

Education and Training Committee – 17 November 2011

Profession specific standards of proficiency review – update

Executive summary and recommendations

Introduction

We have started reviewing the profession specific standards of proficiency for the professions we regulate. The review of the profession specific standards follows from the Council's approval of new generic standards of proficiency in March this year. Under the new model the majority of standards will be profession-specific allowing professions to use language relevant to their own profession. We are reviewing the standards for each profession on a rolling basis, in groups of three or four professions at a time – these proposed groupings are set out in the timetable appended to this paper.

Update on progress

The review process for the first two groups of professions has started. We have mailed out review materials to the professional bodies for those professions, asking them to review their profession's standards and to consider any necessary changes. Responses from the first review group – arts therapists, orthoptists, and radiographers are due in November. The responses from the second review group are due back in January 2012.

Following the review period for each group we will revise the standards for the relevant professions, before taking revised draft standards to the Education and Training Committee and Council to approve for public consultation. The revised draft standards for the first two review groups will be taken to the March Education and Training Committee and Council meetings. The proposed consultation period for these groups will be from April to July 2012.

Revised timetable

For the Committee's information, a revised timetable for the development and consultation on each profession's new standards is appended to this paper. This timetable is an updated version of the timetable submitted for the committee's information in June 2011. Only the public consultation and publication dates for the first review group have changed.

Decision

Paper to note

Background information

Paper for Education and Training Committee, 9 June 2011 (enclosure 19 at: www.hpc-uk.org/aboutus/committees/archive/index.asp?id=588)

Paper agreed by Council on 31 March 2011 (enclosure 6 at: www.hpc-uk.org/aboutus/committees/archive/index.asp?id=533)

Resource implications

The resource implications for the Policy and Standards Department are accounted for in department planning for 2011/12. The resource implications of the ongoing process of review and eventual publication of the revised standards of proficiency will be taken into account in Policy and Standards workplans for future years.

Financial implications

The financial implications include the costs associated with running a series of consultations on the revised profession-specific standards of proficiency for each profession. These are accounted for in the Policy and Standards workplan for 2011/12. The financial implications of the ongoing process of review and eventual publication of the revised standards of proficiency will be taken into account in Policy and Standards workplans for future years.

Appendices

Revised timetable for standards of proficiency roll-out: implications for generic and profession specific usage and compliance for education providers

Date of paper

7 November 2011

Appendix

Standards of proficiency roll-out timetable - key to abbreviations

Professions

AT	Arts Therapists
BS	Biomedical Scientists
CH	Chiropodists and Podiatrists
CS	Clinical Scientists
DT	Dietitians
HAD	Hearing Aid Dispensers
ODP	Operating Department Practitioners
OR	Orthoptists
OT	Occupational Therapists
PA	Paramedics
PH	Physiotherapists
PO	Prosthetists and Orthotists
PP	Practitioner Psychologists
RA	Radiographers
SLT	Speech and Language Therapists
SW	Social Workers

Other abbreviations

AM	Annual monitoring process
SOP	Standards of Proficiency
SW PLG	Social Workers Professional Liaison Group

Education department processes

The table overleaf summarises the Education department's approach for bringing the new standards of proficiency into use. The process will work as follows:

- In the first academic year of the implementation of the standards, education providers will be expected to incorporate the new standards into their existing programme structure, which will then be approved by the Education department through the annual monitoring process, or via approval visits for new programmes.
- In the second academic year of the implementation process, education providers will be expected to deliver their approved programme to new students starting the programme using the new standards of proficiency.
- In the second or third academic year, the incorporation of those standards into the programme will be checked through the HPC's annual monitoring processes.
- In the third or fourth year of the implementation of the standards, the first new graduates who will have been taught using the new standards will graduate.

Standards of proficiency roll-out timetable

Profession	Profession specific SOP pre-consultation work starts	Profession specific SOP consultation process starts	Profession specific SOP ready for publication	Academic year – plan incorporation (redesign existing programmes internally. Approve new programmes via visits)	Academic year – implement new programmes to new students only	Academic year – Annual monitoring (AM) audit (assure incorporation of new standards)	Academic year – first output of students from new standards	Education work plan activity (financial years)
				Year 1	Year 2	Year 2 or 3	Year 4 (3 year undergraduate)	
OR AT RA	June 2011	April 2012	Oct 2012	2012-2013	2013-2014	2013-2014 2014-2015	2015-2016 Summer 2016	2011-12 – communication 2012-13 – communication 2013-14 – AM audit 2014-15 – AM audit 2015-16 – AM audit
DT OT PH SLT	Oct 2011	April 2012	Oct 2012	2012-2013	2013-2014	2013-2014 2014-2015	2015-2016 Summer 2016	2011-12 – communication 2012-13 – communication 2013-14 – AM audit 2014-15 – AM audit 2015-16 – AM audit
CH ODP PO	June 2012	Dec 2012	July 2013	2013-2014	2014-2015	2014-2015 2015-2016	2016-2017 Summer 2017	2012-13 – communication 2013-14 – communication 2014-15 – AM audit 2015-16 – AM audit 2016-17 – AM audit
PA PP	Oct 2012	April 2013	Oct 2013	2013-2014	2014-2015	2014-2015 2015-2016	2016-2017 Summer 2017	2012-13 – communication 2013-14 – communication 2014-15 – AM audit 2015-16 – AM audit 2016-17 – AM audit

Profession	Profession specific SOP pre-consultation work starts	Profession specific SOP consultation process starts	Profession specific SOP ready for publication	Academic year – plan incorporation (redesign existing programmes internally. Approve new programmes via visits)	Academic year – implement new programmes to new students only	Academic year – Annual monitoring (AM) audit (assure incorporation of new standards)	Academic year – first output of students from new standards	Education work plan activity (financial years)
BS CS HAD	June 2013	Dec 2013	June 2014	2014-2015	2015-2016	2015-2016 2016-2017	2017-2018 Summer 2018	2013-14 – communication 2014-15 – communication 2015-16 – AM audit 2016-17 – AM audit 2017-18 – AM audit
SW	SW PLG	SW PLG	May/June 2012*	2012-2013 & 2013-2014 & 2014-2015*	2013-2014 & 2014-2015 & 2015-2016*	2012-2013 & 2013-2014 & 2014-2015* (visits, not AM)	2015-2016 & 2016-2017 & 2017-18 Summer 2016 & 2017 & 2018*	2011-12 – communication 2012-13 – communication & visits 2013-14 – communication & visits 2014-15 – communication & visits 2015-16 – visits

Education approach

Go live date > Academic year to incorporate (year 1)> academic year to implement (year 2) > Review by HPC (next Annual Monitoring audit) (year 2 and 3)> output from programmes (based on broad assumption that programmes are 3 year undergraduate honours degree) (year 4) > Register (year 4)

* = dependent upon legislative process and ETC decision-making around visit schedule for existing social work programmes (above table assumes all programmes will be visited over the three year period)