unconfirmed
The Health Professions Council

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MINUTES of the fourth meeting of the Professional Liaison Group to Review the Standards of Education and Training held on **Monday 18 February 2008** at Park House, 184 Kennington Park Road, London, SE11 4BU

Present: Professor C Lloyd (Chairman)
                 Ms A Burge
                 Ms H Davis
                 Ms J Farmer
                 Professor T Hazell (item 3 – part of item 7)
                 Mr J Petter (items 6 – 11)
                 Ms S Shandley (part of item 7 – item 11)
                 Mrs B Stuart (item 1 – part of item 7)
                 Professor A Turner (items 3 – 11)
                 Professor D Waller (items 1 – part of item 7)

In attendance:
Mr O Ammar, Education Officer
Mr C Bendall, Secretary to the Group
Ms A Creighton, Education Manager
Ms M Hargood, Education Officer
Mr S Mars, Policy Officer
Ms T Samuel-Smith, Education Officer
Ms E Simeoni, Education Officer
Ms R Tripp, Director of Policy and Standards

Item 1.08/12 Apologies for absence

1.1   Apologies for absence were received from Ms L Hughes, Professor M Lovegrove and Mr N Willis. The Group noted that Professor Turner and Mrs Shandley had been delayed due to travel problems.

Item 2.08/13 Approval of agenda

2.1   The Group approved the agenda, subject to including two additional items:
  • a tabled paper on the education standards of other regulators (see item 9);

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- discussing whether the re-drafted Standards of Education and Training (SETs) would be applicable to professions which might be regulated by the HPC in the future (see item 10).

Item 3.08/14 Minutes of the review of the Standards of Education and Training Professional Liaison Group held on 15 January 2008

3.1   It was agreed that the minutes of the third meeting of the Group should be confirmed as a true record and signed by the Chairman.

Item 4.08/15 Matters arising

4.1   The Group received a paper to note from the Executive.

4.2   The Group noted the actions list as agreed at the last meeting.

Item 5.08/16 Introduction to the Standards of Education and Training

5.1   The Group received a paper for discussion from the Executive.

5.2   The Group noted that the paper included the draft introduction for the SETs. The introduction explained the purpose of the SETs and how they were used in the procedures for programme approval and annual monitoring.

5.3   The Group agreed the introduction.

Item 6.08/17 Revised Standards of Education and Training

6.1   The Group received a paper for discussion from the Executive.

6.2   The Group noted that the paper set out the draft revised SETs without the guidance, commentary or recommendations. The order of some of the SETs had been amended so that they could be met in sequential order. The Group noted that ordering of the SETs did not reflect their order of importance.

6.3   The Group agreed the following amendments to the order of the SETs:

- SET 3.10 should become 3.9 and vice versa;
- SET 5.9 should become 5.8 and vice versa;
- SET 6.4 should be moved to follow 6.1;

Action: SM (by 26 March 2008)

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Item 7.08/18 Revised Standards of Education and Training guidance

7.1 The Group received a paper for discussion from the Executive.

7.2 The Group noted that the paper set out the revisions to the standards and the guidance made by the Group and other stakeholders at previous meetings. The Group agreed that any spelling or grammatical errors should be notified to the Executive after the meeting.

7.3 The Group discussed the paper and agreed changes to the wording of the standards and guidance. Please see the appendix to these minutes for details of the discussion. Unless indicated otherwise in the appendix, the Group agreed the SETs and guidance set out in the paper.

7.4 The Group agreed that members should contact the Policy Officer with details of other sources of guidance which might be included in the SETs guidance and any terms (including terms used in higher education) which should be included in the glossary.

Action: All members/SM (by 26 March 2008)

Item 8.08/19 Work plan

8.1 The Group received a paper to note from the Executive, setting out the work plan for review of the SETs.

8.2 The Group noted that the draft consultation document would be reviewed by Mr Jonathan Bracken of Bircham Dyson Bell (HPC's solicitor) to ensure that it was compliant with the law. The draft consultation document was due to be considered by the Education and Training Committee on 26 March 2008 and the Council on 29 May 2008. The Group noted that it was intended that the consultation document would name the members of the Group, to recognise their contribution, and that copies of the document would be circulated to members.

