirements for student progression within a programme

External Examiners
The education institution must appoint suitably qualified external examiners for

the theoretical and placement practice aspects of the programme

The names of the external examiners must be notified to the Education and Training Committee

The education institution must demonstrate that their procedures conform to the relevant QAA Codes and Guidelines

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# Arts therapists

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| the offer of a place  |  |
|   | nd entry criteria are applied including:   |
|   | od command of written and spoken English   |
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| Appropriate acad  | ons check and compliance with any health legislation requirements  |
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programmes in Music Therapy must be for at least one academic year full-time or equivalent

#### SET v81

#### **Arts therapists**



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# Arts therapists

| Requirements for Practice Placements   |                       |
|--|-----------------------|
|  |                       |
| Practice placement should be integral to the curriculum  |                       |
| The number and duration of placements should be appropriate to the achievemen  | t of the              |
| correing outcomes that undernin safe and effective professional practice   |                       |
| There should be agreed approval processes in place for practice placements to en   | sure                  |
| that they provide the necessary learning experience, and they should then be mo  | nitored               |
| the strention institution  | _                     |
| Students and practice placement educators should be fully prepared for placemer  | nt. This              |
| should include information about, and understanding of the following:  |                       |
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| The learning outcomes to be achieved   |                       |
| Timings and the duration of any placement experience and associated records t  | o be                  |
|  |                       |
| maintained   |                       |
| Expectations of professional behaviour<br>The assessment procedures including the implications of, and any actions to be   | taken                 |
|  |                       |
| in the case of failure   |                       |
| Communication and lines of responsibility  | hand                  |
| There should be evidence of close collaboration between the education institution  | ranu                  |
| practice placement providers   | toring                |
| The education institution must maintain a thorough and effective system of moni  | toring                |
| the quality of all placements  | <u> </u>              |
| There should be placement agreements in place where placements are off site  |                       |
| The practice placement settings should provide the opportunity for students to   |                       |
| experience effective and safe service delivery   |                       |
| The education institution must ensure necessary information is supplied to practi  | ice                   |
| nlacement providers  |                       |
| Practice placement providers must ensure necessary information is available at t   | he                    |
| appropriate time for both the institution and students to ensure effective program   | nme                   |
| de timerre   |                       |
| Learning, teaching and supervision must be designed to encourage safe practice,  |                       |
| independent learning and professional behaviour  |                       |
| A range of learning and teaching methods that respect the needs of patients/clie   | nts and               |
| colleagues should be in place throughout practice placements   |                       |
| Unless other arrangements are agreed, placement educators must:  |                       |
| be registered on the appropriate part of HPC's Register and have a appropriate   | and                   |
| relevant post-gualification experience   |                       |
| maintain continuing professional development   |                       |
| Substantial clinical practice is noted to be two periods of 12 to 20 weeks   |                       |
| Supervisors must be involved in the assessment of their supervisees  |                       |
| Assessment and Examination Requirements  |                       |
| The assessment design and procedures must assure fitness for practise  |                       |
| A range of assessment methods should be employed that measure the learning o   | utcom                 |
| A range of assessment methous should be employed that measure the reasons of   |                       |
| and skills that are required to practice competently and safely  | 1                     |
| All assessment should provide a rigorous and effective process by which externa  | ,                     |
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| procedures in both the education setting and practice placement  |                       |
|  | art or                |
| The measurement of student performance and progression must be a systemic p  |                       |
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| The measurement of student performance and progression must be a systemic particle wider process of monitoring and evaluation<br>Both education and placement assessment should have appropriate weight withi<br>overall assessment process<br>Assessment regulations must clearly indicate requirements for student progressi<br>within a programme   | i <b>on</b><br>study, |

External Examiners The education institution must appoint suitably qualified external examiners for the theoretical and placement practice aspects of the programme The names of the external examiners must be notified to the Education and Training <u>Committee</u>

The education institution must demonstrate that their procedures conform to the relevant OAA Codes and Guidelines

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| information they require to make an informed choice  | e about whether to make, or take up     |
| the offer of a place on a programme<br>Agreed selection and entry criteria are applied inclu     | dina.                                   |
| Evidence of a good command of written and spoke  | n English                               |
| Criminal convictions check and compliance with an  | y health legislation requirements       |
| Appropriate academic entry standards   |   |
| Knowledge and understanding of the profession co   | oncerned                                |
| Any approved institution must have an equal opport   |   |
| in relation to candidates and students, together with  |   |
| implemented and monitored  |   |
| Minimum entry requirements:  |   |
| Entrance qualifications determined by the education inst   | itutions should be appropriate to entry |
| requirements for a science honours degree  |   |
| Programme durat  | fon                                     |
| All education institutions must have regulations that  |   |
| programme completion appropriate to the nature of  |   |
| programmes must be equivalent to 360 CATS points (480  |   |
| time, four year full-time with an integral sandwich placem                                       |   |
| programmes may include work-based learning in Institute  |   |
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| effective practice  | The learning outcomes should encompass external reference frameworks and   | should<br>profession   |
| Consistent biomodical science degree programmes are informed by the UAA Subject benching king   | Integration of theory and practice must be central to the curriculum to facilita   |                        |
| Intertement for Biomedical Science Chiffenn Andianoly Diactice and IDPIO Dioteosional Statement   | <b>effective practice</b><br>Generic biomedical science degree programmes are informed by the QAA Subject Benc<br>statement for Biomedical Science, current laboratory practice and IBMS professional st | hmarking<br>andards of |

#### **SET v81**

Requirements for Practice Placements Practice placement should be integral to the curriculum The number and duration of placements should be appropriate to the achievement of the learning outcomes that underpin safe and effective professional practice There should be agreed approval processes in place for practice placements to ensure that they provide the necessary learning experience, and they should then be monitored by the education institution Students and practice placement educators should be fully prepared for placement. This should include information about, and understanding of the following: The learning outcomes to be achieved Timings and the duration of any placement experience and associated records to be maintained **Expectations of professional behaviour** The assessment procedures including the implications of, and any actions to be taken in the case of failure **Communication and lines of responsibility** There should be evidence of close collaboration between the education institution and practice placement providers The education institution must maintain a thorough and effective system of monitoring the quality of all placements There should be placement agreements in place where placements are off site The practice placement settings should provide the opportunity for students to experience effective and safe service delivery The education institution must ensure necessary information is supplied to practice placement providers Practice placement providers must ensure necessary information is available at the appropriate time for both the institution and students to ensure effective programme deliverv Learning, teaching and supervision must be designed to encourage safe practice, independent learning and professional behaviour A range of learning and teaching methods that respect the needs of patients/clients and colleagues should be in place throughout practice placements Unless other arrangements are agreed, placement educators must: be registered on the appropriate part of HPC's Register and have a appropriate and relevant post-qualification experience maintain continuing professional development Placement requirements are specified by laboratory training programmes approved by the IBMS. This includes laboratory Health and Safety induction There must be a named placement tutor for the education institution and for the laboratory

Placement tutors are both involved in the assessment of the students

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| Assess  | ment and Examination Requirements                         |
| <u>The assessment design and pr</u>   | ocedures must assure fitness for practise                 |
| A range of assessment method  | is should be employed that measure the learning outcomes  |
| and chills that are required to   | practice competently and safely                           |
| All assessment should provide   | a rigorous and effective process by which external        |
|   | measured  |
| Assessment of professional as   | pects of practice must be integral in the assessment      |
| presedures in both the educat   | ion setting and practice placement                        |
| The measurement of student  | performance and progression must be a systemic part of    |
| the sulder receiptoring of monitoring   | and evaluation  |
| Both education and placemen   | t assessment should have appropriate weight within the    |
| averall accomment process   |   |
| Assessment regulations must   | clearly indicate requirements for student progression     |
| within a succession   |   |
| Assessment must be by HPC regi  | stered practitioners, overseen by a named HPC registered  |
| hiomedical scientist training office  | er  |
| Accoremont critoria must conform  | n to IBMS accreditation requirements                      |
| Second and the particular state of the second state of the seco | External Examiners  |
| The education institution mus   | t appoint suitably qualified external examiners for the   |
| theoretical and placement pra   | ctice aspects of the programme                            |
| The names of the external exa   | aminers must be notified to the Education and Training    |
| Committee   |   |
| The education institution mus   | t demonstrate that their procedures conform to the        |
| L   |   |
| Reports of the external examiner  | for the education institution should be reviewed on re-   |
|   |   |
| The professional body appoints e  | xternal examiners for HPC registration oral examinations. |
| Normally one external examiner  | is used in conjunction with an internal examiner          |
|   |   |

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| Level of qualification awarded by reference to the QAA's The F   |   |
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| higher education qualifications in England Wales and N Ireland<br>(Jan 2001)   |   |
| HPC would normally expect the entry routes to the HPC Register to ope  |   |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedic  |   |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Or  |   |
| Radiography and Speech and Language Therapy  |   |
| PG Dip level or above for the Arts Therapies   |   |
| MSc level or above for the Clinical Sciences   |   |
| DipHE level or above for Paramedics  |   |
| All awards must be made by a body approved by government for that p  | urpose  |
| All currently approved entry routes follow this pattern  |   |
| Programme admissions   |   |
| Admission procedures should provide evidence that processes give bot   | -   |
| information they require to make an informed choice about whether to   | make, or take up  |
| the offer of a place on a programme<br>Agreed selection and entry criteria are applied including:  |   |
| Evidence of a good command of written and spoken English   |   |
| Criminal convictions check and compliance with any health legislation  | n requirements  |
|  |   |
| Appropriate academic entry standards   |   |
| Appropriate academic entry standards<br>Knowledge and understanding of the profession concerned  |   |
|  | criminatory polic   |
| Knowledge and understanding of the profession concerned<br>Any approved institution must have an equal opportunities and anti dis<br>in relation to candidates and students, together with an indication of h  |   |
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| Knowledge and understanding of the profession concerned         Any approved institution must have an equal opportunities and anti distin relation to candidates and students, together with an indication of heimplemented and monitored         School/College leavers:         Applicants are generally required to have two A levels, one of which should be may be considered as an alternative by some institutions)         For those taking Scottish Highers the general entry requirement is three High should be a science, Biology/Chemistry is often preferred         Students undertaking advanced GNVQ are required to study the Health and S obtain a minimum of a Merit pass. In addition to this some schools require the A Level or in some cases A/S level Biology         Students studying for the BTEC HND in Health are required to obtain a disting         Mature Students:         Each applicant should usually be considered on an individual basis but should required to have undertaken recent academic study and hold some formal quaround Bioloav         If undertaking a Science Access course an overall pass of 65% should be obtain from course to course due to variation in content and the marking systems)         All education institutions must have regulations that set a maximum period   | ow this will be<br>e science based (PE<br>ers, one of which<br>ocial Care path and<br>the students to pass<br>stion<br>generally be<br>alification focused<br>a C pass<br>aned (this may var)<br>eriod for                                      |
| Knowledge and understanding of the profession concerned         Any approved institution must have an equal opportunities and anti distin relation to candidates and students, together with an indication of himplemented and monitored         School/College leavers:         Applicants are generally required to have two A levels, one of which should be may be considered as an alternative by some institutions)         For those taking Scottish Highers the general entry requirement is three High should be a science. Biology/Chemistry is often preferred         Students undertaking advanced GNVQ are required to study the Health and S obtain a minimum of a Merit pass. In addition to this some schools require the A Level or in some cases A/S level Biology         Students studying for the BTEC HND in Health are required to obtain a disting         Mature Students:         Each applicant should usually be considered on an individual basis but should required to have undertaken recent academic study and hold some formal qu around Biology         If undertaking a Science Access course an overall pass of 65% should be obtain for course to course due to variation in content and the marking systems)         All education institutions must have regulations that set a maximum performance completion appropriate to the nature of the course         The minimum length of any qualifying programme in podiatry should be three y                                     | ow this will be<br>e science based (PE<br>ers, one of which<br>ocial Care path and<br>the students to pass<br>stion<br>generally be<br>alification focused<br>a C pass<br>ained (this may var<br>briod for                                      |
| Knowledge and understanding of the profession concerned         Any approved institution must have an equal opportunities and anti distin relation to candidates and students, together with an indication of himplemented and monitored         School/College leavers:         Applicants are generally required to have two A levels, one of which should be may be considered as an alternative by some institutions)         For those taking Scottish Highers the general entry requirement is three High should be a science, Biology/Chemistry is often preferred         Students undertaking advanced GNVQ are required to study the Health and S obtain a minimum of a Merit pass. In addition to this some schools require the A Level or in some cases A/S level Biology         Students studying for the BTEC HND in Health are required to obtain a disting         Mature Students:         Each applicant should usually be considered on an individual basis but should required to have undertaken recent academic study and hold some formal qu around Biology         If undertaking a Science Access course an overall pass of 65% should be obtain from course to course due to variation in content and the marking systems)         All education institutions must have regulations that set a maximum perforgame duration:         Programme duration:         Programme in podiatry should be three y         Part-time or modified attendance programmes are normally expected to be offer | ow this will be<br>e science based (PE<br>ers, one of which<br>focial Care path and<br>the students to pass<br>stion<br>generally be<br>alification focused<br>a C pass<br>ained (this may vary<br>striod for<br>rears<br>ared alongside a full |
| Knowledge and understanding of the profession concerned         Any approved institution must have an equal opportunities and anti distin relation to candidates and students, together with an indication of here         School/College leavers:         Applicants are generally required to have two A levels, one of which should be may be considered as an alternative by some institutions)         For those taking Scottish Highers the general entry requirement is three High should be a science, Biology/Chemistry is often preferred         Students undertaking advanced GNVQ are required to study the Health and S obtain a minimum of a Merit pass. In addition to this some schools require the A Level or in some cases A/S level Biology         Students studying for the BTEC HND in Health are required to obtain a distince         Mature Students:         Each applicant should usually be considered on an individual basis but should required to have undertaken recent academic study and hold some formal quaround Bioloav         If undertaking a Science Access course an overall pass of 65% should be obtain form course to course due to variation in content and the marking systems)  | ow this will be<br>e science based (PE<br>ers, one of which<br>focial Care path and<br>the students to pass<br>stion<br>generally be<br>alification focused<br>a C pass<br>ained (this may vary<br>striod for<br>rears<br>ared alongside a full |

