

**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:** Monday 23 November 2015

**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)  
Samantha Baron  
Fiona Coutts  
Sally Gosling  
Lucy Horder  
Sonya Lam  
Jane Morris (From item 5 onwards)  
Pat Saunders  
Tom Shakespeare  
Joy Tweed

**In attendance:**

Elaine Buckley, Chair of Council (From item 5 onwards)  
Nicole Casey, Policy Manager  
Laura Coveney, Policy Officer  
Abigail Gorringe, Director of Education  
Michael Guthrie, Director of Policy and Standards  
Jamie Hunt, Education Manager  
Louise Lake, Director of Council and Committee Services  
Tracey Samuel-Smith, Education Manager

## **Item 1. Welcome and Introductions**

- 1.1 The Chair welcomed members to the second meeting of the Professional Liaison Group (PLG) for the Standards of Education and Training (SETS) Review.
- 1.2 Members of the PLG were given the opportunity to introduce themselves since some members had been unable to attend the first meeting of the group.

## **Item 2. Apologies for absence**

- 2.1 Apologies for absence were received from Alan Wainwright and Lizzie White.

## **Item 3. Approval of agenda**

- 3.1 The PLG approved the agenda.

## **Item 4. Minutes of the meeting of the PLG held on 11 September 2015 (PLG08/15)**

- 4.1 The PLG received the minutes of the meeting of the PLG held on 11 September 2015.
- 4.2 During discussion, the following points were made:-
  - The PLG noted the update in relation to the government's current position on further regulation;
  - With reference to bullet point two under paragraph 7.2, the PLG noted that the non HEI's referred to in terms of delivering 30% of education and training programmes include professional bodies and ambulance trusts;
  - With reference to paragraph 7.3, the suggestion was made that the words "nor lose rigour" be added after "become overly simplified." The PLG concurred with the suggestion;
  - The suggestion was made that the term "practical experience" in paragraph 7.4 be amended to read "practise experience." The PLG concurred with the suggestion.
- 4.3 Subject to the incorporation of the amendments detailed within paragraph 4.2, the minutes be agreed as a correct record of the meeting.

## **Item 5. Theme: Interprofessional education (PLG09/15)**

- 5.1 The PLG received a paper for discussion from the Executive.
- 5.2 The PLG noted that the paper explored the theme of interprofessional education (IPE) and drew on feedback from stakeholders and the results of commissioned research. The paper provided background information, research findings, a summary of stakeholder feedback on this theme, and the approach taken by other regulators. The final sections set out recommendations from the Executive – including a revised standard – together with some key points for the PLG to consider.
- 5.3 The PLG noted the following points:-
- With reference to the recent stakeholder event hosted by the HCPC, the PLG noted that discussion had been limited as the focus seemed to be on what was currently happening rather than what could be done looking forward. However, there was a general acceptance about the way to move forward;
  - With reference to appendix two, the revised SET 4.9, the view was expressed that this revision captured the balance and was inclusive yet not prescriptive;
  - The need for any SET in relation to IPE to be flexible was emphasised;
  - The PLG noted that the Executive had sought clarification from the research team on a number of points including the extent of IPE with professions regulated and not regulated by the HCPC;
  - Currently there was a lack of IPE within practice settings although the Centre for the Advancement of Interprofessional Education (CAIPE) were trying to do something about this;
  - The suggestion was made that appendix 2 – the revised standard on IPE – should articulate that professionals have a responsibility to promote IPE. In response, the PLG noted that this was a SET and not a Standard of Conduct, Performance and Ethics (SCPE) and in addition, any standard needed to be set at a threshold level;
  - The suggestion was made that the revised SET also needed to capture the notion of students learning from other students. The proposed revised standard on IPE in appendix 2 was seen as misleading because the word ‘professionals’ does not necessarily incorporate students learning from other students (rather than from registered professionals). It was suggested that this could be changed to ‘professions’;

- There was some discussion in relation to paragraph 4.7 and the suggested wording put forward by the research team for the revised standard since members of the PLG felt that there was more to IPE than 'team working.' The Executive undertook to look at this, taking into account the suggestion that a purpose and outcome of IPE needed to be included within the SET and/or guidance;
- With reference to the first paragraph of the guidance under the revised SET, the PLG agreed to amend the words "in partnership" to "collaboratively."

5.4 The PLG agreed:-

- (i) That the SET 4.9 should be amended to include a positive requirement for IPE in approved programmes; and
- (ii) The Executive to consider the wording of the SET with reference to including a purpose and outcome within the SET and/or guidance.

**Item 6. Theme: Links to the standards of conduct, performance and ethics – proposed amendments (PLG10/15)**

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

6.2 The PLG noted that the paper proposed specific amendments to the SETs and supporting guidance aimed at strengthening and clarifying the link to the SCPE.