Item 9.08/20 Education standards of other regulators

9.1 The Group received a tabled paper to note from the Executive. The paper compared the Standards of Education and Training to the education standards which had been set by the General Medical Council and the Nursing and Midwifery Council.

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Item 10.08/21 Future professions

    10.1   The Group discussed whether the draft SETs and guidance were, as far as possible, worded in generic terms so that they would be applicable to any professions which might be regulated by the HPC in the future. The Group noted that the Executive would ensure that the consultation document was circulated to professions which might become regulated.

Item 11.08/22 Any other business

    11.1   The Chairman thanked members of the Group for their very positive work. The Group agreed that the existing SETs had been a good basis for its work and that the changes made were enhancements rather than significant changes.

Chairman

Date

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Review of the Standards of Education and Training Professional Liaison Group – Fourth meeting 18 February 2008

Appendix to the minutes

This appendix indicates comments and suggested amendments which were made during the meeting on 18 February 2008. The version of the standards below is the redrafted version, which had been produced following discussion at the meetings on 13 September 2007, 22 November 2007 and 15 January 2008.

Revised standards of education and training – 2nd draft

The Group agreed that, in the introduction to the standards, the section 'Preparing for a visit' should be amended to read 'Using this document'. The Group agreed that the introduction should refer to other HPC publications about processes operated by the Education – Approvals and Monitoring Department.

The Group agreed that the sample questions in the guidance should be retained, but the introduction to the guidance should make it clear that these were questions which education providers could consider. The Group noted that some of the questions might need to be reworded, to link with other HPC documents on the approvals and monitoring processes.

SET 1: Level of qualification for entry to the Register

1	Level of qualification for entry to the Register

1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:
1. 1. 1 Bachelor degree with honours for the following professions:
- chiropody or podiatry;
- dietetics;
- occupational therapy;
- orthoptics;
- physiotherapy;
- prosthetics and orthotics;
- radiography;
- speech and language therapy; and
- biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent.

1.1.2 Masters degree for the arts therapies.

1.1.3 Masters degree for the clinical sciences (with the Certificate of Attainment awarded by the Association of Clinical Scientists', or equivalent).

1.1.4 Diploma of Higher Education for operating department practitioners.

1.1.5 Equivalent to Certificate of Higher Education for paramedics.

The Group discussed whether it was necessary to include the word 'normally' in SET 1.1. The Group noted that the word had been included on the basis of legal advice. The Group agreed that the Executive should seek legal advice on whether 'normally' could be deleted from the SET.

SET 2: Programme admissions

The Group noted that the summary for SET 2 had been amended. The Group noted that the Fitness to Practise Department was currently reviewing the process for considering declarations of health and character issues. It was intended that, as part of the review, the Policy and Standards Department would draft guidance on this subject for students and education providers.

The Group agreed that the guidance on SET 2 should refer to 'applicants' rather than 'students', as the individuals had not commenced study at the stage covered by the standard.

2   Programme admissions
The admissions procedures must:
2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

The Group noted that the guidance mentioned 'driving tests for paramedics' as an example of a cost which would need to be met by students. The Group noted that not having a driving licence would not prevent a paramedic coming onto the Register. The Group agreed that it was very likely that a paramedic would need a driving licence in order to work, however, they felt this was an employability issue and outside the scope of the SETs.

The Group agreed that the second paragraph of the guidance should be divided into three parts: possible costs; requirements; and employability issues.

2   Programme admissions
The admissions procedures must:
2.2 apply selection and entry criteria, including:
2.2.1 evidence of a good command of written and spoken English;

The Group agreed that the guidance should refer to reading, writing and speaking English.

The Group agreed that the first paragraph of the guidance should explain that the HPC did not require education providers to interview applicants, however visitors

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would want to see that the selection and entry criteria contained a rigorous process to assess reading, writing and speaking skills, so that students could 'understand and take full advantage' of a programme.

2 Programme admissions
The admissions procedures must: 2.2 apply selection and entry criteria, including: 2.2.2 criminal convictions checks;

The Group agreed that the fourth paragraph of the guidance should refer to practice placement 'providers' instead of 'educators'.