| Programme Management and Staffing  |
|--|
| vidence that the programme has a secure place in the education provider's business   |
| lan and that the interests of its various stakeholders are owned and supported at both   |
| trategic and operational level   |
| he structure and processes must be in place to manage the programme effectively  |
| vidence that appropriate resources are in place to support student learning in all   |
| ettings  |
| vidence that the facilities needed to ensure the welfare and well-being of students are oth adequate and accessible  |
| he structure and processes must be in place to manage the programme effectively.   |
| here must be adequate allocation of appropriately qualified and experienced staff to the   |
| rogramme   |
| ubject areas must be taught by staff with relevant specialist interest and knowledge   |
| ppropriate academic staff should be and remain on HPC's Register as part of the  |
| pproval of the programme<br>policy for staff development must be in place to support continuing professional   |
| evelopment   |
| system of academic and pastoral student support should be in place   |
| hroughout the course of the programme the education institution must identify where  |
|  |
| pecific attendance is required and any associated monitoring mechanism   |
| he programme must be under the overall direction and control of a chiropodist entered on HPC's   |
| eaister,   |
| he overall student staff ratio for clinical teaching should not be greater than 6:1<br>Physical Resources  |
|  |
| he physical resources, both on and off campus, must adequately support the required<br>eaching and learning activities of the programme                                  |
| Reports to the Education and Training Committee  |
| he education institution must provide an annual report to the Education and Training   |
| ommittee following guidelines as to the information to be included   |
| hen a visit is made, the education institution must provide the Education and Training   |
| ommittee with a progress report for the purposes of the visit  |
| Curriculum   |
| he curriculum should be pertinent to safe practice and demonstrate currency  |
| proughout the life of the programme  |
| learning and teaching ethos and strategy should be formulated that underpins   |
| Itonomous and reflective thinking and practice   |
| ne range of teaching methods employed should be appropriate to the subjects in the<br>urriculum  |
| ne programme should reflect the philosophy, values, skills; and knowledge base of the rofession  |
| ne learning outcomes should encompass external reference frameworks and should<br>isure that students meet the HPC Standards of Proficiency relevant to their profession |
| tegration of theory and practice must be central to the curriculum to facilitate safe an   |
| fective practice   |
| ease refer to: JQAC for Chiropody/Podiatry – Handbook 2000   |

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| Requirements for Practice Placements   |
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| Practice placement should be integral to the curriculum  |
| The number and duration of placements should be appropriate to the achievement of th   |
| learning outcomes that underpin safe and effective professional practice   |
| There should be agreed approval processes in place for practice placements to ensure   |
| that they provide the necessary learning experience, and they should then be monitored   |
| by the education institution<br>Students and practice placement educators should be fully prepared for placement. This                                 |
| should include information about, and understanding of the following:  |
|  |
| The learning outcomes to be achieved   |
| Timings and the duration of any placement experience and associated records to be  |
| maintained   |
| Expectations of professional behaviour<br>The assessment procedures including the implications of, and any actions to be taken                         |
|  |
| in the case of failure<br>Communication and lines of responsibility  |
| There should be evidence of close collaboration between the education institution and  |
|  |
| The education institution must maintain a thorough and effective system of monitoring  |
| the quality of all placements  |
| There should be placement agreements in place where placements are off site  |
| The practice placement settings should provide the opportunity for students to   |
| experience effective and safe service delivery<br>The education institution must ensure necessary information is supplied to practice                  |
| placement providers  |
| Practice placement providers must ensure necessary information is available at the   |
| appropriate time for both the institution and students to ensure effective programme   |
|  |
| Learning, teaching and supervision must be designed to encourage safe practice,  |
| independent learning and professional behaviour  |
| A range of learning and teaching methods that respect the needs of patients/clients an<br>colleagues should be in place throughout practice placements |
| Unless other arrangements are agreed, placement educators must:  |
| be registered on the appropriate part of HPC's Register and have a appropriate and   |
| relevant post-gualification experience   |
| maintain continuing professional development   |
| The clinical practice element of a course should involve a minimum of 1000 hours   |
| Assessment and Examination Requirements  |
| The assessment design and procedures must assure fitness for practise  |
| A range of assessment methods should be employed that measure the learning outcom<br>and skills that are required to practice competently and safely   |
| All assessment should provide a rigorous and effective process by which external   |
| reference frameworks can be measured   |
| Assessment of professional aspects of practice must be integral in the assessment  |
| procedures in both the education setting and practice placement  |
| The measurement of student performance and progression must be a systemic part of  |
| the wider process of monitoring and evaluation   |
| Both education and placement assessment should have appropriate weight within the  |
| overall assessment process<br>Assessment regulations must clearly indicate requirements for student progression  |
| within a programme   |
| It is a requirement for admission to HPC's Register that students must hold a certificate of   |
| competence in the use of specified prescription only medicines and a certificate of competence in  |
| the use of analogsics approved by the statutory body. Both of these certificates are required to   |
| comply with exemptions to the Medicines Act 1968 in respect of local analgesics and subsequent   |
| amendment Order 1998 in respect of prescription only medicines (POMs)  |
|  |

 External Examiners

 The education institution must appoint suitably qualified external examiners for the theoretical and placement practice aspects of the programme

 The names of the external examiners must be notified to the Education and Training Committee

 The education institution must demonstrate that their procedures conform to the relevant OAA Codes and Guidelines

 Prospective external examiners in podiatry should normally:

 Hold a first degree and/or a higher degree

 Have taught for five years full time (or part time equivalent) at an institution approved by the regulatory body

 Have broad clinical and theoretical teaching experience

 Be currently employed as a teacher of podiatry in higher/further education, or be able to complete a term of office within five years of leaving such employment

Have a minimum of three years experience acting as an internal examiner in podiatry, which includes conducting clinical examinations, setting and marking papers and project supervision

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| Level of gualification   | awarded by reference to the QAA's The Frameworks for  |
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|  | ifications in England Wales and N Ireland and in Scotland   |
|  | (Jan 2001)  |
|  | ect the entry routes to the HPC Register to operate at:   |
| Batchelor level or above   | e for: Chiropody/Podiatry; Dietetics; Biomedical Science;   |
| Occupational Therapy: (  | Orthoptics; Physiotherapy; Prosthetics and Orthotics;   |
|  | h and Language Therapy  |
| PG Dip level or above fo   |   |
| MSc level or above for t   |   |
|  |   |
| DipHE level or above for   | r Paramedics  |
| +  |   |
|  | by a body approved by government for that purpose   |
| All currently approved en  | try routes follow this pattern  |
|  | Programme admissions  |
|  | ould provide evidence that processes give both parties the  |
|  | to make an informed choice about whether to make, or take up  |
|  |   |
| <u>the offer of a place on a p</u>   |   |
|  | ry criteria are applied including:  |
|  | mand of written and spoken English  |
| Criminal convictions che   | eck and compliance with any health legislation requirements   |
|  |   |
| Appropriate academic e   | ntry standards  |
| Knowledge and underst  | anding of the profession concerned  |
|  | must have an equal opportunities and anti discriminatory policy   |
|  | and students, together with an indication of how this will be   |
|  |   |
| implemented and monito   |   |
|  | Programme duration  |
|  | must have regulations that set a maximum period for   |
| programme completion a   | ppropriate to the nature of the course  |
|  | Programme Management and Staffing   |
| Evidence that the program  | nme has a secure place in the education provider's business   |
|  | s of its various stakeholders are owned and supported at both a   |
| strategic and operational  |   |
| The structure and process  | ses must be in place to manage the programme effectively  |
| -  |   |
| Evidence that appropriate  | e resources are in place to support student learning in all   |
| settings   |   |
|  | s needed to ensure the welfare and well-being of students are   |
|  |   |
| both adequate and access   |   |
|  | ses must be in place to manage the programme effectively.   |
| There must be adequate a   | allocation of appropriately qualified and experienced staff to the  |
| programme  |   |
| Subject areas must be tau  | ught by staff with relevant specialist interest and knowledge   |
|  |   |
| Appropriate academic sta   | ff should be and remain on HPC's Register as part of the  |
| approval of the programn   |   |
| A policy for staff develop   | ment must be in place to support continuing professional  |
|  | ment must be in place to support continuing professional  |
|  |   |
|  | 1 nactoral student sunned sheuld he in ele  |
| A system of academic and   | d pastoral student support should be in place   |
| Throughout the course of   | the programme the education institution must identify where   |
| A system of academic and<br>Throughout the course of   | the programme the education institution must identify where   |
| A system of academic and<br>Throughout the course of<br>specific attendance is req   | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources  |
| A system of academic and<br>Throughout the course of<br>specific attendance is req   | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources  |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b  | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required   |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b<br>teaching and learning act   | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required<br>ivities of the programme   |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b<br>teaching and learning act<br>Repo   | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required<br>ivities of the programme<br>rts to the Education and Training Committee  |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b<br>teaching and learning act<br>Repo<br>The education institution  | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required<br>ivities of the programme<br>rts to the Education and Training Committee<br>must provide an annual report to the Education and Training   |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b<br>teaching and learning act<br>Repo<br>The education institution<br>Committee following quid                              | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required<br>ivities of the programme<br>rts to the Education and Training Committee<br>must provide an annual report to the Education and Training<br>lelines as to the information to be included |
| A system of academic and<br>Throughout the course of<br>specific attendance is req<br>The physical resources, b<br>teaching and learning act<br>Repo<br>The education institution<br>Committee following guid<br>When a visit is made, the | the programme the education institution must identify where<br>uired and any associated monitoring mechanism<br>Physical Resources<br>oth on and off campus, must adequately support the required<br>ivities of the programme<br>rts to the Education and Training Committee<br>must provide an annual report to the Education and Training   |