6.3 The PLG noted the following points:-

- That the terms 'learn' and 'understand' within the proposed revised SET 4.5 and supporting guidance needed to be stronger and more active. The suggestion was made that these be replaced with 'understand' and demonstrate.' In response, the PLG noted that that the demonstration of the learning would be incorporated into those SETS relevant to assessment;
- A suggestion was made that a link needed to be made within the SET in relation to student fitness to practise and in response, the PLG noted that this was covered by SET 3.16;
- Concern was expressed that the following statement contained within the guidance seemed to present 'one-off' learning: "We will want to see how the programme gives students the opportunity to learn about professional behaviour and to develop..." The suggestion was made that the wording needed to be amended to

reflect the ongoing learning in this area. The PLG concurred with this suggestion.

6.4 The PLG agreed:-

- (i) To change the standard to say 'programme' rather than 'curriculum' so as not to restrict how the SCPE might be incorporated;
- (ii) To broaden the wording of the standard to cover 'expectations of professional behaviour' more generally, in addition to the SCPE themselves;
- (iii) To provide additional information in the guidance about the rationale behind the standard and amend the wording as agreed in paragraph 6.3;
- (iv) To remove reference to reading lists in order to take out undue emphasis on documentation as a way of meeting the standard; and
- (v) To add reference to the 'Guidance on conduct and ethics for students' within the main text of the guidance.

#### **Item 7. Theme: Values in Education (report ref:- PLG 11/15)**

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

7.2 The PLG noted that the paper explored the theme of values in education, drawing on feedback from stakeholders. Based on the prevalence of this topic in the first phase of the review, the Executive felt that it warranted a specific discussion among PLG members.

7.3 The PLG noted the following points:-

- That the common value shared by all professions was the centrality of the service-user;
- The view was expressed that whilst values-based recruitment may not be the right approach, the SETS could include reference to values-based reflective practice;
- Concern was expressed about having a standalone SET in relation to values as it would be difficult to measure and we need to ensure that the SETS are meaningful;
- The view was expressed that it was important to reflect what the NHS does. However, the PLG were reminded that not all our registrants are working in the public sector;

- The suggestion was made that the existing SET 4.2 covered the issue of incorporating values within the SETS. However, some members of the PLG felt that this needed to be strengthened to emphasise the importance of the service-user;
- The suggestion was made that a link be made to the SET which sets out the definition of a service-user as this would also assist in giving some context. For example, an occupational psychologist may be looking at 'organisational values.'
- The suggestion was made that an 'overarching statement' be made in relation to values. This would overcome the issue of an education provider needing to evidence a specific SET. The Executive undertook to look at this and identify areas where the guidance could be enhanced in relation to strengthening the 'values thread'.

7.4 The PLG agreed to consider a further paper at the next meeting in January 2016 about how the 'values thread' could be strengthened throughout the SETS.

#### **Item 8. Theme: Student involvement and feedback (report ref:- PLG 12/15)**

8.1 The PLG received a paper for discussion from the Executive.

8.2 The paper explored the theme of student involvement and feedback on education and training programmes. It provided background information, a summary of stakeholder feedback on this theme and the approach taken by other regulators. The final sections set out recommendations from the Executive and some key points for the Group to consider.

8.3 During discussion, the following points were made:-

- There were other mechanisms to obtain feedback and so it was important to try to understand what we were trying to achieve here;
- The PLG noted the Executive's view that there was a gap in the current SETS as there was no requirement for education providers to seek feedback as a way of reviewing and monitoring various aspects of a programme. It was noted that any SET would need to be flexible rather than prescriptive;
- The suggestion was made that the 'student voice' was missing in the SETS rather than specific student feedback;

- The PLG noted that previously, we could rely on the wider systems of quality assurances in higher education to encourage student feedback and involvement. However, with an increase in the number of programmes now being delivered by non-HEI's, a mechanism was required that would be applicable across the board since non-HEI's were not part of the QAA regime;
- The PLG felt that the term 'feedback' was too narrow and it was more about how to use the student voice to enhance and deliver a programme. The importance of any new mechanism having a 'meaningful impact' was emphasised;
- Various suggestions were made as to how the student voice could be incorporated into the existing SETS and, after discussion, it was agreed that an additional standard be added to the SETS and this would be broadly based on SET 3.17 in relation to service users and carers' involvement in a programme;
- The importance of receiving feedback from other stakeholders was also emphasised in terms of ensuring that any programme being delivered was sustainable, fit for purpose and delivering students relevant to the future need of employers.

8.4 The PLG agreed:-

- (i) That an additional standard was needed to ensure students are involved in programme delivery and development; and
- (ii) That any new standard needed to focus on enhancements to programmes and not replicate systems that already exist for eliciting student feedback.

**The PLG noted the following items:-**

**Item 9 – Standards of education and training (2014 version) (report ref:- PLG13/15)**

**Item 10 – Standards of education and training guidance (2014 version) (report ref:- PLG 14/15)**

**Item 11 – Standards of education and training review – PLG terms of reference (report ref:- PLG 15/15)**

**Item 12. Any other business**

12.1 There was no other business.

**Item 13. Dates of subsequent meetings**

- 13.1 19 January 2015 and 15 March 2015. All meetings to start at 10:30 am and to be held at HCPC, Park House, 184 Kennington Park Road, London, SE11 4BU.

**Chair**.....

**Date**.....

Unconfirmed