

Existing generic standards – with amendments

This document details the existing generic standards with constructions such as ‘be able to’ removed.

The generic standards are shown in normal type; the detailed generic standards are shown in italics.

Expectations of a health professional

1a: Professional autonomy and accountability

Registrants must:

1a.1

practise within the legal and ethical boundaries of their profession

- *understand what is required of them by the Health Professions Council*
- *respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process*

1a.2 practise in a non-discriminatory manner

1a.3 maintain confidentiality and obtain informed consent

1a.4 exercise a professional duty of care

1a.5: know the limits of their practice and when to seek advice

- *assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem*
- *initiate resolution of problems and be able to exercise personal initiative*

1a.6 recognise the need for effective self-management of workload and practise accordingly

1a.7 maintain fitness to practise

- *understand the importance of caring for themselves, including maintaining their health*

1a.8 undertake career-long self-directed learning

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1b: Professional relationships

Registrants must:

1b.1 know the professional and personal scope of their practice and be able to make referrals

1b.2 work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers

- build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- engage patients, clients, users and carers in planning and evaluating care, or in the provision of investigative services

1b.3 contribute effectively to work undertaken as part of a multi-disciplinary team

1b.4 demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers

- communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability
- select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- use an appropriate interpreter to assist patients whose first language is not English, wherever possible [not included in the dietitian standards]
- recognise that relationships with patients, clients and users should be based on mutual respect and trust, and maintain high standards of care even in situations of personal incompatibility

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1b.5 understand the need for effective communication throughout the care of the patient, client or user

- use interpersonal skills to encourage the active participation of patients, clients and users

The skills required for the application of practice

2a: Identification and assessment of health and social care needs

Registrants must:

2a.1 gather appropriate information

2a.2 use appropriate assessment techniques

- undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 undertake or arrange clinical investigations as appropriate

2a.4 analyse and evaluate the information collected

2b: Formulation and delivery of plans and strategies for meeting health and social care needs

Registrants must:

2b.1 use research, reasoning and problem solving skills (and, in the case of clinical scientists, conduct fundamental research)

- *recognise the value of research to the systematic evaluation of practice*
- *conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures*
- *be aware of methods commonly used in health and social care research*
- *demonstrate a logical and systematic approach to problem solving*
- *evaluate research and other evidence to inform their own practice*

2b.2 draw on appropriate knowledge and skills in order to make professional judgements

- *change their practice as needed to take account of new developments*
- *demonstrate a level of skill in the use of information technology appropriate to their profession*

2b.3 formulate specific and appropriate management plans including the setting of timescales

- *adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors*

2b.4 conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

- *maintain the safety of both patients, clients and users, and those involved in their care*
- *ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions*
- *know the indications and contra-indications of using specific paramedic techniques, including their modifications*

2b.5 be able to maintain records appropriately

- *keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines*
- *use only accepted terminology (which includes abbreviations) in making clinical records*

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2c: Critical evaluation of the impact of, or response to, the registrant's actions

Registrants must:

2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- *gather information, including qualitative and quantitative data that helps to evaluate the responses of patients, clients and users to their care*
- *evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user*
- *monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes*
- *make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately*
- *understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users*

2c.2 be able to audit, reflect on and review practice

- *understand the principles of quality control and quality assurance*
- *be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures*
- *maintain an effective audit trail and work towards continual improvement - participate in quality assurance programmes, where appropriate*
- *understand the value of reflection on clinical practice and the need to record the outcome of such reflection*
- *recognise the value of case conferences and other methods of review*

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Knowledge, understanding and skills

3a:

Registrants must:

3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice

- *understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction*
- *be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process*
- *recognise the role of other professions in health and social care*
- *understand the theoretical basis of, and the variety of approaches to, assessment and intervention*

3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual and groups

3a.3 understand the need to establish and maintain a safe practice environment

- *be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and act in accordance with these*
- *work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation*
- *select appropriate personal protective equipment and use it correctly*
- *establish safe environments for clinical practice, which minimise risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control*
- *apply appropriate moving and handling techniques*

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