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| Curriculum   |                 |
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| e curriculum should be pertinent to safe practice and demonstrate currency   |                 |
| roughout the life of the programme   |                 |
| learning and teaching ethos and strategy should be formulated that underpir  | າຣ              |
| tonomous and reflective thinking and practice  |                 |
| e range of teaching methods employed should be appropriate to the subjects   |                 |
| e programme should reflect the philosophy, values, skills; and knowledge ba  | ase of the      |
| ofession<br>ne learning outcomes should encompass external reference frameworks and  | should          |
| isure that students meet the HPC Standards of Proficiency relevant to their p  | rofession       |
| tegration of theory and practice must be central to the curriculum to facilitation   |                 |
| fective practice<br>Requirements for Practice Placements   | adži s de Back. |
| ractice placement should be integral to the curriculum   |                 |
| pe number and duration of placements should be appropriate to the achieven   | nent of the     |
| arning outcomes that undernin safe and effective professional practice   |                 |
| pere should be agreed approval processes in place for practice placements to   | ensure          |
| at they provide the necessary learning experience, and they should then be   | monitored       |
| the education institution  |                 |
| tudents and practice placement educators should be fully prepared for placer<br>hould include information about, and understanding of the following: | nent. This      |
|  |                 |
| The learning outcomes to be achieved   |                 |
| Timings and the duration of any placement experience and associated record   | is to be        |
| maintained   |                 |
| Expectations of professional behaviour   |                 |
| The assessment procedures including the implications of, and any actions to  | be taken        |
| in the case of failure   |                 |
| Communication and lines of responsibility  | tion and        |
| here should be evidence of close collaboration between the education institut  |                 |
| ractice placement providers<br>he education institution must maintain a thorough and effective system of m   | onitoring       |
| he quality of all placements   |                 |
| here should be placement agreements in place where placements are off site   |                 |
| he practice placement settings should provide the opportunity for students to  | •               |
| xperience effective and safe service delivery<br>he education institution must ensure necessary information is supplied to pra                       | actice          |
| lacement providers   | at the          |
| ractice placement providers must ensure necessary information is available a   | ramme           |
| ppropriate time for both the institution and students to ensure effective prog   | , anne          |
| eliverv<br>earning, teaching and supervision must be designed to encourage safe practi   | ice,            |
| earning, teaching and supervision must be designed to encourage out o prote-<br>ndependent learning and professional behaviour                       |                 |
| a range of learning and teaching methods that respect the needs of patients/   | clients and     |
| olleagues should be in place throughout practice placements  |                 |
| Inless other arrangements are agreed, placement educators must:  |                 |
| be registered on the appropriate part of HPC's Register and have a appropriate   | ate and         |
| relevant post-qualification experience<br>maintain continuing professional development   |                 |
| maintain continuing professional development   |                 |

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|  | Assessment and Examination Requirements   |
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| The assessment desig                         | an and procedures must assure fitness for practise  |
| A range of assessmer                         | nt methods should be employed that measure the learning outcome<br>nuired to practice competently and safely                      |
| All assessment shoul                         | d provide a rigorous and effective process by which external  |
| reference framework<br>Assessment of profes  | s can be measured<br>sional aspects of practice must be integral in the assessment<br>se education setting and practice placement |
| The measurement of                           | student performance and progression must be a systemic part of monitoring and evaluation  |
| Both education and p<br>overall assessment p | lacement assessment should have appropriate weight within the   |
| Assessment regulation within a programme     | ons must clearly indicate requirements for student progression  |
|  | External Examiners  |
| The education institu                        | tion must appoint suitably qualified external examiners for the   |
| The names of the ext                         | ment practice aspects of the programme<br>ernal examiners must be notified to the Education and Training                          |
| The education institu                        | ition must demonstrate that their procedures conform to the   |

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| Level of qualification awarded by reference to the QAA's The Frameworks fo  | r        |
|---|----------|
| higher education qualifications in England Wales and N Ireland and in Scotlar<br>(Jan 2001)   | nd       |
| PC would normally expect the entry routes to the HPC Register to operate at:  |          |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science;  |          |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;   |          |
| Radiography and Speech and Language Therapy   |          |
| PG Dip level or above for the Arts Therapies  |          |
| MSc level or above for the Clinical Sciences<br>DipHE level or above for Paramedics   |          |
|   |          |
| Il awards must be made by a body approved by government for that purpose  |          |
| All currently approved entry routes follow this pattern   |          |
| Programme admissions  |          |
| Admission procedures should provide evidence that processes give both parties the   |          |
| nformation they require to make an informed choice about whether to make, or take   | up       |
| he offer of a place on a programme<br>Agreed selection and entry criteria are applied including:  |          |
| Evidence of a good command of written and spoken English  |          |
| Criminal convictions check and compliance with any health legislation requirements  | 5        |
| Appropriate academic entry standards  |          |
| Knowledge and understanding of the profession concerned<br>Any approved institution must have an equal opportunities and anti discriminatory  |          |
| oolicy in relation to candidates and students, together with an indication of how this  |          |
| will be implemented and monitored   |          |
| Minimum entry requirements'   |          |
| Advanced level pass in chemistry and one other science subject and three passes at GSCE le  | vel      |
| grade C or above in other subject in England, Wales and Northern Island   | ~        |
| Three Scottish Higher grade passes including chemistry and one other science subject and to   | 10       |
| standard grade C passes or above in other subjects<br>Mathematics is considered to be a science   |          |
| English and mathematics must be passes at either advanced or GSCE level or higher or  |          |
| standard grade  |          |
| education institutions must set entrance requirements for postgraduate courses based on the   | eir      |
| programme content to ensure a postgraduate student has studies all subjects required and  |          |
| undertaken a research project   |          |
| Programme duration All education institutions must have regulations that set a maximum period for   | <u>.</u> |
| All education institutions must have regulations that set a maximum period to,<br>programme completion appropriate to the nature of the course  |          |
| Programme Management and Staffing   |          |
| Evidence that the programme has a secure place in the education provider's business<br>plan and that the interests of its various stakeholders are owned and supported at b               | s<br>oth |
| a strategic and operational level<br>The structure and processes must be in place to manage the programme effectively   |          |
|   |          |
| Evidence that appropriate resources are in place to support student learning in all settings  | _        |
| Evidence that the facilities needed to ensure the welfare and well-being of students  | are      |
| both adequate and accessible<br>The structure and processes must be in place to manage the programme effectively.   |          |
| There must be adequate allocation of appropriately qualified and experienced staff t  | 0        |
|   |          |
| Subject areas must be taught by staff with relevant specialist interest and knowledg  | e        |
| Appropriate academic staff should be and remain on HPC's Register as part of the  |          |
| approval of the programme<br>A policy for staff development must be in place to support continuing professional   |          |
| development<br>A system of academic and pastoral student support should be in place   |          |
| A system of academic and pastoral student support should be in place<br>Throughout the course of the programme the education institution must:  |          |
| monitor student attendance  |          |
| specify where specific attendance is required   |          |
| Academic teachers must include at least two whole time equivalent dietitians who are register   | ed       |
| with the HPC with appropriate clinical experience, at least one of which must be a full time  |          |
| appointment<br>A minimum of one full-time dietitian, who is registered with the HPC, must be employed for e   | ver      |
| A minimum of one full-time distitian, who is registered with the HPC, must be employed for C<br>12 students recruited to the first year of the approved course. This individual must make |          |
| significant contribution to the approved course   |          |
|   |          |

|                            | Physical Resources  |
|----------------------------|---|
| The physical resources, bo | oth on and off campus, must adequately support the required |
| teaching and learning acti | vities of the programme                                     |
| Repor                      | s to the Education and Training Committee                   |

The education institution must provide an annual report to the Education and Training Committee following guidelines as to the information to be included

When a visit is made, the education institution must provide the Education and Training Committee with a progress report for the purposes of the visit Curriculum

Curriculum The curriculum should be pertinent to safe practice and demonstrate currency throughout the life of the programme

A learning and teaching ethos and strategy should be formulated that underpins autonomous and reflective thinking and practice

The range of teaching methods employed should be appropriate to the subjects in the curriculum

The programme should reflect the philosophy, values, skills; and knowledge base of the profession

The learning outcomes should encompass external reference frameworks and should ensure that students meet the HPC Standards of Proficiency relevant to their profession

Integration of theory and practice must be central to the curriculum to facilitate safe and effective practice

Please refer to: Dietitians Board Course Requirements and Guidelines for Pre-Registration Courses Leading to State Registration in Dietetics

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| Requirements for Practice Placements  | · (1997년 - 1997년 - 1997<br>- 1997년 - 1997년<br>- 1997년 - 1997년 |
| Practice placement should be integral to the curriculum   |   |
| The number and duration of placements should be appropriate to the achie  | vement of   |
| the learning outcomes that undernin safe and effective professional practic   | e   |
| there should be agreed approval processes in place for practice placement   | s to ensure 📲   |
| that they provide the necessary learning experience, and they should then   | be monitored  |
| by the education institution<br>Students and practice placement educators should be fully prepared for pla            | cement. This  |
| should include information about, and understanding of the following:   |   |
| The learning outcomes to be achieved  |   |
| Timings and the duration of any placement experience and associated re-<br>maintained                                 | cords to be   |
| Expectations of professional hebayiour  |   |
| The assessment procedures including the implications of, and any actions  | s to be taken   |
| in the case of failure<br>Communication and lines of responsibility   |   |
| There should be evidence of close collaboration between the education ins   | titution and  |
| practice placement providers<br>The education institution must maintain a thorough and effective system o             | fmonitoring   |
| The education institution must maintain a thorough and enective system of   |   |
| the quality of all placements<br>There should be placement agreements in place where placements are off               | site  |
| The practice placement settings should provide the opportunity for student  | ts to   |
| experience offective and safe service delivery  |   |
| The education institution must ensure necessary information is supplied to  | o practice  |
| -lessmont providers   |   |
| Practice placement providers must ensure necessary information is available   | ble at the  |
| appropriate time for both the institution and students to ensure effective p  | programme   |
| delta ent   |   |
| Learning, teaching and supervision must be designed to encourage safe pr  | actice,   |
| independent learning and professional behaviour   | to / clients and  |
| A range of learning and teaching methods that respect the needs of patien   | is/ chemis and  |
| colleagues should be in place throughout practice placements  |   |
| Unless other arrangements are agreed, placement educators must:   | priate and  |
| be registered on the appropriate part of HPC's Register and have a appro  | priace and  |
| relevant post-qualification experience  |   |
| maintain continuing professional development  | (placement A)   |
| The period of practical training must be 28 working weeks, a four week placement                                      | (placement r)   |
| followed by two 12 week placements (placement B and placement C)  |   |
| These periods may be extended to take account of sick and other leave   | consolidate   |
| Following each practical placement students must return to education institution to                                   | Consondate  |
| their knowledge   | education   |
| There must be at least four weeks between placement B and placement C spent at  | eutetton  |
| institution   | ee vears after  |
| Placement C would normally be completed within two years and a maximum of thr   | ee years area   |
| <u>completing placement B</u><br>Students must work the statutory hours of a full-time dietitian in the NHS, of which | h a minimum of  |
| two hours per week must be devoted to private study   |   |
| Students must be given statutory and public holidays or time off in lieu  |   |
| Significant time lost though sick leave must be recovered   | 1 + h + h + h   |
| No action needs to be taken after a loss of up to five days if the trainer considered                                 | that there is   |
| no detrimental effect on the student's progress. If this is not the case the time sh                                  | ould be made  |
| UD  | time made un  |
| IA minimum of 11 weeks must be undertaken for norn placement is and C and lost  |   |
| A minimum of 11 weeks must be undertaken for both placement B and C and lost to a least 11 weeks                      | cime made ap  |