The Group agreed that the last paragraph of the guidance (which suggested a procedure for monitoring criminal records during the programme) should be deleted, as the Group felt that the proposed SET 3.13 would be sufficient to monitor fitness to practise.

2 Programme admissions
The admissions procedures must: 2.2 apply selection and entry criteria, including: 2.2.3 compliance with any health requirements;

The Group agreed with a recommendation in the paper that a Disability Rights Commission report should be added to the reference section at the end of the guidance document.

2 Programme admissions

The admissions procedures must:
2.2 apply selection and entry criteria, including:
  • 2.2.4 appropriate academic and/or professional entry standards; and
  • 2.2.5 Accreditation of Prior (Experiential) Learning and other inclusion mechanisms.

The Group noted that the guidance had been expanded to mention examples of inclusion mechanisms. The Group noted that the glossary would explain the examples given.

The Group agreed that the last sentence of the second paragraph of guidance should be merged with the third paragraph on Accreditation of Prior (Experiential) Learning.

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2 Programme admissions

The admissions procedures must:

2.3 ensure that the education provider has equality and diversity policies in relation to candidates and students, together with an indication of how these will be implemented and monitored.

The Group agreed the SET and guidance as laid out in the paper.

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SET 3: Programme management and resource standards
Management

3	**Programme management and resource standards**

3.1 The programme must have a secure place in the education provider's business plan.

The Group noted that the guidance had been amended to define 'a secure place'. The Group agreed the amendments to the guidance.

3	**Programme management and resource standards**

3.2 The programme must be effectively managed.

The Group agreed that the guidance should be amended to replace the reference to 'Strategic Health Authority planners' with 'senior managers'. This would enable the guidance to be relevant to a wider range of settings.

The Group agreed that the list of evidence in the guidance for SET 3.2 would more appropriately be included in guidance for SET 3.3. The Group agreed that the guidance for SET 3.2 should instead list the programme handbook, management structure and role descriptions as examples of evidence.

3	**Programme management and resource standards**

3.3 The programme must have regular monitoring and evaluation systems in place.

The Group agreed that the guidance should ask education providers to explain how they had carried out self-evaluation of a programme's effectiveness.

Staff

3	**Programme management and resource standards**

3.4 There must be a named person who has overall responsibility for the programme who should be appropriately qualified and experienced.

The Group agreed that the SET should be amended to require that the named person who had overall responsibility for the programme should be appropriately qualified and experienced and, unless other arrangements were agreed, on the HPC register. The Group noted that it had previously agreed to add the reference

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to registration.

The Group noted that the wording of the guidance differed from the standard, with the guidance referring to the named person with 'overall professional responsibility'. The Group agreed that the SET should be amended to include the phrase 'overall professional responsibility' to differentiate the position.

3	Programme management and resource standards
3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	

The Group noted that many programmes faced pressure over staff numbers. The Group noted that the revised guidance explained how the visitors would decide whether this standard had been met, including provision for contingencies and the responsiveness of staffing levels to changes in cohort size.

The Group agreed that, in the first paragraph of the guidance, the last sentence should read 'Visitors will also want to make sure that there is a provision for contingencies (for example, staff absence)...', to avoid only mentioning long-term absence.

3	Programme management and resource standards
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	

The Group agreed the SET and guidance as laid out in the paper.

3	Programme management and resource standards
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	

The Group agreed the SET and guidance as laid out in the paper.

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Resources

3	**Programme management and resource standards**

3.8 The resources to support student learning in all settings:
- 3.8.1 must be effectively used; and
- 3.8.2 must adequately support the required learning and teaching activities of the programme.

The Group agreed that SET 3.8.2 should be amended to require that resources should 'effectively' support learning and teaching activities.

The Group agreed that the guidance should also mention studios, to widen its applicability to other professions.

3	**Programme management and resource standards**

3.9 There must be:
- 3.9.1 adequate and accessible facilities to ensure the welfare and well-being of students in all settings;
- 3.9.2 a system of academic and pastoral student support in place; and
- 3.9.3 a student complaints process in place.

