

Agenda Item 8

Enclosure 6

Paper ETC 42 / 03

Education and Training Committee

STANDARDS OF EDUCATION AND TRAINING

from the Executive

for discussion and approval

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.

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: Chiroprody/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
Appropriate academic entry standards
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
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
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 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 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
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 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 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-qualification 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

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)
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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
Appropriate academic entry standards
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
<i>Minimum entry requirements:</i>
<i>Possession of an appropriate first degree (or recognised equivalent) – ideally in Art, Music or Drama or demonstration by some other means to the programme authorities' satisfaction of appropriate artistic accomplishment and understanding of the academic basis of the art form</i>
<i>Demonstration of personal maturity, commitment and suitability (normally applicants must be at least 23 years of age)</i>
<i>Relevant practical experience</i>
<i>Applicants should normally be accepted onto a programme only after interview by an arts therapist entered on HPC's Register and assessment of artistic accomplishment</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the programme
<i>programmes in Arts Therapy must be for at least two academic years full-time or for at least three years, but no more than five years part-time</i>
<i>programmes in Dramatherapy must be for at least one academic year full-time or at least two years, but no more than five years, part-time</i>
<i>programmes in Music Therapy must be for at least one academic year full-time or equivalent</i>

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
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 programme of the programme the education institution must identify where specific attendance is required and any associated monitoring mechanism
<i>Students must have direct contact with tutors in one or other of their teaching roles throughout the programme for a substantial number (400-500) of hours</i>
<i>All students must be in personal (training) therapy throughout the programme and with a therapist not otherwise involved with the programme</i>
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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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
<i>Please refer to: Arts Therapist JQAC handbook on initial approval of programmes for detailed programme content for Art Therapy, Dramatherapy and Music Therapy</i>

Requirements for Practice Placements
Practice placement should be integral to the curriculum
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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
<i>Substantial clinical practice is noted to be two periods of 12 to 20 weeks</i>
<i>Supervisors must be involved in the assessment of their supervisees</i>
Assessment and Examination Requirements
The assessment design and procedures must assure fitness for practise
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All assessment should provide a rigorous and effective process by which external reference frameworks can be measured
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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
<i>The minimum examination requirements must include a long essay or dissertation, a case study, satisfactory performance in programme work (including experiential and supervision groups, clinical practice and project work)</i>

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
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Criminal convictions check and compliance with any health legislation requirements
Appropriate academic entry standards
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
<i>Minimum entry requirements:</i>
<i>Entrance qualifications determined by the education institutions should be appropriate to entry requirements for a science honours degree</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the programme
<i>programmes must be equivalent to 360 CATS points (480 in Scotland) and may be three year full-time, four year full-time with an integral sandwich placement, or part-time (up to five years). programmes may include work-based learning in Institute (IBMS) approved laboratories</i>

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
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A system of academic and pastoral student support should be in place
Throughout the programme of the programme the education institution must identify where specific attendance is required and any associated monitoring mechanism
<i>Accredited biomedical science programmes must meet the IBMS criteria, including: programme content must be compliant with QAA subject benchmarking statement for biomedical science HPC registered biomedical scientists are involved in the teaching of discipline specific components</i>
<i>education institution employer liaison committees inform programme delivery (minimum 1 meeting a year)</i>
<i>IBMS training logbooks must be completed by placement students in approved training laboratories for the purposes of admission to HPC's Register</i>
<i>Training logbooks reflect competency criteria for HPC registration</i>
<i>An HPC registered biomedical scientist must oversee training</i>
<i>Annual reports must be completed to comply with IBMS accreditation</i>
Physical Resources
The physical resources, both on and off campus, must adequately support the required teaching and learning activities of the programme
<i>Training laboratories for placements must be IBMS approved</i>
Reports 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
<i>An annual report must be submitted to the IBM</i>
<i>Accreditation visits include a report to the IBMS about education institution resources, programme content and delivery, student progression and employer liaison, and shortfalls to be addressed prior to accreditation. Recommendations for programme development may also be made</i>
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
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<i>Generic biomedical science degree programmes are informed by the QAA Subject Benchmarking statement for Biomedical Science, current laboratory practice and IBMS professional standards of practice</i>

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maintain continuing professional development
<i>Placement requirements are specified by laboratory training programmes approved by the IBMS. This includes laboratory Health and Safety induction</i>
<i>There must be a named placement tutor for the education institution and for the laboratory</i>
<i>Placement tutors are both involved in the assessment of the students</i>