| A range o  | f assessment methods should be employed that measure the learning   |
|--|---|
| -  | and skills that are required to practice competently and safely   |
|  | ment should provide a rigorous and effective process by which external  |
|  | frameworks can be measured  |
| Assessme   | ent of professional aspects of practice must be integral in the assessment  |
| procedure  | es in both the education setting and practice placement   |
| The meas   | urement of student performance and progression must be a systemic part o  |
|  | process of monitoring and evaluation  |
| Both edu   | cation and placement assessment should have appropriate weight within the   |
| overall as   | sessment process  |
| Assessme   | ent regulations must clearly indicate requirements for student progression  |
| within a p   | programme   |
| Compensa   | tion of up to five percent is permitted between assessments within modules  |
|  | External Examiners  |
|  |   |
|  | ation institution must appoint suitably qualified external examiners for the  |
| The educa  | ation institution must appoint suitably qualified external examiners for the  |
| The education theoretics   | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme  |
| The educa<br>theoretica<br>The name  | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme<br>as of the external examiners must be notified to the Education and Training   |
| The educa<br>theoretica<br>The name<br>Committe  | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme<br>as of the external examiners must be notified to the Education and Training<br>e  |
| The educa<br>theoretica<br>The name<br><u>Committe</u><br>The educa<br>relevant (  | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme<br>as of the external examiners must be notified to the Education and Training<br>e<br>ation institution must demonstrate that their procedures conform to the<br>DAA Codes and Guidelines   |
| The educa<br>theoretica<br>The name<br><u>Committe</u><br>The educa<br>relevant (  | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme<br>as of the external examiners must be notified to the Education and Training<br>e<br>ation institution must demonstrate that their procedures conform to the<br>DAA Codes and Guidelines   |
| The educa<br>theoretics<br>The name<br><u>Committe</u><br>The educa<br><u>relevant</u> (<br><i>At least tw</i>   | ation institution must appoint suitably qualified external examiners for the<br>al and placement practice aspects of the programme<br>is of the external examiners must be notified to the Education and Training<br>e<br>ation institution must demonstrate that their procedures conform to the   |
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| Level of qualification awarded by reference to the QAA's The Framework   | s for   |
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| higher education qualifications in England Wales and N Ireland and in Sco  | tland   |
| (Jan 2001)   |   |
| (Jan 2001)   | ay 7.   |
| HPC would normally expect the entry routes to the HPC Register to operate at:<br>Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science;  |   |
| Batchelor level or above for: Chiropody/Poulativy, Dietetics, Biomedical Science,  |   |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;  |   |
| Radiography and Speech and Language Therapy  |   |
| PG Dip level or above for the Arts Therapies   |   |
| MSc level or above for the Clinical Sciences   |   |
| DipHE level or above for Paramedics  |   |
| au the made has bedy approved by government for that purpose   |   |
| All awards must be made by a body approved by government for that purpose  |   |
| All currently approved entry routes follow this pattern  |   |
| Programme admissions   | •   |
| Admission procedures should provide evidence that processes give both parties the  |   |
| information they require to make an informed choice about whether to make, or t  | ake up  |
| the offer of a place on a programme  |   |
| Agreed selection and entry criteria are applied including:   |   |
| Evidence of a good command of written and spoken English<br>Criminal convictions check and compliance with any health legislation requireme  | ents  |
| Criminal convictions check and compliance with any ficanti registration requirement  |   |
| Appropriate academic entry standards   |   |
| Knowledge and understanding of the profession concerned  |   |
| Any approved institution must have an equal opportunities and anti discriminator   | y policy  |
| in relation to candidates and students, together with an indication of how this wil  | be  |
| implemented and monitored  |   |
| Minimum entry requirements:  |   |
| Admission requirements for undergraduate programmes are minmum of two A level's  |   |
| (240 points) or equivalent   |   |
| Admission requirements for graduate entry courses are a first degree or equivalent, toget  | her with  |
| previous involvement in healthcare and the capacity to undertake an intensive schedule   |   |
|  |   |
| Programme duration   |   |
| All education institutions must have regulations that set a maximum period for   |   |
| programme completion appropriate to the nature of the course   |   |
| Full-time courses should normally be completed in three years and no longer than five year   | s from  |
| the period of registration   |   |
|  |   |
| Part-time courses should normally be completed in four years and no longer than six years  | from  |
| Part-time courses should normally be completed in four years and no longer than six years<br>the period of registration  | _   |
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| <u>the period of registration</u><br>Graduate entry courses should be delivered full-time over two years equating to 90 weeks  | of study  |
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| the period of registration<br>Graduate entry courses should be delivered full-time over two years equating to 90 weeks<br>Programme Management and Staffing<br>Evidence that the programme has a secure place in the education provider's busin<br>plan and that the interests of its various stakeholders are owned and supported a<br>strategic and operational level<br>The structure and processes must be in place to manage the programme effective<br>Evidence that appropriate resources are in place to support student learning in al<br>settings<br>Evidence that the facilities needed to ensure the welfare and well-being of studer<br>both adeguate and accessible<br>The structure and processes must be in place to manage the programme effective<br>Revidence that the facilities needed to ensure the welfare and well-being of studer<br>both adeguate and accessible<br>The structure and processes must be in place to manage the programme effective<br>Subject areas must be taught by staff with relevant specialist interest and knowled<br>Appropriate academic staff should be and remain on HPC's Register as part of the<br>approval of the programme<br>A policy for staff development must be in place to support continuing professiona<br>development<br>A system of academic and pastoral student support should be in place<br>Throughout the course of the programme the education institution must identify<br>specific attendance is required and any associated monitoring mechanism  | of study<br>less<br>t both a<br>ly<br>lts are<br>ly.<br>ff to the<br>edge<br>l<br>where |

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|---|-------------------|
| Reports to the Education and Training Committee<br>The education institution must provide an annual report to the Education and Train   | ina.              |
| The education institution must provide an annual report to the Education and Train<br>Committee following quidelines as to the information to be included   |                   |
| When a visit is made, the education institution must provide the Education and Trai   | ining             |
| Committee with a progress report for the purposes of the visit  |                   |
| <u>Gurriculum</u>   |                   |
| The curriculum should be pertinent to safe practice and demonstrate currency  |                   |
| throughout the life of the programme<br>A learning and teaching ethos and strategy should be formulated that underpins  |                   |
| A learning and teaching ethos and strategy should be formulated that under prins<br>autonomous and reflective thinking and practice   |                   |
| The range of teaching methods employed should be appropriate to the subjects in t   | he                |
|   |                   |
| The programme should reflect the philosophy, values, skills; and knowledge base o   | t the             |
| profession<br>The learning outcomes should encompass external reference frameworks and shou   | ld                |
| ensure that students meet the HPC Standards of Proficiency relevant to their profes   | ssion             |
|   | _                 |
| Integration of theory and practice must be central to the curriculum to facilitate sa   | fe an             |
| effective practice<br>Requirements for Practice Placements  | <u> सम्बद्ध</u> ा |
| Practice placement should be integral to the curriculum   | <u> </u>          |
| The number and duration of placements should be appropriate to the achievement  | of th             |
| learning outcomes that undernin safe and effective professional practice  |                   |
| There should be agreed approval processes in place for practice placements to ensi  | ure               |
| that they provide the necessary learning experience, and they should then be moni   | tored             |
| by the education institution<br>Students and practice placement educators should be fully prepared for placement  | . This            |
| should include information about, and understanding of the following:   |                   |
|   |                   |
| The learning outcomes to be achieved  |                   |
| Timings and the duration of any placement experience and associated records to  | be                |
| maintained  |                   |
| Expectations of professional behaviour<br>The assessment procedures including the implications of, and any actions to be ta   | aken              |
| in the case of failure  |                   |
| Communication and lines of responsibility   |                   |
| There should be evidence of close collaboration between the education institution   | and               |
| practice placement providers<br>The education institution must maintain a thorough and effective system of monito   | orina             |
| the quality of all placements   |                   |
| There should be placement agreements in place where placements are off site   |                   |
| The practice placement settings should provide the opportunity for students to  |                   |
| and   |                   |
| The education institution must ensure necessary information is supplied to practice   | e                 |
| placement providers<br>Practice placement providers must ensure necessary information is available at the   | e                 |
| appropriate time for both the institution and students to ensure effective program  | me                |
| dolivory  |                   |
| Learning, teaching and supervision must be designed to encourage safe practice,   |                   |
| independent learning and professional behaviour   | te an             |
| A range of learning and teaching methods that respect the needs of patients/client  | (5 an             |
| colleagues should be in place throughout practice placements<br>Unless other arrangements are agreed, placement educators must:   |                   |
| be registered on the appropriate part of HPC's Register and have a appropriate a  | nd                |
| relevant post-qualification experience  |                   |
| maintain continuing professional development  | ctiviti           |
| It is recommended that the number of students in any one unit for instruction in practical ac   | ethod             |
| should not exceed 15. For theoretical instruction, the number may vary according to the material instruction and the material instruction.  | 20100             |
| of teaching and the material presented<br>At least one visit by a professional member of staff must be made to students in clinical   |                   |
| placements during their second and third years of the three-year programme or equivalent  | in the            |
| graduate entry and part-time routes to gualification  |                   |
| Defer to COT Acadomic and Directice Placement Standards 2003  | <u>.</u>          |
| Assessment and Examination Requirements<br>The assessment design and procedures must assure fitness for practise  | nto Balag D       |
|   | +                 |
| A range of assessment methods should be employed that measure the learning ou   | LCOIL             |

All assessment should provide a rigorous and effective process by which external reference frameworks can be measured

Assessment of professional aspects of practice must be integral in the assessment procedures in both the education setting and practice placement

The measurement of student performance and progression must be a systemic part of the wider process of monitoring and evaluation

Both education and placement assessment should have appropriate weight within the overall assessment process

Assessment regulations must clearly indicate requirements for student progression within a programme

Refer to COT Academic and Practice Placement Standards 2003

**External Examiners** 

The education institution must appoint suitably qualified external examiners for the theoretical and placement practice aspects of the programme The names of the external examiners must be notified to the Education and Training

Committee The education institution must demonstrate that their procedures conform to the

relevant OAA Codes and Guidelines

There should normally be at least two examiners or one for every 75 students, whichever is the areater

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| Level of qualification awarded by reference to the QAA's The Frameworks for<br>higher education qualifications in England Wales and N Ireland and in Scotland<br>(Jan 2001)  |
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| Can 2001 - An Angel and Angel at the second s  |
| <u>HPC would normally expect the entry routes to the HPC Register to operate at:</u><br>Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science;<br>Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;  |
| Padiography and Speech and Language Therapy  |
| PG Dip level or above for the Arts Therapies<br>MSc level or above for the Clinical Sciences   |
| DipHE level or above for Paramedics  |
|  |
| All awards must be made by a body approved by government for that purpose  |
| All currently approved entry routes follow this pattern Programme admissions   |
| t duitation are reduced chould provide evidence that processes give both parties the   |
| information they require to make an informed choice about whether to make, of take up  |
| the offer of a place on a programme<br>Agreed selection and entry criteria are applied including:  |
| n thus stand command of written and Spoken English   |
| Criminal convictions check and compliance with any health legislation requirements   |
| Appropriate academic entry standards   |
| Knowledge and understanding of the profession concerned<br>Any approved institution must have an equal opportunities and anti discriminatory policy  |
| Any approved institution must have an equal opportunities and and and be an equal opportunities and students, together with an indication of how this will be  |
|  |
| Implemented and monitored         Programme duration           All education institutions must have regulations that set a maximum period for  |
|  |
| The degree programme must not be less than 110 weeks in duration over no less than three   |
| academic years<br>Programme Management and Staffing  |
| Fuidence that the programme has a secure place in the education provider's business  |
| plan and that the interests of its various stakeholders are owned and supported at both  |
| strategic and operational level<br>The structure and processes must be in place to manage the programme effectively  |
| Evidence that appropriate resources are in place to support student learning in all  |
| settings<br>Evidence that the facilities needed to ensure the welfare and well-being of students are   |
|  |
| The structure and processes must be in place to manage the programme electively.   |
| The structure and processes must be in proor ately qualified and experienced staff to the  |
| programme<br>Subject areas must be taught by staff with relevant specialist interest and knowledge   |
| Appropriate academic staff should be and remain on HPC's Register as part of the   |
| approval of the programme<br>A policy for staff development must be in place to support continuing professional  |
| development  |
| A system of academic and pastoral student support should be in place<br>Throughout the course of the programme the higher education institution must identify<br>where specific attendance is required and any associated monitoring mechanism   |
| The course director, or in the case of an autonomous department of orthoptics, the head of the   |
| department, must be an orthoptist who is registered with the HPC<br>The academic staff employed by the institution must include a minimum of four full-time orthoptist   |
|  |
| The physical resources, both on and off campus, must adequately support the required   |
| teaching and learning activities of the programme  |
| The higher education institution must provide an annual report to the Education and  |
| Training Committee following underlies as to the information provide the Education and<br>When a visit is made, the higher education institution must provide the Education and<br>Training Committee with a progress report for the purposes of the visit   |
| Training Committee with a progress report for the purposes of the training Committee with a progress report for the purposes of the training training the training the training training the progress of the purposes of the training trainin |
| throughout the life of the programme<br>A learning and teaching ethos and strategy should be formulated that underpins   |
| autonomous and reflective thinking and practice<br>The range of teaching methods employed should be appropriate to the subjects in the   |
| The range of teaching methods employed should be appropriate and the programme should reflect the philosophy, values, skills; and knowledge base of the  |
|  |
| <u>profession</u><br>The learning outcomes should encompass external reference frameworks and should<br>ensure that students meet the HPC Standards of Proficiency relevant to their profession  |
| Integration of theory and practice must be central to the curriculum to facilitate safe a  |
| effective practice<br>Please refer to: The Orthoptists Board – Requirements and Directions for state registration of   |
| araduates of orthoptic degree programmes in the UK   |