The Group agreed that SET 3.10 should be placed before SET 3.9.

The Group agreed the SET and guidance as laid out in the paper.

3	**Programme management and resource standards**

3.10 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

The Group agreed that SET 3.10 should be placed before SET 3.9.

The Group agreed the SET and guidance as laid out in the paper.

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Processes

3	Programme management and resource standards

3.11 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

The Group noted that the guidance had been amended to mention 'disclosure of personal information' as an example of an activity where the education provider would need to have guidelines for gaining students' consent.

3	Programme management and resource standards

3.12 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

The Group agreed the SET and guidance as laid out in the paper.

3	Programme management and resource standards

3.13 A fitness to practise process must be in place throughout the programme.

The Group noted that this was a new SET.

The Group agreed that the guidance should mention the standards of conduct, performance and ethics.

The Group also agreed that the guidance should be amended to make it clear that the fitness to practise process could lead to a range of sanctions, including exclusion or termination from the programme (in which case the student would be unable to complete the programme and therefore unable to apply for registration). The Group agreed that the guidance should also state that a fitness to practise issue might not call into question a student's academic ability.

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SET 4: Curriculum standards
Theory and Practice

4	**Curriculum standards**
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of proficiency for their part of the Register.	

The Group noted that the guidance referred to 'reasonable adjustments' made by education providers to deliver the programme to disabled students. The Group asked the Executive to consider whether to use the technical term 'accommodations' instead.

The Group noted that reasonable adjustments would still need to ensure that disabled students met the standards of proficiency.

4	**Curriculum standards**
4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any curriculum guidance for the profession.	

The Group agreed that the second paragraph of the guidance should be amended to explain that, if the programme did not adhere completely to the curriculum guidance, then the HPC would need to gather evidence about how students completing the programme would be safe and effective without following curriculum guidance.

4	**Curriculum standards**
4.3 Integration of theory and practice must be central to the curriculum.	

The Group agreed the SET and guidance as laid out in the paper.

4	**Curriculum standards**
4.4 The curriculum must remain relevant to current practice.	

The Group agreed that the last bullet point in the guidance should read 'enable students to initiate change in practice to ensure a continuing safe and effective service'. The Group noted that the visitors could evaluate this by obtaining evidence of how students critically evaluated current practice and acted on the findings.

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4   Curriculum standards

4.5 The curriculum must make sure that students understand the HPC's standards of conduct, performance and ethics, and their impact on practice.

The Group noted that this was a new SET. The Group noted that, at its meeting on 15 January 2008, it had agreed that this standard should become SET 4.3.

The Group discussed whether it would be possible for the SET to require students to 'adhere' to the standards of conduct, performance and ethics but the Group noted that it would be very difficult for visitors to assess this. The Group therefore agreed to delete the reference to keeping to the standards, in the second paragraph of the guidance. The Group noted that the proposed new SET 3.13 introduced requirements for a student fitness to practise process.

The Group agreed that the guidance should state that the standards of conduct, performance and ethics should be integral to the curriculum as a whole.

Delivery

4   Curriculum standards

4.6 The delivery of the programme must:
- 4.6.1 support and develop autonomous and reflective thinking: and
- 4.6.2 encourage evidence based practice.

The Group noted that it had previously agreed to divide the SET into two bullet points and that the guidance had been amended to mention autonomous thinking.

4   Curriculum standards

4.7 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

The Group agreed the SET and guidance as laid out in the paper.

4   Curriculum standards

4.8 When there is inter-professional learning the profession specific skills and knowledge of each professional group must be adequately addressed.

The Group discussed whether it would be appropriate for the HPC to encourage inter-professional learning. The Group agreed that HPC could not require inter-

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professional learning, as this would not always be possible because of factors beyond the control of the education provider. The Group noted that the standards of proficiency required registrants to be able to work in partnership with other professionals.

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SET 5: Practice placements standards

The Group noted that the summary of the SET had an additional bullet point in the list of evidence which was required (evidence of how education providers managed assessments in placements).

Systems

5 Practice placements standards
5.1 Practice placements must be integral to the programme.
The Group agreed the SET and guidance as laid out in the paper.