Assessment and Examination Requirements
The assessment design and procedures must assure fitness for practise
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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
<i>Assessment must be by HPC registered practitioners, overseen by a named HPC registered biomedical scientist training officer</i>
<i>Assessment criteria must conform to IBMS accreditation requirements</i>
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
<i>Reports of the external examiner for the education institution should be reviewed on re-accreditation</i>
<i>The professional body appoints external examiners for HPC registration oral examinations. Normally one external examiner is used in conjunction with an internal examiner</i>

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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
Appropriate academic entry standards
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
<i>School/College leavers:</i>
<i>Applicants are generally required to have two A levels, one of which should be science based (PE may be considered as an alternative by some institutions)</i>
<i>For those taking Scottish Highers the general entry requirement is three Highers, one of which should be a science, Biology/Chemistry is often preferred</i>
<i>Students undertaking advanced GNVQ are required to study the Health and Social Care path and obtain a minimum of a Merit pass. In addition to this some schools require the students to pass A Level or in some cases A/S level Biology</i>
<i>Students studying for the BTEC HND in Health are required to obtain a distinction</i>
<i>Mature Students:</i>
<i>Each applicant should usually be considered on an individual basis but should generally be required to have undertaken recent academic study and hold some formal qualification focused around Biology</i>
<i>If undertaking A level Biology a mature student should obtain a minimum of a C pass</i>
<i>If undertaking a Science Access course an overall pass of 65% should be obtained (this may vary from course to course due to variation in content and the marking systems)</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the course
<i>The minimum length of any qualifying programme in podiatry should be three years</i>
<i>Part-time or modified attendance programmes are normally expected to be offered alongside a full-time programme and must operate at a minimum of hours which equates to a full-time three year degree programme</i>

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 <u>strategic and operational level</u>
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 <u>settings</u>
Evidence that the facilities needed to ensure the welfare and well-being of students are <u>both adequate and accessible</u>
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 <u>programme</u>
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 <u>approval of the programme</u>
A policy for staff development must be in place to support continuing professional <u>development</u>
A <u>system of academic and pastoral student support should be in place</u>
Throughout the course of the programme the education institution must identify where <u>specific attendance is required and any associated monitoring mechanism</u>
<i>The programme must be under the overall direction and control of a chiropractor entered on HPC's Register.</i>
<i>The overall student staff ratio for clinical teaching should not be greater than 6:1</i>
Physical Resources
The physical resources, both on and off campus, must adequately support the required <u>teaching and learning activities of the programme</u>
Reports to the Education and Training Committee
The education institution must provide an annual report to the Education and Training <u>Committee following guidelines as to the information to be included</u>
When a visit is made, the education institution must provide the Education and Training <u>Committee with a progress report for the purposes of the visit</u>
Curriculum
The curriculum should be pertinent to safe practice and demonstrate currency <u>throughout the life of the programme</u>
A learning and teaching ethos and strategy should be formulated that underpins <u>autonomous and reflective thinking and practice</u>
The range of teaching methods employed should be appropriate to the subjects in the <u>curriculum</u>
The programme should reflect the philosophy, values, skills; and knowledge base of the <u>profession</u>
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 <u>effective practice</u>
<i>Please refer to: JQAC for Chiroprody/Podiatry - Handbook 2000</i>

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
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Learning, teaching and supervision must be designed to encourage safe practice, independent learning and professional behaviour
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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
<i>The clinical practice element of a course should involve a minimum of 1000 hours</i>
Assessment and Examination Requirements
The assessment design and procedures must assure fitness for practise
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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
<i>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 analgesics 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)</i>

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
<i>Prospective external examiners in podiatry should normally:</i>
<i>Hold a first degree and/or a higher degree</i>
<i>Have taught for five years full time (or part time equivalent) at an institution approved by the regulatory body</i>
<i>Have broad clinical and theoretical teaching experience</i>
<i>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</i>
<i>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</i>

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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 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 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 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