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| Requirements for Practice Placements   |
| Practice placement should be integral to the curriculum  |
| The number and duration of placements should be appropriate to the achievement of the learning outcomes that underpin safe and effective professional practice   |
| There should be agreed approval processes in place for practice placements to ensure   |
| that they provide the necessary learning experience, and they should then be monitored   |
| Students and practice placement educators should be fully prepared for placement. This   |
| should include information about, and understanding of the following:  |
| The learning outcomes to be achieved   |
| Timings and the duration of any placement experience and associated records to be<br>maintained  |
| Expectations of professional behaviour   |
| The assessment procedures including the implications of, and any actions to be taken<br>in the case of failure   |
| Communication and lines of responsibility  |
| There should be evidence of close collaboration between the higher education institution   |
| The higher education institution must maintain a thorough and effective system of<br>monitoring the quality of all placements  |
| There should be placement agreements in place where placements are off site  |
| The practice placement settings should provide the opportunity for students to<br>experience effective and safe service delivery   |
| The higher education institution must ensure necessary information is supplied to<br>practice placement providers  |
| Practice placement providers must ensure necessary information is available at the   |
| appropriate time for both the institution and students to ensure effective programme   |
| Learning, teaching and supervision must be designed to encourage safe practice,  |
| A range of learning and teaching methods that respect the needs of patients/clients and  |
| colleagues should be in place throughout practice placements   |
| Unloss other arrangements are agreed, placement educators must:  |
| be registered on the appropriate part of HPC's Register and have a appropriate and   |
| relevant post-qualification experience   |
| maintain continuing professional development   |
| Students must undertake a minimum of 30 full-time weeks of clinical practice within the three  |
| vears of the course<br>Clinical arrangements should include one half day study per week and clinical hours must reflect  |
| this<br>A minimum of two students be placed at each main clinical education centre and a minimum of one  |
| Net stand at each actallity control  |
| student at each satellite centre   |
| Assessment and Examination Requirements  |
| Assessment and Examination Requirements  |
| Assessment and Examination Requirements The assessment design and procedures must assure fitness for practise A range of assessment methods should be employed that measure the learning outcomes  |
| Assessment and Examination Requirements<br>The assessment design and procedures must assure fitness for practise<br>A range of assessment methods should be employed that measure the learning outcomes<br>and skills that are required to practice competently and safely<br>All assessment should provide a rigorous and effective process by which external   |
| Assessment and Examination Requirements<br>The assessment design and procedures must assure fitness for practise<br>A range of assessment methods should be employed that measure the learning outcomes<br>and skills that are required to practice competently and safely<br>All assessment should provide a rigorous and effective process by which external<br>reference frameworks can be measured<br>Assessment of professional aspects of practice must be integral in the assessment  |
| Assessment and Examination Requirements The assessment design and procedures must assure fitness for practise A range of assessment methods should be employed that measure the learning outcomes and skills that are required to practice competently and safely All assessment should provide a rigorous and effective process by which external reference frameworks can be measured Assessment of professional aspects of practice must be integral in the assessment procedures in both the education setting and practice placement The measurement of student performance and progression must be a systemic part of  |
| Assessment and Examination Requirements<br>The assessment design and procedures must assure fitness for practise<br>A range of assessment methods should be employed that measure the learning outcomes<br>and skills that are required to practice competently and safely<br>All assessment should provide a rigorous and effective process by which external<br>reference frameworks can be measured<br>Assessment of professional aspects of practice must be integral in the assessment<br>procedures in both the education setting and practice placement<br>The measurement of student performance and progression must be a systemic part of<br>the weak reference frameworks of the performance and progression must be a systemic part of   |
| Assessment and Examination Requirements<br>The assessment design and procedures must assure fitness for practise<br>A range of assessment methods should be employed that measure the learning outcomes<br>and skills that are required to practice competently and safely<br>All assessment should provide a rigorous and effective process by which external<br>reference frameworks can be measured<br>Assessment of professional aspects of practice must be integral in the assessment<br><u>procedures in both the education setting and practice placement</u><br>The measurement of student performance and progression must be a systemic part of<br>the wider process of monitoring and evaluation<br>Both education and placement assessment should have appropriate weight within the  |
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| Assessment and Examination Requirements           The assessment design and procedures must assure fitness for practise           A range of assessment methods should be employed that measure the learning outcomes           and skills that are required to practice competently and safely           All assessment should provide a rigorous and effective process by which external           reference frameworks can be measured           Assessment of professional aspects of practice must be integral in the assessment           procedures in both the education setting and practice placement           The measurement of student performance and progression must be a systemic part of           the wider process of monitoring and evaluation           Both education and placement assessment should have appropriate weight within the           overall assessment process           Assessment regulations must clearly indicate requirements for student progression           within a programme           External Examiners           The higher education institution must appoint suitably qualified external examiners for  |
| Assessment and Examination Requirements The assessment design and procedures must assure fitness for practise A range of assessment methods should be employed that measure the learning outcomes and skills that are required to practice competently and safely All assessment should provide a rigorous and effective process by which external reference frameworks can be measured Assessment of professional aspects of practice must be integral in the assessment procedures in both the education setting and practice placement The measurement of student performance and progression must be a systemic part of the wider process of monitoring and evaluation Both education and placement assessment should have appropriate weight within the overall assessment process Assessment regulations must clearly indicate requirements for student progression within a programme External Examiners The higher education institution must appoint suitably qualified external examiners for the process and placement practice aspects of the programme  |
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| Level of qualification awarded by reference to the QAA's The Framework<br>higher education qualifications in England Wales and N Ireland and in S<br>(Jan 2001) | Scotland                    |
|---|-----------------------------|
| HPC would normally expect the entry routes to the HPC Register to operate at:   |                             |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Scien   | ce;                         |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;   |                             |
| Radiography and Speech and Language Therapy   |                             |
| PG Dip level or above for the Arts Therapies  |                             |
| PG Dip level or above for the Clinical Sciences   |                             |
| MSc level or above for the Clinical Sciences  |                             |
| DipHE level or above for Paramedics   |                             |
| All awards must be made by a body approved by government for that purpose   |                             |
| All currently approved entry routes follow this pattern   |                             |
| Programme admissions  | en de <del>p</del> eter Sec |
| Admission procedures should provide evidence that processes give both partie  | s the                       |
| nformation they require to make an informed choice about whether to make, o   | or take up                  |
|   |                             |
| the offer of a place on a programme<br>Agreed selection and entry criteria are applied including:   |                             |
| Agreed selection and entry criteria are appred including.   |                             |
| Evidence of a good command of written and spoken English<br>Criminal convictions check and compliance with any health legislation require                       | omente                      |
| Criminal convictions check and compliance with any health legislation require   | ements                      |
| Appropriate academic entry standards  |                             |
| Knowledge and understanding of the profession concerned   |                             |
| Any approved institution must have an equal opportunities and anti discrimina   | atory policy                |
| in relation to candidates and students, together with an indication of how this   | will be                     |
| implemented and monitored   |                             |
| Minimum entry requirements are five GCSEs or equivalent   |                             |
| Programme duration  |                             |
| All education institutions must have regulations that set a maximum period fo   | r                           |
| All education institutions must have regulations that set a maximum period to   | •                           |
| programme completion appropriate to the nature of the programme<br>Programme Management and Staffing  |                             |
| Programme Management and Starring   | uciness                     |
| Evidence that the programme has a secure place in the education provider's b  | usiness                     |
| plan and that the interests of its various stakeholders are owned and supporte  | ed at both                  |
| a strategic and operational level   |                             |
| The structure and processes must be in place to manage the programme effect   | tively                      |
| Evidence that appropriate resources are in place to support student learning in   | n all                       |
|   |                             |
| settings<br>Evidence that the facilities needed to ensure the welfare and well-being of stu   | dents are                   |
|   |                             |
| both adequate and accessible<br>The structure and processes must be in place to manage the programme effec  | tively.                     |
| The structure and processes must be in place to manage the programme energy   | staff to                    |
| There must be adequate allocation of appropriately qualified and experienced  | stan to                     |
| the programme   |                             |
| Subject areas must be taught by staff with relevant specialist interest and kno   | owieage                     |
| Appropriate academic staff should be and remain on HPC's Register as part of  | the                         |
| approval of the programme   |                             |
| A policy for staff development must be in place to support continuing professi  | onal                        |
|   |                             |
| development   |                             |
| A system of academic and pastoral student support should be in place  | idantifi                    |
| Throughout the programme of the programme the education institution must where specific attendance is required and any associated monitoring mechani            | identity                    |
|   | ISM                         |

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| Physical Resources<br>The physical resources, both on and off campus, must adequately support the requ   | uired                                  |
| teaching and learning activities of the programme  | in cu                                  |
| Reports to the Education and Training Committee  |  |
| The education institution must provide an annual report to the Education and Train   | ning                                   |
| Committee following guidelines as to the information to be included  |  |
| When a visit is made, the education institution must provide the Education and Tra   | aining                                 |
| Committee with a progress report for the purposes of the visit<br>Curriculum   |  |
| The curriculum should be pertinent to safe practice and demonstrate currency   | 11.7.1.1.39(1)11 <sup>-1</sup> - 415-1 |
| throughout the life of the programme   |  |
| A learning and teaching ethos and strategy should be formulated that underpins   |  |
| autonomous and reflective thinking and practice  | the                                    |
| The range of teaching methods employed should be appropriate to the subjects in  |  |
| curriculum<br>The programme should reflect the philosophy, values, skills; and knowledge base (  | of the                                 |
| profession   |  |
| The learning outcomes should encompass external reference frameworks and sho<br>ensure that students meet the HPC Standards of Proficiency relevant to their profe | ession                                 |
| Integration of theory and practice must be central to the curriculum to facilitate sa<br>and effective practice  | afe                                    |
| Please refer to: IHCD Health and Care Limited – Training and Common Core Syllabus for<br>Ambulance Paramedic   |  |
| Requirements for Practice Placements   |  |
| Practice placement should be integral to the curriculum  | ofthe                                  |
| The number and duration of placements should be appropriate to the achievement learning outcomes that underpin safe and effective professional practice            |  |
| There should be agreed approval processes in place for practice placements to ens  | sure                                   |
| that they provide the necessary learning experience, and they should then be mon   | itored                                 |
| by the education institution   |  |
| Students and practice placement educators should be fully prepared for placement should include information about, and understanding of the following:             | t. mis                                 |
| The learning outcomes to be achieved   |  |
| Timings and the duration of any placement experience and associated records to   | o be                                   |
| maintained   |  |
| Expectations of professional behaviour<br>The assessment procedures including the implications of, and any actions to be t   | taken                                  |
| in the case of failure   |  |
| Communication and lines of responsibility  |  |
| There should be evidence of close collaboration between the education institution  | and                                    |
| practice placement providers<br>The education institution must maintain a thorough and effective system of monit   | oring                                  |
| the quality of all placements  |  |
| There should be placement agreements in place where placements are off site<br>The practice placement settings should provide the opportunity for students to      |  |
| experience effective and safe service delivery   |  |
| The education institution must ensure necessary information is supplied to practic   | ce                                     |
| placement providers<br>Practice placement providers must ensure necessary information is available at th   | ne                                     |
| appropriate time for both the institution and students to ensure effective program   | nme                                    |
| delivery   |  |
| Learning, teaching and supervision must be designed to encourage safe practice,  |  |
| independent learning and professional behaviour<br>A range of learning and teaching methods that respect the needs of patients/clier                               | nts and                                |
| A range of learning and teaching methods that respect the needs of patients/cher<br>colleagues should be in place throughout practice placements                   |  |
| Unless other arrangements are agreed, placement educators must:  |  |
| be registered on the appropriate part of HPC's Register and have a appropriate a   | and                                    |
| relevant post-qualification experience<br>maintain continuing professional development   |  |
|  |  |

Assessment and Examination Requirements The assessment design and procedures must assure fitness for practise A range of assessment methods should be employed that measure the learning outcomes and skills that are required to practice competently and safely All assessment should provide a rigorous and effective process by which external reference frameworks can be measured Assessment of professional aspects of practice must be integral in the assessment procedures in both the education setting and practice placement The measurement of student performance and progression must be a systemic part of the wider process of monitoring and evaluation Both education and placement assessment should have appropriate weight within the overall assessment process Assessment regulations must clearly indicate requirements for student progression within a programme External Examiners The education institution must appoint suitably qualified external examiners for the theoretical and placement practice aspects of the programme The names of the external examiners must be notified to the Education and Training Committee The education institution must demonstrate that their procedures conform to the relevant OAA Codes and Guidelines

