

Higher Education Fitness to Practise Guidelines for Health, Care and Education

Introduction

Bournemouth and Poole College (BPC) delivers a range of higher education (HE) courses and apprenticeships in health, care and education. A key part of these study programmes is work-based or placement learning (WBPL) in a range of health, care and/or educational settings. During WBPL students are very likely to come into contact with young people or vulnerable adults.

Disclosure and Barring Service (DBS)

HE apprentices and/or students enrolled on health, care and education courses need to have a clean Disclosure and Barring Service (DBS) check to satisfy the College and other relevant stakeholders that there is no known reason why they should not be in contact with young people or vulnerable adults.

Professional Conduct

The College, employers and placement providers must be able to trust apprentices/students with the health and wellbeing of every person under their supervision as they undertake health, care and education studies and training.

To maintain that trust, all apprentices/students must:

- notify the College of any action or incident that is likely to result in listed offences if a new DBS was sought at any time while enrolled on the course
- maintain confidentiality and make sure that client, service-user and employer information is protected in line with employer guidelines, General Data Protection Regulations (GDPR) and expected professional conduct
- demonstrate an understanding of employer and/or placement guidelines and standard operating procedures consistent with policies and procedures of both BPC and professional work places
- be open and honest; and
- act with integrity.

Fitness to Practise

In accepting a place as a student on a BPC health, care or education course, apprentices/students agree to conduct themselves in a professional manner in all course-related activities. BPC will only offer a place on an HE health, care or education course if, in the view of the admissions tutor, the candidate is 'fit to practise', i.e. able and likely to uphold the professional standards required of them by the College and the relevant professional body, as appropriate. Any candidate judged not to be fit to practise will not be offered a place on course. Any enrolled apprentice/student, who in the judgement of the course manager becomes not fit to practise may be subject to BPC disciplinary action or withdrawn from the course.

Cause for Concern

A health, care or education apprentice/student that conducts themselves in a manner that is unprofessional in relating to their studies or practise will be notified of a 'cause for concern'. A cause for concern may be raised by a BPC staff member, employer or placement provider.

In cases where a cause for concern relating to apprentice/student conduct is made, an investigation will take place consistent with the College's Managing Student Behaviour and Performance Policy - the outcome of which may result in withdrawal from the course. If an apprentice/student is subject to disciplinary procedures they may receive support from the Student Inclusion and Support team.

BPC reserves the right to report serious concerns to the relevant authority in line with its statutory and professional responsibilities for safeguarding young and vulnerable people; this may be the police and/or a relevant professional body.

Appeal

An apprentice/student has the right to appeal decisions in line with the College's Managing Student Behaviour and Performance Policy, which can be found on the College website.

Help with these Guidelines

If an apprentice/student has concerns over these guidelines they should, in the first instance, seek support or clarification from their course manager. Further support may be provided by the relevant Learning/Apprenticeship Manager or the Higher Education Manager. Independent advice may also be sought from the Student Inclusion and Support team.

This information can be made available in a different format on request.

Equality Impact Assessment
These guidelines have been examined for the potential impact they may have on different groups of current or potential learners, service users and staff taking into account the protected characteristics of the Equality Act 2010 (age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation)
1. If equality impact analysis is not relevant to this function give reasons and proceed to section 5 below
2. In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these? <ul style="list-style-type: none">• A lack of clarity that some courses require professional conduct. Clear guidelines and expectations have been set out to provide clarity to staff, students, apprentices and employers.• Learners can seek independent support from the Student Inclusion and Support team.• These guidelines can be made available in a different format on request.

3. In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster good relations between different groups? Are there plans for the future which will further advance equality?

- These guidelines set out clear expectations to all students/apprentices and the potential consequences of behaviour, actions or attitudes which do not comply with these expectations.

4. What evidence supports your judgements? E.g. consultations, observations, expert opinions, quantitative or qualitative surveys? If the evidence is in the form of an additional document, where is it stored?

- Consultation on draft guidelines created including the Quality lead for E&D and the Student Inclusion and Support Directorate.

5. Name and job title of manager responsible

- Executive Director of HE and Skills

Approved by HE Quality Committee: 31 January 2024

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