Standards of proficiency review – feedback questions

We have copied below the feedback questions included in our SurveyMonkey questionnaire, for ease of reference.

Each set of standards is split into generic standards and profession-specific standards. The generic standards sit across each set of standards across all the professions. Each profession also has profession-specific standards unique to that profession, which sit below the generic standards.

Find the Standards of proficiency for your profession.

We would like your views on both the generic standards and the profession-specific standards.

1. Do you think the generic standards are set at the threshold level necessary for safe and effective practice?

   The generic standards certainly cover the areas that someone should be able to demonstrate competence in to an appropriate level to ensure safe and effective practice. However, because of the language used it is hard to determine whether the level of the standard is set at the appropriate level or not as it's difficult to understand what someone is actually expected to be able to do in order to meet the standard. 'Understand' is used frequently which seems quite vague. Some suggestions on language are made under question three below.

2. Do you think there are any generic standards which should be reworded or removed?

   No suggestions for re-wording beyond the responses to questions one and three.

   We don't think any standards should be removed.

3. Do you have any comments about the language used in the generic standards?

   The document uses 'understand' for many of the standards. This might make it hard for education providers to assess whether someone has met the standard. It's also quite a passive word and active words might be more helpful in showing the level of competency you expect for the generic standards.

   When we reviewed our equivalent document for medical students (the *Outcomes for graduates*) we tried not to use 'understand' for these reasons. We used words and phrases such as:

   - 'Demonstrate', and for some outcomes 'Explain and demonstrate'
   - 'Describe', such as 'Describe the importance of…'

- 'Recognise'
- 'Apply', such as 'Apply the principles of…'
- 'Propose', such as 'Propose options…' or 'Propose a plan…'
- 'Explain'
- 'Analyse'

4. Do you have any other comments about the generic standards?

   Some areas which could be considered for inclusion in the generic standards follow:

   - Raising concerns and whistleblowing
   - Receiving and responding to feedback, appraisals, performance reviews and assessments
   - Developing coping strategies to recover from challenges and setbacks (sometimes referred to as developing resilience)
   - Safeguarding vulnerable people

5. Do you think the profession-specific standards are set at the threshold level necessary for safe and effective practice?

   We have not been asked to comment on the profession-specific standards.

6. Do you think there are any profession-specific standards which should be reworded or removed?

   We have not been asked to comment on the profession-specific standards.

7. Do you have any comments about the language used in the profession-specific standards?

   We have not been asked to comment on the profession-specific standards.

8. Do you have any other comments about the profession-specific standards?

   We have not been asked to comment on the profession-specific standards.

9. Do you have any comments about the Standards of proficiency generally?

   No.