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| Level of qualification awarded by reference to the QAA's The Frameworks for                                     |
|---|
| higher education qualifications in England Wales and N Ireland and in Scotland                                  |
| (Jan 2001)  |
| HPC would normally expect the entry routes to the HPC Register to operate at:                                   |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science;                                |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Orthotics;                                     |
| Radiography and Speech and Language Therapy   |
| PG Dip level or above for the Arts Therapies  |
| MSc level or above for the Clinical Sciences  |
| DipHE level or above for Paramedics   |
|   |
| All awards must be made by a body approved by government for that purpose                                       |
| All currently approved entry routes follow this pattern   |
| Programme admissions  |
| Admission procedures should provide evidence that processes give both parties the                               |
| information they require to make an informed choice about whether to make, or take up                           |
| the offer of a place on a programme   |
| Agreed selection and entry criteria are applied including:  |
| Evidence of a good command of written and spoken English  |
| Criminal convictions check and compliance with any health legislation requirements                              |
| turun viete en densie entre standende   |
| Appropriate academic entry standards<br>Knowledge and understanding of the profession concerned                 |
| Any approved institution must have 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   |
| Programme duration  |
| All education institutions must have regulations that set a maximum period for                                  |
| programme completion appropriate to the nature of the course  |
| The minimum length of any qualifying programme in physiotherapy should be three years, of                       |
| which up to one year may be subsumed as prior learning  |
| Part-time and modified attendance programmes are normally expected to be offered alongside a                    |
| full-time programme and must operate at a minimum of honours degree level                                       |
| The upper limit for length of programme is normally six years   |
| Programme Management and Staffing   |
| Evidence that the programme has a secure place in the education provider's business                             |
| plan and that the interests of its various stakeholders are owned and supported at both                         |
| a strategic and operational level   |
| The structure and processes must be in place to manage the programme effectively                                |
|   |
| Evidence that appropriate resources are in place to support student learning in all                             |
| settings  |
| Evidence that the facilities needed to ensure the welfare and well-being of students are                        |
| both adequate and accessible  |
| The structure and processes must be in place to manage the programme effectively-                               |
| There must be adequate allocation of appropriately qualified and experienced staff to                           |
| the programme<br>Subject areas must be taught by staff with relevant specialist interest and knowledge          |
| Subject areas must be taught by starr with relevant specialist interest and knowledge                           |
| Appropriate academic staff should be and remain on HPC's Register as part of the                                |
|   |
| approval of the programme<br>A policy for staff development must be in place to support continuing professional |
| development   |
| A system of academic and pastoral student support should be in place  |
| Throughout the course of the programme the education institution must identify where                            |
| specific attendance is required and any associated monitoring mechanism   |
| The programme must be under the overall direction and control of a physiotherapist entered on                   |
| HPC's Register.   |
| Physical Resources  |
| The physical resources, both on and off campus, must adequately support the required                            |
| teaching and learning activities of the programme   |
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|  | Reports to the Education and Training Committee  |
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| he education   | institution must provide an annual report to the Education and Training  |
| <u>committee fol</u>   | owing guidelines as to the information to be included<br>made, the education institution must provide the Education and Training   |
| vnen a visit is  | h a progress report for the purposes of the visit  |
| <u>.ommittee wi</u>  | Curriculum   |
| 'he curriculur   | should be pertinent to safe practice and demonstrate currency  |
|  | a life of the programme  |
| A learning and   | teaching ethos and strategy should be formulated that underpins  |
| The range of t   | nd reflective thinking and practice<br>eaching methods employed should be appropriate to the subjects in the   |
| • •  | e should reflect the philosophy, values, skills; and knowledge base of th  |
| profession<br>The learning c   | utcomes should encompass external reference frameworks and should  |
|  |  |
| -  |  |
| Please refer to  | CSP (2002) Curriculum Framework for Qualifying Physiotherapy Programmes and  |
| QAA (2001)Aca  | demic and Practitioner Standards: Physiotherapy. QAA Gloucester  |
| ann - teatharth tha an an an an  |  |
|  | mont chould be integral to the curriculum  |
| Tactice place  | nd duration of placements should be appropriate to the achievement of  |
| he learning o  | utcomes that underpin safe and effective professional practice   |
| There should   | be agreed approval processes in place for practice placements to ensure  |
| hat they prov  | ide the necessary learning experience, and they should then be monitore  |
| w the educat   | on institution   |
| ensure that students meet the HPC Standards of Proficiency relevant to their profession Integration of theory and practice must be central to the curriculum to facilitate safe and effective practice Please refer to CSP (2002) Curriculum Framework for Qualifying Physiotherapy Programmes and QAA (2001)Academic and Practitioner Standards: Physiotherapy. QAA Gloucester Requirements for Practice Placements Practice placement should be integral to the curriculum The number and duration of placements should be appropriate to the achievement of the learning outcomes that underpin safe and effective professional practice There should be agreed approval processes in place for practice placements to ensure that they provide the necessary learning experience, and they should then be monitored by the education institution Students and practice placement educators should be fully prepared for placement. This  |  |
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|  | Assessment and Examination Requirements   |
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|  | esign and procedures must assure fitness for practise   |
| A range of access                          | ment methods should be employed that measure the learning   |
| a range or assessing                       | a that are required to meeting and that measure the learning  |
| All accorement ch                          | s that are required to practice competently and safely  |
| ni assessment sit                          | ould provide a rigorous and effective process by which external<br>orks can be measured                       |
| Assessment of pro                          | rks can be measured   |
| nosessment of pro                          | fessional aspects of practice must be integral in the assessment  |
| The measurement                            | the education setting and practice placement  |
| the wider process                          | of student performance and progression must be a systemic part of<br>of monitoring and evaluation             |
| Both education and                         | d placement assessment should have appropriate weight within the  |
| <u>overall assessment</u>                  | t process   |
| Assessment regula                          | tions must clearly indicate requirements for student progression  |
| <u>within a programm</u>                   | ie  |
| Condonement of failu                       | ire in any module should not normally be permitted  |
| Compensation of faile                      | ure may be permitted within modules not related to practical skills   |
| Condonement or com<br>programme            | npensation cannot take place in practice-based learning elements of the                                       |
| Aegrotat awards are                        | not acceptable for eligibility to practise  |
|  | honours level is not normally acceptable for eligibility to practise  |
|  | External Examiners  |
| The education insti<br>theoretical and pla | tution must appoint suitably qualified external examiners for the<br>cement practice aspects of the programme |
| The names of the e<br>Committee            | external examiners must be notified to the Education and Training   |
| The education insti                        | tution must demonstrate that their procedures conform to the  |
| elevant QAA Code                           |   |
| <u>At least two external</u>               | examiners must be registered with HPC   |

| Level   | of qualification awarded by reference to the QAA's The Frameworks fo<br>education qualifications in England Well   |
|---|--|
| nigner,   |  |
|   | (Jan 2001)   |
| HPC would   | d normally expect the entry routes to the HPC Register to operate at:<br>or level or above for: Chiropody (Pediates Pickers)   |
| Batchelo  | or level or above for: Chiropody/Podiatry; Dietetics; Biomedical Science;<br>ional Therapy; Orthoptics: Physiotherapy: Breathering   |
| Occupati  | ional Therapy; Orthoptics; Physiotherapy; Prosthetics; Biomedical Science;<br>apply and Speech and Language Therapy; Prosthetics and Orthotics;  |
| Radiogra  | aphy and Spectal And Language Therapy  |
|   | svel of above for the Arts Thoranica   |
| ieve  | Or above for the Clinical Sciences   |
| DipHE le  | vel or above for Paramedics  |
|   |  |
| All awards  | must be made by a body approved by government for that purpose   |
| All current   | ly approved entry routes follow this pattern   |
| 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - | 的复数形式 1999 · 金属 法教育部队的特殊 (1995) · 金属 · 金   |
| Admission   | procedures should provide evidence that processes give both parties the  |
|   |  |
| <u>the offer of</u>   | a place on a programme   |
| <u>Agreea sele</u>  | ection and entry criteria are applied including  |
| C   | VI a your command of written and and and   |
| Criminal o  | convictions check and compliance with any health legislation requirements  |
|   |  |
| Appropria   | te academic entry standards  |
| <u>Knowledg</u>   | e and understanding of the profession  |
|   |  |
|   |  |
| mplemente   | d and monitored  |
| <u>Minimum</u> ent  | ry requirements:   |
| Three pass  | es at Advanced level GCE in England, Wales and Northern Island or four passes at<br>de SCE in Scotland   |
| <u>Higher grac</u>  | de SCE in Scotland   |
| GCE/SCE p   | asses should include mathematics and/or physics and at least one other science   |
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| vidence tha   | It the programme has a secure place in the education provider's business<br>t the interests of its various stakeholders  |
|   |  |
| trategic and  | operational level  |
| ne structur   | e and processes must be in place to manage the programme effectively   |
| did an a the  |  |
| vidence tha   | t appropriate resources are in place to support student learning in all  |
|   |  |
| vidence tha   | t the facilities needed to ensure the welfare and well-being of students are   |
| oth adequat   | te and accessible  |
| ne structure  | e and processes must be in place to manage the programme effectively.  |
| here must b   | e adequate allocation of appropriately qualified and experienced staff to th   |
| ogramme   |  |
| idject areas  | s must be taught by staff with relevant specialist interest and knowledge  |
|   |  |
| propriate a   | cademic staff should be and remain on HPC's Register as part of the  |
|   |  |
| policy for st   | taff development must be in place to support continuing professional   |
|   |  |
| system of a   | cademic and pastoral student support should be in place  |
| -joteni ol a  | 19 COurse of the programme the end of the programme the second of the programme the programme the second of the programme the second of the programme the pr |
|   | The equilibrium interitution much the second s   |
| ecific atten  | he course of the programme the education institution must identify where<br>dance is required and any associated monitoring mochanism  |
| ecific atten  | ler of approved programmes must be a prosthetiste and d  |
| ecific attende<br>e course lead   | ler of approved programmes must be a prosthetists and/or orthotist who is the HPC  |
| ecific attende<br>e course lead<br>distered with<br>e education d   | ler of approved programmes must be a prosthetists and/or orthotist who is<br>the HPC<br>centre must employ academic staff to a minimum 6 (citie for  |
| ecific attende<br>course lead<br>distered with<br>e education c   | ler of approved programmes must be a prosthetiste and d  |