5 Practice placements standards
5.2 The number, duration and range of placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.
The Group noted that it had previously agreed that a new standard should be added, requiring that an adequate number of placements should be available to support the delivery of the programme. The Group agreed that this had been addressed by the SET and guidance as laid out in the paper.

Quality audit

5 Practice placements standards
5.3 The practice placement settings must provide a safe and supportive environment.
The Group agreed the SET as laid out in the paper. The Group agreed that the list of issues in the guidance should be amended to include lone working and that the reference to 'psychological stress' could be deleted as this was covered by the phrase 'emotional stress'. The Group agreed that the last paragraph of the guidance should be amended to read 'You should also show how you help students to assess risk in clinical situations...'

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5	Practice placements standards
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	

The Group agreed that the first sentence of the guidance should be broken up, using semi-colons between the clauses of the sentence.

The Group noted that the introduction to SET 5 made it clear that the education provider was responsible for the quality of the placement. The Group agreed that this should be re-stated in the guidance on SET 5.4.

5	Practice placements standards
5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.	

The Group agreed the SET and guidance as laid out in the paper.

Staff

5	Practice placements standards
5.6 There must be an adequate number of appropriately qualified and experienced staff at the placement.	

The Group agreed that the guidance should be amended to clarify that staffing levels would be considered in line with the size of the student cohort.

5	Practice placements standards
5.7 Practice placement educators must: • 5.7.1 have relevant knowledge, skills and experience; • 5.7.2 unless other arrangements are agreed, be appropriately registered; and	

The Group agreed that the guidance should be redrafted, so that it struck a balance between knowledge, skills and experience and the requirement for registration, unless other arrangements were agreed. The Group noted that assessment methods varied between education providers and that practice placement educators might need to receive training on the detail of assessment methods used by an education provider.

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5	Practice placements standards
5.7 Practice placement educators must: • 5.7.3 unless other arrangements are agreed, undertake appropriate practice placement educator training.

The Group agreed that the second paragraph of the guidance should refer to best practice 'in your own and other institutions'.

The group agreed to delete the paragraph about the need for education providers to contact the HPC education officer organising the visit, as the guidance would now also be used for the annual monitoring and major change processes.

The Group felt that the guidance placed too much stress on NHS-style settings for placements and agreed that the introduction to guidance on SET 5 should be amended to mention a variety of settings.

Communication and collaboration

5	Practice placements standards
5.8 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about, and understanding of, the following: • 5.8.1 the learning outcomes to be achieved;   • 5.8.2 the timings and the duration of any placement experience and associated records to be maintained;   • 5.8.3 expectations of professional conduct;   • 5.8.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and   • 5.8.5 communication and lines of responsibility.

The Group agreed that it would be more logical for SET 5.9 (which outlined a general principle) to be placed before SET 5.8 (which gave further detail).

The Group agreed that, in the guidance, the phrase 'examples of necessary information' should be amended to 'examples of practical information'.

5	Practice placements standards
5.9 There must be collaboration between the education provider and practice placement.

The Group agreed that it would be more logical for SET 5.9 (which outlined a general principle) to be placed before SET 5.8 (which gave further detail).

The Group agreed the SET and guidance as laid out in the paper.

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Learning and teaching

5	**Practice placements standards**
5.10 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.	
The Group agreed the SET and guidance as laid out in the paper.	

5	**Practice placements standards**
5.11 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.	
The Group agreed the SET and guidance as laid out in the paper.	

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SET 6: Assessment standards

6	Assessment standards

6.1 The assessment strategy and design must ensure that the student can achieve the Standards of proficiency for their part of the Register.

The Group agreed that the phrase 'for their part of the Register' should be added to the SET, for consistency with other SETs.

The Group noted that the guidance stated that the HPC did not set limits on issues such as the number of resit attempts allowed. A view was expressed that, if a student took a significant number of resits, their knowledge might no longer be current upon completion of the programme. The Group noted that the guidance explained that an education provider would need to show how its policy on resits struck a suitable balance between the need to support students and the need to make sure that those who completed the programme achieved the standards of proficiency. The Group agreed that the guidance should highlight the fact that the standards of proficiency required registrants to have current knowledge.

