

## HCPC Student Competition 2025 Lesson Session Plan

### Topic

Why speaking up and raising concerns is important

### Prior Knowledge:

Students should already be familiar with the HCPC Student Code of Conduct, as this forms an essential part of their responsibilities as healthcare professionals in training

### Material and Equipment

Internet Access

Devices (computer, phone)

### Aim

To understand why speaking up and raising concerns is essential in health and care practice, and to know how to act in line with HCPC guidance.

Audience : Allied Health Professionals and Students

Duration: 30 minutes

Title : “Raising Concerns in Healthcare, Why it Matters & How to Do it Right” *Following The HCPC 2024 Guidance*

### Learning Objectives :

1. Understanding the HCPC 2024 Standards and when raising concerns is required
2. The importance of speaking up and raising concerns in practise
3. **Relevant standards related to raising concerns**
4. Approaches of raising concerns and speaking up appropriately to different scenarios

**Slide 1:** Introduce presenter and lesson stating title and Following The HCPC 2024 Guidance

**Slide 2:** Read Learning Objectives

**Slide 3:** Read Session Purpose highlighting standard focusing on todays session “Report Concerns About Safety” Standard 7”

**Slide 4:** - Presenter to link back to students prior knowledge of HCPC and refreshing who HCPC are

**Slide 5:** Ask students to take a moment to think of a few words or phrases they personally connect with ‘raising concerns in healthcare.’ Encourage them to share aloud or jot them down. This quick activity helps surface their initial feelings and associations, whether positive or negative.

**Slide 6:** Go through Standard 7 HCPC Standards (i) Follow when Reporting Concerns (ii) follow up concerns

**Slide 7:** Explain that although raising concerns is a professional responsibility, many students and professionals find it difficult in practice. Highlight common barriers

**Slide 8-12:** Acknowledge that barriers are real but can be managed with the right strategies. Share Tips of approaches to these barriers

**Slide 13:** Ask students: ‘*Why do you think raising concerns in healthcare is important?*’ Encourage them to share short answers. Possible points you can draw out if needed. **Wrap up by reinforcing that their answers connect directly to the HCPC’s professional standards and duty of candour.**

**Slide 14:** Ask students: ‘*What do you think could happen if concerns are not raised in healthcare?*’ Encourage a range of answers. If needed, highlight key risks. Close the discussion by linking back to professional responsibility: not speaking up carries risks that affect everyone, patients, colleagues, and ourselves.

**Slide 15:** Ask ‘*Are you aware of the current guidance the HCPC provides to students on how to raise concerns?*’ Allow a few responses some may know, others may not. Use this as a lead-in to highlight key HCPC resources (e.g., student hub, webinars, ‘Raising Concerns’ guidance). Emphasise that these resources are designed to support students, not just qualified professionals.

**Slide 16:** Provide image of student handbook on Guidance on conduct and ethics for students

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

<https://www.hcpc-uk.org/students/learning-materials-for-students/case-study/student-case-study---being-open-when-things-go-wrong/>

**Slide 17:** Provide additional resources of current HCPC webinars and links emphasising The standards also apply to you if you are a learner on a HCPC-approved programme .That means you're expected to meet these standards throughout your training, not just when you qualify.

**Slide 18-19 :** Provide students with the first scenario and ask what should Andrea do? Give time to discuss ,then follow up scenario highlighting standard which states to identify and minimise risks [6.1] and to report concerns regarding the act of witnessing bullying or intimidation [7.5] using the standards of conduct,performance and ethics and guidance on conduct and ethics for students

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

**Slide 20-21:** Provide a second scenario and follow up to ask what should Ella do? Give time to discuss ,then follow up scenario forming response using standards in practice how to report concerns about safety

<https://www.hcpc-uk.org/news-and-events/blog/2019/standards-in-practice-how-to-report-concerns-about-safety/>

Highlight 'Standard 7.3, which requires registrants (and students in training) to take appropriate action if they have concerns about the safety or well-being of children or vulnerable adults'

**Slide 22-23:** Provide a second scenario and follow up to ask what should Jamal do? Give time to discuss ,then follow up scenario highlighting Standard 'HCPC Standard 7.1: "You must report any concerns about the safety or well-being of service users promptly and appropriately." and "protecting service users must come before professional loyalties (7.4)."'

**Slide 24-25:** Provide a second scenario and follow up to ask what should Dua do? Give time to discuss ,then follow up scenario highlighting 'Standard 7.2: "You must support and encourage others to report concerns and not prevent anyone from raising concerns." and "Standard 7.6 on escalating concerns if necessary."

**Slide 26:** This reflective session will give students the opportunity to apply their roles by responding to questions. It will help them consider how to implement the HCPC standards discussed, work through scenarios, and develop their own solutions for addressing concerns.