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| he physical re   | sources, both on and off campus, must adequately support me in the  |
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| ha advastian i   | estitution must provide an annual report to the Education and the second  |
| ommittee folle   | wing guidelines as to the information to be included<br>made, the education institution must provide the Education and Training   |
| ommittee wit   | a progress report for the purposes of the visit   |
| he curriculum  | should be pertinent to safe practice and demonstrate currency   |
| hroughout the  | life of the programme   |
|  | teaching ethos and strategy should be formulated that underpins   |
| he range of te   | d reflective thinking and practice<br>aching methods employed should be appropriate to the subjects in the  |
| - ·  | e should reflect the philosophy, values, skills; and knowledge base of the  |
| rofession  | tcomes should encompass external reference frameworks and should  |
| ensure that stu  | dents meet the HPC Standards of Proficiency relevant to their profession  |
|  | heory and practice must be central to the curriculum to facilitate safe an  |
|  | The Prosthetists and Orthotists Board Requirements and Directions for Approval o  |
|  | Institutions in the UK<br>Requirements for Practice Placements  |
|  | and should be integral to the curriculum  |
| The number of  | d duration of placements should be appropriate to the achievement of th<br>mes that underpin safe and effective professional practice   |
| Students and   | on institution  |
| should include   | on institution<br>ractice placement educators should be fully prepared for placement. This<br>information about, and understanding of the following:  |
|  | information about, and understanding of the following.  |
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| The learning<br>Timings and<br>maintained<br>Expectations<br>The assessm<br>in the case of<br>Communical<br>There should<br>practice place<br>The education<br>the quality of<br>There should<br>The practice place<br>experience eff<br>The education<br>placement pro<br>Practice place<br>appropriate ti<br>deliverv<br>Learning, teau<br>independent<br>A range of leat<br>colleagues sh<br>Unless other<br>be registere<br>relevant por<br>maintain co  | information about, and understanding of the following:<br>outcomes to be achieved<br>the duration of any placement experience and associated records to be<br>of professional behaviour<br>ent procedures including the implications of, and any actions to be taken<br>if failure<br>ion and lines of responsibility<br>ion and lines of responsibility<br>ion and lines of responsibility<br>institution must maintain a thorough and effective system of monitoring<br>all placements<br>institution must maintain a thorough and effective system of monitoring<br>all placements<br>institution must ensure in place where placements are off site<br>lacement settings should provide the opportunity for students to<br>ective and safe service delivery<br>institution must ensure necessary information is supplied to practice<br>viders<br>ment providers must ensure necessary information is available at the<br>me for both the institution and students to ensure effective programme<br>hing and supervision must be designed to encourage safe practice,<br>earning and teaching methods that respect the needs of patients/clients are<br>build be in place throughout practice placements<br>urrangements are agreed, placement educators must:<br>d on the appropriate part of HPC's Register and have a appropriate and<br>t-qualification experience<br>ntinuing professional development<br>nar, students must undertake two compulsory full-time clinical placements consist<br>methode and a vis month orthotic placement in approved clinical placement |
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|                       | Assessment and Examination Requirements   |
|-----------------------|---|
| The assessment desig  | n and procedures must assure fitness for practise   |
| A range of assessmen  | t methods should be employed that measure the learning outcomes<br>uired to practice competently and safely |
|                       | provide a rigorous and effective process by which external  |
| Assessment of profess | sional aspects of practice must be integral in the assessment<br>e education setting and practice placement |
| The measurement of s  | student performance and progression must be a systemic part of nonitoring and evaluation                    |
|                       | acement assessment should have appropriate weight within the  |
| Assessment regulatio  | ns must clearly indicate requirements for student progression   |
|                       | reference to inclusion of final practical examinations in both disciplines as                               |
|                       | External Examiners  |
|                       | ion must appoint suitably qualified external examiners for the<br>nent practice aspects of the programme    |
| The names of the exte | ernal examiners must be notified to the Education and Training  |
|                       | ion must demonstrate that their procedures conform to the   |

The education institution must demonstrate that their procedures conform to the relevant OAA Codes and Guidelines At least one external examiner must be registered with HPC

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|   | ment the entry routes to the UDC Pagister to operate at:  |
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| PC would normally exp   | xpect the entry routes to the HPC Register to operate at:<br>ove for: Chiropody/Podiatry; Dietetics; Biomedical Science;  |
| Batchelor level of and  | y; Orthoptics; Physiotherapy; Prosthetics and Orthotics;  |
| Padiography and Spe   | eech and Language Therapy   |
| PG Dip level or above   | e for the Arts Therapies  |
| MSc level or above for  | or the Clinical Sciences  |
| DipHE level or above  | for Paramedics  |
| Il awards must be ma  | ade by a body approved by government for that purpose   |
| Il currently approved   | entry routes follow this pattern  |
| 一方可 医门腔炎 医外侧部 化进制的 经利   | Programme admissions  |
| dmission procedures   | should provide evidence that processes give both parties the  |
| nformation they requi   | ire to make an informed choice about whether to make, or take up  |
| he offer of a place on  | a programme<br>entry criteria are applied including:  |
| Evidence of a good o  | command of written and spoken English   |
| Criminal convictions  | check and compliance with any health legislation requirements   |
| Appropriate academ  | ic entry standards  |
| Knowledge and unde  | erstanding of the profession concerned  |
| ny approved instituti   | ion must have an equal opportunities and anti discriminatory  |
| olicy in relation to ca   | andidates and students, together with an indication of how this   |
| and the termination of the second  |   |
| for bachelor level progra   | ammes managers in institutions should set entry requirements consistent   |
| vith the required outcon  | nes of the programme<br>mmes it expected is that applicants to the programme will be in   |
| or masters level progra   | ree. This should be a degree with a health sciences related background  |
| ossession of a mist degi<br>or alternatively the hig  | her education institution should provide a pre-entry development  |
| , and maintery, the main  | udents to enter the programme with a common knowledge base  |
| programme to enable su  |   |
|   | Programme duration  |
| All education instituti   | ions must have regulations that set a maximum period for  |
| All education instituti   | ions must have regulations that set a maximum period for<br>on appropriate to the nature of the course  |
| All education instituti   | ions must have regulations that set a maximum period for<br>on appropriate to the nature of the course<br>reg with bonours: As generic  |
| All education instituti<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors deg  | ions must have regulations that set a maximum period for<br>on appropriate to the nature of the course<br>ree with honours: As generic<br>ree with honours: It is expected that students would normally complete  |
| All education instituti<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors deg  | ions must have regulations that set a maximum period for<br>on appropriate to the nature of the course<br>ree with honours: As generic<br>ree with honours: It is expected that students would normally complete<br>ree within five years of first registration   |
| All education institution<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm   | <b>The must have regulations that set a maximum period for</b><br><b>Some appropriate to the nature of the course</b><br><b>The methodology of the set of the course</b><br><b>The method of the set of</b> |
| All education instituti<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm   | <b>The must have regulations that set a maximum period for</b><br><b>Some appropriate to the nature of the course</b><br><b>The methodology of the set of the course</b><br><b>The method of the set of</b> |
| All education institution<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm<br>fa typical full-time postgr<br>obtain clinical competen  | <b>ions must have regulations that set a maximum period for</b><br><u>ion appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>in within five years of first registration</u><br><u>res: The minimum length of programme is likely to be greater than that for</u><br>raduate diploma or master's degree because of the need for students to<br>ney. This is unlikely to be achieved in less than 18 months although this   |
| All education institution<br><u>programme completion</u><br><u>Full-time bachelors degr</u><br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm<br>a typical full-time postgramm<br>obtain clinical competen<br>will depend upon the str  | ions must have regulations that set a maximum period for<br><u>a appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br><u>thes: The minimum length of programme is likely to be greater than that for</u><br>raduate diploma or master's degree because of the need for students to<br><u>they. This is unlikely to be achieved in less than 18 months although this</u><br><u>ructure of the programme</u><br><u>Brogramme</u><br><u>Management and Staffing</u>   |
| All education institution<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm<br>a typical full-time postge<br>obtain clinical competen<br>will depend upon the str   | ions must have regulations that set a maximum period for<br><u>on appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br><u>the within five years of first registration</u><br><u>the minimum length of programme is likely to be greater than that for</u><br><u>raduate diploma or master's degree because of the need for students to</u><br><u>the ructure of the programme</u><br><u>Programme Management and Staffing</u><br><u>Programme has a secure place in the education provider's business</u>  |
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| All education institution<br>programme completion<br>Full-time bachelors degrifted<br>Part-time bachelors degrifted<br>the part-time programm<br>Masters level programm<br>a typical full-time postgrifted<br>obtain clinical competent<br>will denend upon the strict<br>Evidence that the pro-<br>plan and that the inter-  | ions must have regulations that set a maximum period for<br><u>en appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br><u>thes: The minimum length of programme is likely to be greater than that for</u><br>raduate diploma or master's degree because of the need for students to<br><u>they. This is unlikely to be achieved in less than 18 months although this</u><br><u>ructure of the programme</u><br><u>Programme Management and Staffing</u><br><u>Programme has a secure place in the education provider's business</u><br><u>erests of its various stakeholders are owned and supported at bot</u>  |
| All education institution<br>programme completion<br>Full-time bachelors degrif<br>Part-time bachelors degrif<br>the part-time programm<br>Masters level programm<br>a typical full-time postgrif<br>obtain clinical competent<br>will depend upon the strict<br>Evidence that the pro-<br>plan and that the inter<br>a strategic and operation<br>The structure and pro- | ions must have regulations that set a maximum period for<br><u>appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>he within five years of first registration</u><br><u>hes: The minimum length of programme is likely to be greater than that for</u><br>raduate diploma or master's degree because of the need for students to<br><u>here</u> . This is unlikely to be achieved in less than 18 months although this<br><u>ructure of the programme</u><br><u>Programme Management and Staffing</u><br><u>Programme has a secure place in the education provider's business</u><br><u>erests of its various stakeholders are owned and supported at both</u><br><u>tocesses must be in place to manage the programme effectively</u>   |
| All education institution<br>programme completion<br>Full-time bachelors degrif<br>Part-time bachelors degrif<br>the part-time programm<br>Masters level programm<br>a typical full-time postgrif<br>obtain clinical competent<br>will depend upon the structure<br>plan and that the internation<br>a strategic and operation<br>The structure and programme             | ions must have regulations that set a maximum period for<br><u>en appropriate to the nature of the course</u><br><u>ree with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br><u>thes: The minimum length of programme is likely to be greater than that for</u><br>raduate diploma or master's degree because of the need for students to<br><u>they. This is unlikely to be achieved in less than 18 months although this</u><br><u>ructure of the programme</u><br><u>Programme Management and Staffing</u><br><u>Programme has a secure place in the education provider's business</u><br><u>erests of its various stakeholders are owned and supported at bot</u>  |
| All education institution<br>programme completion<br>Full-time bachelors degrip<br>Part-time bachelors degrip<br>the part-time programm<br>Masters level programm<br>a typical full-time postgrip<br>obtain clinical competent<br>will denend upon the strip<br>Evidence that the program<br>a strategic and operating<br>The structure and propropries                   | ions must have regulations that set a maximum period for<br><u>the appropriate to the nature of the course</u><br><u>the with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br>the within five years of first registration<br>the state of the model of programme is likely to be greater than that for<br>the programme Management and Staffing<br>Degramme has a secure place in the education provider's business<br>the state of its various stakeholders are owned and supported at both<br>thional level<br>occesses must be in place to manage the programme effectively<br>briate resources are in place to support student learning in all   |
| All education instituti<br>programme completion<br>Full-time bachelors degr<br>Part-time bachelors degr<br>the part-time programm<br>Masters level programm<br>a typical full-time postgr<br>obtain clinical competen<br>will denend upon the str<br>Evidence that the program<br>a strategic and opera<br>The structure and propro-                                      | ions must have regulations that set a maximum period for<br><u>the appropriate to the nature of the course</u><br><u>the with honours: As generic</u><br>ree with honours: It is expected that students would normally complete<br><u>the within five years of first registration</u><br>the within five years of first registration<br>the programme has a secure place in the education provider's business<br>the secure of the programme<br>Programme has a secure place in the education provider's business<br>erests of its various stakeholders are owned and supported at both<br>thional level<br>occesses must be in place to manage the programme effectively<br>priate resources are in place to support student learning in all<br>cilities needed to ensure the welfare and well-being of students ar   |

#### **SET v81**

The structure and processes must be in place to manage the programme effectively. There must be adequate allocation of appropriately qualified and experienced staff to the programme Subject areas must be taught by staff with relevant specialist interest and knowledge Appropriate academic staff should be and remain on HPC's Register as part of the approval of the programme A policy for staff development must be in place to support continuing professional development

A system of academic and pastoral student support should be in place Throughout the course of the programme the higher education institution must identify where specific attendance is required and any associated monitoring mechanism

All staff who are teaching radiography, by virtue of their qualification as radiographers, on the programme must be registered with the HPC

A minimum academic staff: student ratio of 1:12 to support each undergraduate programme. This is to be based on the number of students for which contracts are placed, or on the actual number of students if this figure is higher. Additionally at masters level, the expectation is that these staff must have the ability to deliver the programme at the required level

Physical Resources The physical resources, both on and off campus, must adequately support the required teaching and learning activities of the programme

Reports to the Education and Training Committee The higher education institution must provide an annual report to the Education and Training Committee following guidelines as to the information to be included

When a visit is made, the higher education institution must provide the Education and Training Committee with a progress report for the purposes of the visit

Curriculum

The curriculum should be pertinent to safe practice and demonstrate currency throughout the life of the programme

A learning and teaching ethos and strategy should be formulated that underpins autonomous and reflective thinking and practice

The range of teaching methods employed should be appropriate to the subjects in the curriculum

The programme should reflect the philosophy, values, skills; and knowledge base of the profession

The learning outcomes should encompass external reference frameworks and should ensure that students meet the HPC Standards of Proficiency relevant to their profession

Integration of theory and practice must be central to the curriculum to facilitate safe and effective practice

Masters Level programmes:

It is expected that the programme will be new and independent from an undergraduate programme. It will have its own philosophy and rationale

