

The Professional Liaison Group (PLG) for the Standards of Education and Training Review

Public minutes of the 2nd meeting of the Professional Liaison Group for the Standards of Education and Training Review held as follows:-

Date: Tuesday 19 January 2016

Time: 10.30am

Venue: The Council Chamber, Health and Care Professions Council, Park House, 184 Kennington Park Road, London SE11 4BU

Present: Stephen Wordsworth (PLG Chair)
Fiona Coutts
Sally Gosling
Lucy Horder
Sonya Lam
Jane Morris
Pat Saunders
Tom Shakespeare
Joy Tweed
Lizzie White

In attendance:

Claire Amor, Information Governance Manager
Elaine Buckley, Chair of Council
Nicole Casey, Policy Manager
Laura Coveney, Policy Officer
Abigail Gorringe, Director of Education
Liz Johnson, PA to the Director of Education and Standards
Edward Tynan, Policy Officer

Item 1. Welcome and Introductions

- 1.1 The Chair welcomed members to the third meeting of the Professional Liaison Group (PLG) for the Standards of Education and Training (SETS) Review.

Item 2. Apologies for absence

- 2.1 Apologies for absence were received from Samantha Baron and Alan Wainwright.

Item 3. Approval of agenda

- 3.1 The PLG approved the agenda.

Item 4. Minutes of the meeting of the PLG held on 23 November 2015 (PLG16/15)

- 4.1 The PLG received the minutes of the meeting of the PLG held on 23 November 2015.
- 4.2 The minutes were agreed as a correct record of the meeting.

Items for discussion

Item 5. Theme: Practice Placements (PLG17/15)

- 5.1 The PLG received a paper for discussion from the Executive.
- 5.2 The PLG noted the following points
 - it was anticipated that practice placements would be an area requiring specific focus when reviewing the SETs and so during the research phase, feedback from stakeholders in this area was proactively sought;
 - the standards on practice placements (SET 5) have historically been those with the most conditions set against them during the approval process;
 - in response to the report of the Mid Staffordshire NHS Foundation Trust Public Inquiry, the HCPC committed to using the SETs review to consider amendments to better set out expectations for education providers in ensuring the safety of service users in the practice learning environment; and

- two independent reviews of social work education by Martin Narey and David Croisdale-Appleby, published in February 2014, expressed concerns about the quality and availability of appropriate practice placements in social work and about the HCPC's approach in placing responsibility with education providers for the quality assurance of practice placements.

5.3 The PLG discussed the stakeholder research findings in this area. It was noted that :-

- much of the discussion with stakeholders around SET 5 focused on the changing nature of practice placements in recent years. Some stakeholders felt the current SETs seemed to be written particularly for NHS placements and did not reflect the complexity of placements;
- stakeholders felt that the concept of 'regular and effective collaboration' in SET 5.10 between the education provider and the practice placement provider should be embedded throughout SET 5 and should be strengthened in quality assurance;
- a significant number of stakeholders cited the importance of requirements for students to conduct themselves ethically and professionally while on placement, and in line with the SCPE;
- some stakeholders felt that there is a lack of clarity about who is ultimately responsible for practice educators' training education providers, employers or the individuals themselves;
- service users and carer respondents felt that practice placement educators should have a role in supporting students so that they are able to cope with the demands of the placement; and
- HCPC visitors supported further guidance about the relationship between the education provider and the practice placement educator, what documents are needed, how they link up and how they should be monitored.

5.4 The PLG discussed the existence of a 'hidden curriculum' in which students learn one thing in the classroom, but when they go out to placements they learn something else from the culture of the organisation. It was noted that problems arise when students place greater value on what they learn on placements as this is seen as being 'real life'.

5.5 In response to a question it was noted that analysis of approval and monitoring data trends is undertaken and can be found in the Education annual report. For example the SET 5.8 on practice educator training is consistent in attracting conditions. Similarly, SET 5.2 on range and duration of placements attracts conditions due to its scope.