**Slide 27:** Emphasise that the goal is to help students feel confident in applying HCPC standards in real situations, not just knowing them in theory. Highlight that reflection is key to building professional judgment learning to approach uncomfortable or sensitive issues with professionalism and care.

Stress the importance of being able to give respectful feedback and raise concerns, even with peers or senior colleagues, as part of ethical responsibility. Link to HCPC's duty of

candour and the idea of being open and honest when things go wrong. Use the “Getting it right when things go wrong” webinar and student hub as examples of practical guidance. <https://www.youtube.com/watch?v=-0-OtvfnJyw>. Reinforce the outcome: by practising this mindset, students contribute to safer patient care, stronger teamwork, and higher professional standards.

**Slide 28:** Present a reflective checklist should allow students to see whether they understood today's session and note on action they'll take after today's session.

**Slide 29:** Share the HCPC's official social media platforms (Twitter/X, YouTube) and encourage students to follow them. Explain that these channels share updates, webinars, professional guidance, and student-specific resources. Prompt students to use them as a way of keeping informed and engaged with current standards and discussions in healthcare.

**Slide 30:** End the session by reinforcing that reporting concerns is part of professional duty, not just a rule. Acknowledge that it can feel daunting, but emphasise that openness protects everyone, service users, colleagues, and ourselves. Close to the message that the HCPC provides guidance and support, and that acting with candour is central to safe and ethical practice. Encourage students to carry this responsibility forward with confidence

**Slide 31:** Share references and encourage students to go through in own time. Remind them that engaging with these resources will strengthen their confidence in applying the HCPC standards during practice.

## **Session Structure**

### **Introduction**

- Session overview and purpose of the session
- Who are the HCPC
- Ice breaker activity '***What comes to mind when you hear of raising concerns in healthcare?***'
- HCPC 2024 When is raising concerns required Standards 7

### **Lecture :Barriers to Raising Concerns**

Tips To Overcome These Barriers

### **Lecture :Importance Of Raising Concerns**

**Lecture:** Risk Of Not Raising Concerns

### **Guidance which HCPC offers to students and educators on how to raise concerns**

Guidance on conduct and ethics for students reporting about concerns and safety

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

Being open when things go wrong webinar on student hub Conduct and ethics for students  
<https://www.hcpc-uk.org/students/learning-materials-for-students/case-study/student-case-study---being-open-when-things-go-wrong/>

### **Additional Resources for students**

Safeguarding | Standards of conduct, performance and ethics

<https://www.youtube.com/watch?v=euJAPaDAq1A&t=613s>

Getting it right when things go wrong (duty of candour and raising concerns)

[https://www.youtube.com/watch?v=-0-OtvfnJyw&embeds\\_referring\\_euri=https%3A%2F%2Fwww.hcpc-uk.org%2F&source\\_ve\\_path=Mjg2NjY](https://www.youtube.com/watch?v=-0-OtvfnJyw&embeds_referring_euri=https%3A%2F%2Fwww.hcpc-uk.org%2F&source_ve_path=Mjg2NjY)

Duty of Cadour HCPC

<https://www.hcpc-uk.org/standards/meeting-our-standards/raising-concerns-openness-and-honesty/the-duty-of-candour/>

Webinar :reporting concerns about safety

<https://www.hcpc-uk.org/standards/meeting-our-standards/raising-concerns-openness-and-honesty/webinar-reporting-concerns-about-safety/>

### **Interactive Activity**

**Case studies:** Analyse scenarios

Reflective Activity “About my Roles and Responsibilities” Using HCPC standards and allowing audience to implement them into their day to day practise and whether they know advised route to raise concern

**Reflective checklist**

**Learning objective overview and how it can cause change in practise**

### **Sources**

- HCPC (2024) Standards of conduct, performance and ethics. Health and Care Professions Council, updated 10 October. Available at:  
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<https://www.hcpc-uk.org/standards/meeting-our-standards/raising-concerns-openness-and-honesty/the-duty-of-candour/the-duty-of-candour-in-practice/> (Accessed: 27 August 2025).
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<https://www.hcpc-uk.org/standards/meeting-our-standards/raising-concerns-openness-and-honesty/the-duty-of-candour/the-duty-of-candour-in-practice/>

<https://www.hcpc-uk.org/standards/meeting-our-standards/raising-concerns-openness-and-honesty/the-duty-of-candour/being-open-and-honest-when-things-go-wrong/> (Accessed: 27 August 2025).

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- Health and Care Professions Council (2020) Openness and honesty in an overstretched service. Available at: <https://www.hcpc-uk.org/covid-19/advice/applying-our-standards/openness-and-honesty-in-an-overstretched-service/> (Accessed: 27 August 2025).
- Public Interest Disclosure Act 1998 (c 23) (UK) <https://www.legislation.gov.uk/ukpga/1998/23/contents> accessed 27 August 2025