Masters level learning outcomes must be transparent and consistent with the entrants' intellectual abilities

The threshold clinical competencies should be at least those required for first post independent practice and be based on confident and competent case management rather than solely on performance of radiographic technique. Account should be taken of QAA subject benchmarks

Not withstanding that the threshold clinical competencies must be reached, the learning, teaching and assessment methods and outcomes, including those relating to clinical learning, should be vested at masters level

The programme must recognise the autonomy of the learners and their role in determining their individual learning needs. There needs to be clear evidence within the programme of research methodology and reflective practice

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| Level of qualification awarded by reference to the QAA's The Finisher education qualifications in England Wales and N Ireland  | rameworks for<br>and in Scotland  |
|--|---|
| higher education qualifications in England wates and it include  |   |
| (Jan 2001)   | anata ati   |
| IPC would normally expect the entry routes to the HPC Register to ope  | erate at:   |
| Batchelor level or above for: Chiropody/Podiatry; Dietetics; Biomedic  | cal Science;  |
| Occupational Therapy; Orthoptics; Physiotherapy; Prosthetics and Or  | thotics;  |
| Radiography and Speech and Language Therapy  |   |
| PG Dip level or above for the Arts Therapies   |   |
| MSc level or above for the Clinical Sciences   |   |
| DipHE level or above for Paramedics  |   |
|  |   |
| All awards must be made by a body approved by government for that  | purpose   |
| All currently approved entry routes follow this pattern  |   |
| Programme admissions   |   |
| Admission procedures should provide evidence that processes give bo  | th parties the  |
| information they require to make an informed choice about whether to   | n make, or take up  |
|  | o maney of take up  |
| the offer of a place on a programme  |   |
| Agreed selection and entry criteria are applied including:   |   |
| Evidence of a good command of written and spoken English   | n requirements  |
| Criminal convictions check and compliance with any health legislatio   | n requirements  |
| Appropriate academic entry standards   |   |
| Knowledge and understanding of the profession concerned  |   |
| Any approved institution must have an equal opportunities and anti di  | scriminatory  |
| policy in relation to candidates and students, together with an indicati   | ion of how this will  |
| nolicy in relation to candidates and students, together with an indicate   |   |
|  |   |
| be implemented and monitored   |   |
| be implemented and monitored<br>Minimum entry requirements:  |   |
| <b>be implemented and monitored</b><br>Minimum entry requirements:<br>Most courses require a pass in five GCSEs including English and Mathematic   | 5   |
| be implemented and monitored<br>Minimum entry requirements:<br>Most courses require a pass in five GCSEs including English and Mathematic<br>Three passes at Advanced level GCE in England, Wales, and Northern Irelan   | s<br>d or a combination   |
| <b>be implemented and monitored</b><br>Minimum entry requirements:<br>Most courses require a pass in five GCSEs including English and Mathematic<br>Three passes at Advanced level GCE in England, Wales, and Northern Irelan  | s<br>d or a combination   |
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| be implemented and monitored         Minimum entry requirements:         Most courses require a pass in five GCSEs including English and Mathematic         Three passes at Advanced level GCE in England, Wales, and Northern Irelan         of A and AS level passes, five passes in Scottish Highers at Grade B or abov         Students' language skills must be sufficient for them to complete all aspects         for professional competence to practise in the UK. Overseas students whose         English are expected to have a minimum score, on admission to a course, o         with no score less than 7 in any of the four sections tested on the British Co         Finalish Language Testing System [IELTS]         Applicants should normally be interviewed in person, and the interviewers s         qualified speech and language therapist         The normal route to qualification will be by a three or four-year full-time under         There is one part-time programme         An honours undergraduate course which includes a dissertation must extend         105 weeks         A postgraduate course must take place over two extended academic years of         80 weeks or the equivalent part-time study         The total period of part-time study should normally be no longer than twice t         time course in the relevant institution         Students following an accelerated route through an approved course will not  | s of the course and<br>e first language is no<br>of an average of 7.5,<br>ouncil International<br>chould include a<br><b>period for</b><br>ergraduate course.<br>over a minimum of<br>full-time study, i.e.<br>the length of the full-<br>be exempt from<br>ssessments in each of |
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# **SET v81**

|   | Programme Management and Staffing  |
|---|--|
| vidence that the  | e programme has a secure place in the education provider's business<br>interests of its various stakeholders are owned and supported at both   |
| lan and that the  | interests of its various stakenoiders are owned and supported at Down  |
| <u>strategic and o</u><br>he structure an   | perational level<br>d processes must be in place to manage the programme effectively   |
|   | propriate resources are in place to support student learning in all  |
|   |  |
| vidence that the  | e facilities needed to ensure the welfare and well-being of students are   |
| oth adequate a  | d processes must be in place to manage the programme enectively.   |
| here must he a  | dequate allocation of appropriately qualified and experienced staff to   |
|   |  |
| Subject areas m   | ust be taught by staff with relevant specialist interest and knowledge   |
| Appropriate aca   | demic staff should be and remain on HPC's Register as part of the  |
| pproval of the  | programme<br>f development must be in place to support continuing professional   |
| A policy for star   |  |
| levelopment   | demic and pastoral student support should be in place  |
| all a second second data a  | course of the programme the nigher education institution must receivery  |
| where specific a  | ittendance is required and any associated monitoring mechanism   |
|   |  |
| Speech and langu  | age therapy staff will be registered with the HPC  |
| Speech and langu  | age therapy staff will have current practical experience in their clinical   |
|   | the start in current clinical developments   |
| Students will be g  | e participating in current cimical developments<br>liven adequate time to undertake appropriate reading and to share in the  |
| creative planning   | ide educational apportunities for stillents () (levelop as individuals   |
| a litele inc  | alude components of distance learning, independent study of other marriage   |
| Lourses which his   | o show that students have adequate opportunity to meet each other and learn i  |
|   |  |
| It is exnected that   | t speech and language therapy start should have current rescuren experience  |
| and opportunities   | to develop their research interests  |
|   |  |
| The physical re   | sources, both on and off campus, must adequately support the required  |
| <u>teaching and le</u>  | arning activities of the programme<br>Reports to the Education and Training Committee  |
|   | cation institution must provide an annual report to the Education and  |
|   |  |
| When a visit is   | made the higher education institution must provide the addention and   |
| Training Comm   | ittee with a progress report for the purposes of the visit   |
|   |  |
| The curriculum  | should be pertinent to safe practice and demonstrate currency  |
|   |  |
| A learning and  | teaching ethos and strategy should be formulated that under pine   |
| autonomous ar   | nd reflective thinking and practice<br>eaching methods employed should be appropriate to the subjects in the   |
|   | aching methods employed should be appropriate to the outpetter ma  |
| The range of te   |  |
| The range of te   | e should reflect the philosophy, values, skills; and knowledge base of th  |
| The range of te<br><u>curriculum</u><br>The programm  |  |
| The range of te<br><u>curriculum</u><br>The programm<br>profession  | the second and should an external reference frameworks and should  |
| The range of te<br><u>curriculum</u><br>The programm<br><u>profession</u><br>The learning of<br>ensure that stu | utcomes should encompass external reference frameworks and should<br>Idents meet the HPC Standards of Proficiency relevant to their professio  |
| The range of te<br><u>curriculum</u><br>The programm<br><u>profession</u><br>The learning of<br>ensure that stu | e should reflect the philosophy, values, skills; and knowledge base of th<br>utcomes should encompass external reference frameworks and should<br>udents meet the HPC Standards of Proficiency relevant to their professio<br>theory and practice must be central to the curriculum to facilitate safe |

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| Please refer to: The Joint Accreditation Committee of the Health Professions Council and Royal   |
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| College of Speech and Language Therapists Guidance on the Accreditation of courses leading to a  |
| with the Consect and Language Therapy  |
| Requirements ton Practice Pracements   |
| the state of the second to the curriculum  |
| the number and duration of placements should be appropriate to the achievement of the  |
| the standard in colo and attactive processional plactice   |
| - I III - A REAL AND A |
| that they provide the necessary learning experience, and they should then be monitored   |
| by the higher education institution  |
| students and practice placement educators should be fully prepared for placement rine  |
| should include information about, and understanding of the following:  |
|  |
| The learning outcomes to be achieved   |
| The learning outcomes to be achieved<br>Timings and the duration of any placement experience and associated records to be  |
| maintained   |
| Expectations of professional behaviour<br>The assessment procedures including the implications of, and any actions to be taken   |
| The assessment procedures including the implications of, and any determs to be taken   |
| in the case of failure   |
| Communication and lines of responsibility<br>There should be evidence of close collaboration between the higher education institution  |
| There should be evidence of close conaboration between the higher succession and the   |
| and practice placement providers<br>The higher education institution must maintain a thorough and effective system of  |
| The higher education institution must maintain a thorough and encourse system  |
| monitoring the guality of all placements<br>There should be placement agreements in place where placements are off site  |
| There should be placement agreements in place where placements for students to<br>The practice placement settings should provide the opportunity for students to   |
| The practice placement settings should provide the opportunity of an and   |
| experience effective and safe service delivery<br>The higher education institution must ensure necessary information is supplied to  |
|  |
| practice placement providers<br>Practice placement providers must ensure necessary information is available at the   |
| appropriate time for both the institution and students to ensure effective programme   |
|  |
| delivery<br>Learning, teaching and supervision must be designed to encourage safe practice,  |
| le se la strategia de la seconda de la se  |
| A range of learning and teaching methods that respect the needs of patients, cherics unit  |
| a leader was should be in place throughout practice placements   |
|  |
| be registered on the appropriate part of HPC's Register and have a appropriate and   |
| relevant post-qualification experience   |
| Les intelle continuing profossional development  |
| In the minimum amount of tutored clinical experience regulied within courses is 100 sessions   |
| (a smally each of 2 hours duration) Of these 15() sessions a minimum of 100 should be under  |
| the direct supervision of a qualified speech and language therapist and reflect diversity of clients   |
| by age, aetiology, and complexity; as well as diversity of clinical settings and methods of  |
|  |
| hull are sources include a part-time route, the periods and gurauon of chilical practice for part  |
| time students should be organised so as to ensure that they have clinical experience equivalent t  |
|  |
| Course documentation must include details of the timing, length and assessment of placements   |
|  |
| and level of tutor/supervisor support for all students undertaking clinical practice   |
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| and level of tutor/supervisor support for all students undertaking clinical practice   |
| and level of tutor/supervisor support for all students undertaking clinical practice<br>It is strongly recommended that, where appropriate, supervising speech and language therapists<br>should be registered members of the Royal College of Speech & Language Therapists, in addition   |
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| and level of tutor/supervisor support for all students undertaking clinical practice<br>It is strongly recommended that, where appropriate, supervising speech and language therapists<br>should be registered members of the Royal College of Speech & Language Therapists, in addition<br>to registration with the HPC<br>Clinical teaching should aim to clarify the role of the speech and language therapist in the<br><u>different settings in which a service is provided</u><br>Clinical teaching should also provide experience of related health care and educational provision,   |
| and level of tutor/supervisor support for all students undertaking clinical practice<br>It is strongly recommended that, where appropriate, supervising speech and language therapists<br>should be registered members of the Royal College of Speech & Language Therapists, in addition<br>to registration with the HPC<br>Clinical teaching should aim to clarify the role of the speech and language therapist in the   |

#### **SET v81**

Assessment and Examination Requirements The assessment design and procedures must assure fitness for practise A range of assessment methods should be employed that measure the learning outcomes and skills that are required to practice competently and safely All assessment should provide a rigorous and effective process by which external reference frameworks can be measured Assessment of professional aspects of practice must be integral in the assessment procedures in both the education setting and practice placement The measurement of student performance and progression must be a systemic part of

The measurement of student performance and progression must be a systemic part of the wider process of monitoring and evaluation

Both education and placement assessment should have appropriate weight within the overall assessment process

Assessment regulations must clearly indicate requirements for student progression within a programme

It is expected that external examiners will be appointed for speech and language therapy, language sciences, behavioural sciences and bio-medical sciences, and that there will be a final discussive examination board when examiners are present

Assessors/external examiners in speech and language therapy will be expected to participate in some practical assessments

External Examiners

The higher education institution must appoint suitably qualified external examiners for the theoretical and placement practice aspects of the programme

The names of the external examiners must be notified to the Education and Training Committee

The higher education institution must demonstrate that their procedures conform to the relevant OAA Codes and Guidelines