The Group discussed whether there was an overlap between SETs 6.1 and 6.7.1. The Group felt that SET 6.1 related to the programme strategy whilst 6.7.1 related to assessment of student achievement. The Group agreed that the guidance should clearly differentiate between the two standards and that the Policy Officer should work with the Education – Approvals and Monitoring Department to draft guidance.

6	Assessment standards

6.2 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

The Group agreed the SET and guidance as laid out in the paper.

6	Assessment standards

6.3 Assessment methods must be employed that measure the learning outcomes and skills required to practise safely and effectively.

The Group agreed that the last sentence of the guidance should be amended to read:

'The visitors will need to be assured that, whatever method of assessment applies, it makes sure that those who successfully complete the programme can practise safely and effectively.'

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6	Assessment standards

6.4 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

The Group noted that the Executive had suggested that this SET should be deleted, as it checked the fitness for academic award rather than fitness to practise. The Executive felt that the SET could not be required if all the other SETs (and therefore standards of proficiency) were met. The Group agreed that the SET should be retained, as the content and learning outcomes would vary, depending on the level of the qualification awarded.

The Group also agreed that the SET should be moved to follow SET 6.1.

The Group agreed that the guidance should explain the link between the standards of proficiency and the level of academic award. The Group agreed that the guidance should also list the standards of proficiency and national occupational standards under the section 'other sources of guidance'.

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6   Assessment standards

6.5 The objective measurement of student performance must be an integral part of the wider process of monitoring and evaluation.

The Group noted that the Education – Approvals and Monitoring Department felt that there was an overlap between SETs 6.5 and 6.6. The Group agreed that SET 6.5 referred to the criteria which were used to measure student performance and how a decision was made on whether a student had passed (for example, whether a pass mark for a programme would be defined as a pass in the majority of modules). The Group suggested changing the wording of the SET to 'The measurement of student performance must be objective and ensure fitness to practise.'

6   Assessment standards

6.6 There must be effective mechanisms in place to assure appropriate standards in the assessment.

The Group agreed that the SET should be amended for clarity, to read 'There must be effective monitoring and evaluation mechanisms in place to assure appropriate standards in the assessment.'

The Group agreed that the first paragraph of the guidance should read '...you will need to provide information about how your programme is monitored...'

The Group agreed that the guidance should be amended to explain that visitors would want to see details of attrition rates, which were normally contained in an education provider's internal monitoring documents.

6   Assessment standards

6.7 Assessment regulations must clearly specify requirements for:
        6.7.1 student progression and achievement within the programme;

The Group agreed the SET and guidance as laid out in the paper.

Please also see the discussion at 6.1 above.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2008-02-12	a	SEC	MIN	Minutes Review of the Standards of Education and Training Professional Liaison Group 18 February 2008	Draft DD: None	Public RD: None

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6	**Assessment standards**

6.7 Assessment regulations must clearly specify requirements for:

      6.7.2 approved programmes being the only programmes which contain any reference to an HPC protected title in their named award;

The Group noted that, when HPC approved a programme, this related to a specific award title and not to step-off points at various stages of the programme. The Group discussed whether it would be legal for an individual who had not completed a programme to describe themselves as practising in that profession (e.g. 'practising podiatry'). The Group noted that protection of title had not yet been tested in case law and agreed that the Executive should seek legal advice on the issue.

6	**Assessment standards**

6.7 Assessment regulations must clearly specify requirements for:

      6.7.3 an aegrotat award not to provide eligibility for admission to the Register;

The Group noted that these requirements were not always set out in assessment regulations but could be found in other documentation.

6	**Assessment standards**

6.7 Assessment regulations must clearly specify requirements for:

      6.7.4 a procedure for the right of appeal for students; and

The Group agreed the SET and guidance as laid out in the paper.

6	**Assessment standards**

6.7 Assessment regulations must clearly specify requirements for:

      6.7.5 the appointment of at least one external examiner from the relevant part of

       the Register, unless other arrangements are agreed.

The Group agreed the SET and guidance as laid out in the paper.