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 QAA Codes and Guidelines

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
Appropriate academic entry standards
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
<i>Minimum entry requirements:</i>
<i>Advanced level pass in chemistry and one other science subject and three passes at GCSE level grade C or above in other subject in England, Wales and Northern Island</i>
<i>Three Scottish Higher grade passes including chemistry and one other science subject and two standard grade C passes or above in other subjects</i>
<i>Mathematics is considered to be a science</i>
<i>English and mathematics must be passes at either advanced or GCSE level or higher or standard grade</i>
<i>education institutions must set entrance requirements for postgraduate courses based on their programme content to ensure a postgraduate student has studies all subjects required and undertaken a research project</i>
Programme duration
All education institutions must have regulations that set a maximum period for 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 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
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 education institution must:
monitor student attendance
specify where specific attendance is required
<i>Academic teachers must include at least two whole time equivalent dietitians who are registered with the HPC with appropriate clinical experience, at least one of which must be a full time appointment</i>
<i>A minimum of one full-time dietitian, who is registered with the HPC, must be employed for every 12 students recruited to the first year of the approved course. This individual must make significant contribution to the approved course</i>

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

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 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 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
<i>The period of practical training must be 28 working weeks, a four week placement (placement A) followed by two 12 week placements (placement B and placement C)</i>
<i>These periods may be extended to take account of sick and other leave</i>
<i>Following each practical placement students must return to education institution to consolidate their knowledge</i>
<i>There must be at least four weeks between placement B and placement C spent at education institution</i>
<i>Placement C would normally be completed within two years and a maximum of three years after completing placement B</i>
<i>Students must work the statutory hours of a full-time dietitian in the NHS, of which a minimum of two hours per week must be devoted to private study</i>
<i>Students must be given statutory and public holidays or time off in lieu</i>
<i>Significant time lost though sick leave must be recovered</i>
<i>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 should be made up</i>
<i>A minimum of 11 weeks must be undertaken for both placement B and C and lost time made up to a least 11 weeks</i>

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
<i>Compensation of up to five percent is permitted between assessments within modules</i>
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
<i>At least two external examiners must be engaged for examinations preceding placements B and C in the assessment of:</i>
<i>biochemistry</i>
<i>communication/educational methods</i>
<i>dietetics</i>
<i>nutrition</i>
<i>physiology</i>
<i>External examiners must be engaged for the final examination in:</i>
<i>applied nutrition</i>
<i>the practice of dietetics</i>
<i>It is suggested that institutions will need to appoint at least one external examiner for the other subjects</i>

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)
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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
Appropriate academic entry standards
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
Minimum entry requirements:
<i>Admission requirements for undergraduate programmes are minimum of two A level's (240 points) or equivalent</i>
<i>Admission requirements for graduate entry courses are a first degree or equivalent, together with previous involvement in healthcare and the capacity to undertake an intensive schedule</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the course
<i>Full-time courses should normally be completed in three years and no longer than five years from the period of registration</i>
<i>Part-time courses should normally be completed in four years and no longer than six years from the period of registration</i>
<i>Graduate entry courses should be delivered full-time over two years equating to 90 weeks of study</i>
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
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 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 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
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 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 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 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
<i>It is recommended that the number of students in any one unit for instruction in practical activities should not exceed 15. For theoretical instruction, the number may vary according to the method of teaching and the material presented</i>
<i>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 qualification</i>
<i>Refer to COT Academic and Practice Placement Standards 2003</i>
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
<i>Refer to COT Academic and Practice Placement Standards 2003</i>
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
<i>There should normally be at least two examiners or one for every 75 students, whichever is the greater</i>

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)
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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
Appropriate academic entry standards
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
<i>The degree programme must not be less than 110 weeks in duration over no less than three academic years</i>
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
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
<i>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</i>
<i>The academic staff employed by the institution must include a minimum of four full-time orthoptists who are registered with the HPC or the part-time equivalent</i>
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
<i>Please refer to: The Orthoptists Board - Requirements and Directions for state registration of graduates of orthoptic degree programmes in the UK</i>

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 higher 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 higher education institution and practice placement providers
The higher 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 higher 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 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
<i>Students must undertake a minimum of 30 full-time weeks of clinical practice within the three years of the course</i>
<i>Clinical arrangements should include one half day study per week and clinical hours must reflect this</i>
<i>A minimum of two students be placed at each main clinical education centre and a minimum of one student at each satellite centre</i>
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 theoretical and placement practice aspects of the programme
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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)
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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
Appropriate academic entry standards
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
<i>Minimum entry requirements are five GCSEs or equivalent</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the programme
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
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Subject areas must be taught by staff with relevant specialist interest and knowledge
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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 programme of the programme the education institution must identify where specific attendance is required and any associated monitoring mechanism