- 5.6 The PLG agreed that the guidance for some of the standards is too focused on providing evidence for the approval process and should be amended to cover monitoring as well.
- 5.7 The PLG agreed with the Executive recommendation not to combine SETs 4 and 5 so as to maintain the structure of the SETs which education providers find clear and helpful. However it was agreed that some individual standards within SET 5 could be moved in order to emphasise the integration of theory and practice further.
- 5.8 The PLG considered the Executive recommendations set out in section 7 of the paper. The PLG agreed that :-
- 'practice placements' should be changed to 'practice-based learning' and therefore the term 'practice placement educator' should be changed to 'practice educator' and the term 'practice placement provider' should be changed to 'practice education provider';
 - SET 4 and 5 should not be combined;
 - SET 5.10 should be moved from SET 5 to SET 3;
 - SET 5.4 should be strengthened to include securing a sufficient number of placements and diversity of practice experience and with a focus on continuous improvement;
 - a new standard should be created under SET 3 on practice learning availability and capacity;
 - SET 5.8 and the supporting guidance should be amended to clarify that training for practice placement educators must include an understanding of the specific teaching, learning and assessment needs relevant to a particular programme and, where relevant, to students at different levels of progression within a programme;
 - the guidance under SET 5.8 should specify that training should be ongoing or regular;
 - SET 5.10 should be redrafted so as to be more outcome based and focused on collaboration with placement education providers;
 - the bulleted list in SET 5.11 should be removed and the information in that list should be placed in the guidance; and
 - the SCPE should be referenced in SET 5.12.

Item 6. Theme: Values in education – amendments to the guidance (PLG18/15)

- 6.1 The PLG received a paper for discussion from the Executive.
- 6.2 The PLG agreed with the Executive recommendation not to include 'values based reflective practice' in the guidance for SET 4.6, as the SETs should not prescribe any particular model of reflective thinking or practice. It was also noted that the SOPs include a generic standard which requires registrants to be 'able to reflect on and review practice'.
- 6.3 The PLG noted that many of the values highlighted by stakeholders as being important for students to learn and demonstrate are already covered by the SOPs and SCPE.
- 6.4 The PLG agreed that an explanation of the term 'core values' should be added in the guidance, referring to things such as the centrality of the service user and the overarching philosophy which influences practice, ethics, attributes and attitudes.
- 6.5 The PLG agreed that employers should be included in the guidance as a possible source of influence on the curriculum.
- 6.6 The PLG agreed to remove the sentence beginning 'This is not a requirement...' in revised guidance for 4.2.
- 6.7 The PLG agreed that the order of the standards should be changed so that SET 4.5 follows directly after SET 4.2, in order to make the link to the SCPE clearer.

Item 7. Preparation for practice research (report ref:- PLG 19/15)

- 7.1 The PLG received a paper for discussion from the Executive.
- 7.2 The PLG discussed SET 3.14. It was noted that a lot of conditions are set on 3.14, due to misunderstanding the underlying purpose and intention of the standard. The PLG agreed that the guidance for this standard should be reviewed to make the intention more clear and that the retention of the standard was important as the concept of consent is central to practice.
- 7.3 The PLG agreed that the research was HEI focused and did not look at the differences between HEI and non-HEI providers in the way the standards are interpreted and implemented. The Executive agreed to produce thematic analysis from operational processes looking at HEI and non-HEI for the PLG meeting in March 2016.

- 7.4 The PLG requested that the Executive provide an explanation of the changes made when presenting the full draft of the revised SETs at the next meeting, mapping these to the decisions made by the PLG so far.
- 7.5 The PLG agreed with the Executive recommendations set out in section 5 and 6 of the paper, namely:-
- ‘Health, disability and becoming a health and care professional’ to be referenced in the guidance under SET 2.4;
 - clarification of SET 2.4 that health relates to both physical and mental health;
 - SETs and supporting guidance should provide further clarity around the importance of ensuring practice educators are appropriately trained to carry out their roles specific to a programme; and
 - inclusion of a definition of ‘aegrotat’ in the guidance under SET 6.9.

Items to note

Item 8. Standards of education and training (2014 version) (report ref:- PLG20/15)

Item 9. Standards of education and training guidance (2014 version) (report ref:- PLG 21/15)

Item 10 – Standards of education and training review – PLG terms of reference (report ref:- PLG 22/15)

Item 11. Any other business

11.1 There was no other business.

Item 12. Dates of subsequent meetings

12.1 15 March 2016 at 10:30am at HCPC, Park House, 184 Kennington Park Road, London SE11 4BU.

Chair.....

Date.....