Physical Resources
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Reports to the Education and Training Committee
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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
<i>Please refer to: IHCD Health and Care Limited – Training and Common Core Syllabus for Ambulance Paramedic</i>
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
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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
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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

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

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)
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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
Appropriate academic entry standards
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
<i>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</i>
<i>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</i>
<i>The upper limit for length of programme is normally six years</i>
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
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 education institution must identify where specific attendance is required and any associated monitoring mechanism
<i>The programme must be under the overall direction and control of a physiotherapist entered on HPC's Register.</i>
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 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
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
<i>Please refer to CSP (2002) Curriculum Framework for Qualifying Physiotherapy Programmes and QAA (2001) Academic and Practitioner Standards: Physiotherapy. QAA Gloucester</i>
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 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 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
<i>All programmes must include a minimum of 1,000 hours of supervised clinical education in the practice of physiotherapy</i>
<i>Students should be given the opportunity to develop their skills in a range of environments to different client groups by working both in the acute and primary care sectors</i>

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
<i>Condonement of failure in any module should not normally be permitted</i>
<i>Compensation of failure may be permitted within modules not related to practical skills</i>
<i>Condonement or compensation cannot take place in practice-based learning elements of the programme</i>
<i>Aegrotat awards are not acceptable for eligibility to practise</i>
<i>A qualification below honours level is not normally acceptable for eligibility to practise</i>
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
<i>At least two external examiners must be registered with HPC</i>

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
Appropriate academic entry standards
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
<i>Minimum entry requirements:</i>
<i>Three passes at Advanced level GCE in England, Wales and Northern Island or four passes at Higher grade SCE in Scotland</i>
<i>GCE/SCE passes should include mathematics and/or physics and at least one other science subject, preferably chemistry or biology</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the course
<i>A programme must not be less than four years in duration, full-time</i>
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
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 education institution must identify where specific attendance is required and any associated monitoring mechanism
<i>The course leader of approved programmes must be a prosthetists and/or orthotist who is registered with the HPC</i>
<i>The education centre must employ academic staff to a minimum of eight full time prosthetists and/or orthotists who are registered with the HPC or the part-time equivalent</i>

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 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
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
<i>Please refer to: The Prosthetists and Orthotists Board Requirements and Directions for Approval of programmes and Institutions in the UK</i>
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 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 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
<i>In the fourth year, students must undertake two compulsory full-time clinical placements consisting of a six month prosthetic and a six month orthotic placement in approved clinical placement centres. These placements can be longer in the event of illness and failure of someone to reach the required standards of the clinical supervisor/training officer</i>
<i>Placements are to be carried out in conjunction with institutions' guidelines for fourth year clinical placements</i>

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
<i>There should be specific reference to inclusion of final practical examinations in both disciplines as a pre-requisite to HPC registration</i>
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
<i>At least one external examiner must be registered with HPC</i>

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
Appropriate academic entry standards
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
<i>For bachelor level programmes managers in institutions should set entry requirements consistent with the required outcomes of the programme</i>
<i>For masters level programmes it expected is that applicants to the programme will be in possession of a first degree. This should be a degree with a health sciences related background or, alternatively, the higher education institution should provide a pre-entry development programme to enable students to enter the programme with a common knowledge base</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the course
<i>Full-time bachelors degree with honours: As generic</i>
<i>Part-time bachelors degree with honours: It is expected that students would normally complete the part-time programme within five years of first registration</i>
<i>Masters level programmes: The minimum length of programme is likely to be greater than that for a typical full-time postgraduate diploma or master's degree because of the need for students to obtain clinical competency. This is unlikely to be achieved in less than 18 months although this will depend upon the structure of the programme</i>
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

<p>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</p> <p>Subject areas must be taught by staff with relevant specialist interest and knowledge</p>
<p>Appropriate academic staff should be and remain on HPC's Register as part of the approval of the programme</p> <p>A policy for staff development must be in place to support continuing professional development</p> <p>A system of academic and pastoral student support should be in place</p> <p>Throughout the course of the programme the higher education institution must identify where specific attendance is required and any associated monitoring mechanism</p>
<p><i>All staff who are teaching radiography, by virtue of their qualification as radiographers, on the programme must be registered with the HPC</i></p> <p><i>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</i></p>
<p style="text-align: center;">Physical Resources</p> <p>The physical resources, both on and off campus, must adequately support the required teaching and learning activities of the programme</p>
<p style="text-align: center;">Reports to the Education and Training Committee</p> <p>The higher education institution must provide an annual report to the Education and Training Committee following guidelines as to the information to be included</p> <p>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</p>
<p style="text-align: center;">Curriculum</p> <p>The curriculum should be pertinent to safe practice and demonstrate currency throughout the life of the programme</p> <p>A learning and teaching ethos and strategy should be formulated that underpins autonomous and reflective thinking and practice</p> <p>The range of teaching methods employed should be appropriate to the subjects in the curriculum</p> <p>The programme should reflect the philosophy, values, skills; and knowledge base of the profession</p> <p>The learning outcomes should encompass external reference frameworks and should ensure that students meet the HPC Standards of Proficiency relevant to their profession</p> <p>Integration of theory and practice must be central to the curriculum to facilitate safe and effective practice</p>
<p><i>Masters Level programmes:</i></p> <p><i>It is expected that the programme will be new and independent from an undergraduate programme. It will have its own philosophy and rationale</i></p> <p><i>Masters level learning outcomes must be transparent and consistent with the entrants' intellectual abilities</i></p> <p><i>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</i></p> <p><i>Notwithstanding 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</i></p> <p><i>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</i></p>

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 higher 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 higher education institution and practice placement providers
The higher 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 higher 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 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
<i>Clinical staff should receive specific education and training to enable them to be effective in their various roles relative to students' practice, education and development</i>
<i>Student learning facilities need to include electronic access to the higher education institution</i>
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 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

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
Appropriate academic entry standards
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
Minimum entry requirements:
<i>Most courses require a pass in five GCSEs including English and Mathematics</i>
<i>Three passes at Advanced level GCE in England, Wales, and Northern Ireland or a combination of A and AS level passes, five passes in Scottish Highers at Grade B or above</i>
<i>Students' language skills must be sufficient for them to complete all aspects of the course and for professional competence to practise in the UK. Overseas students whose first language is not English are expected to have a minimum score, on admission to a course, of an average of 7.5, with no score less than 7 in any of the four sections tested on the British Council International English Language Testing System [IELTS]</i>
<i>Applicants should normally be interviewed in person, and the interviewers should include a qualified speech and language therapist</i>
Programme duration
All education institutions must have regulations that set a maximum period for programme completion appropriate to the nature of the course
<i>The normal route to qualification will be by a three or four-year full-time undergraduate course.</i>
<i>There is one part-time programme</i>
<i>An honours undergraduate course which includes a dissertation must extend over a minimum of 105 weeks</i>
<i>A postgraduate course must take place over two extended academic years of full-time study, i.e. 80 weeks or the equivalent part-time study</i>
<i>The total period of part-time study should normally be no longer than twice the length of the full-time course in the relevant institution</i>
<i>Students following an accelerated route through an approved course will not be exempt from more than one year of study and they should be required to satisfy course assessments in each of the defined core areas and to complete the minimum number of hours of clinical practice</i>

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
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
<i>Speech and language therapy staff will be registered with the HPC</i>
<i>Speech and language therapy staff will have current practical experience in their clinical specialism, and be participating in current clinical developments</i>
<i>Students will be given adequate time to undertake appropriate reading and to share in the creative planning of their studies</i>
<i>Courses will provide educational opportunities for students to develop as individuals</i>
<i>Courses which include components of distance learning, independent study or other individual learning must also show that students have adequate opportunity to meet each other and learn in a group situation</i>
<i>It is expected that speech and language therapy staff should have current research experience and opportunities to develop their research interests</i>
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

Please refer to: *The Joint Accreditation Committee of the Health Professions Council and Royal College of Speech and Language Therapists Guidance on the Accreditation of courses leading to a qualification in Speech and Language Therapy*

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 higher 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 higher education institution and practice placement providers

The higher 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 higher 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 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

The minimum amount of tutored clinical experience required within courses is 150 sessions (normally each of 3 hours duration). Of these 150 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 intervention

Where courses include a part-time route, the periods and duration of clinical practice for part-time students should be organised so as to ensure that they have clinical experience equivalent to that of full-time students

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

It is strongly recommended that, where appropriate, supervising speech and language therapists should be registered members of the Royal College of Speech & Language Therapists, in addition to registration with the HPC

Clinical teaching should aim to clarify the role of the speech and language therapist in the different settings in which a service is provided

Clinical teaching should also provide experience of related health care and educational provision, of day-to-day administration in speech and language therapy settings, and of wider organisational and management

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