

Summary of Benchmark Statements

This summary contains an abstract of the current benchmarked requirements for ethics learning and teaching within Higher Education, as defined by The Quality Assurance Agency for Higher Education. It concentrates on overt references to ethics and moral considerations, but also includes references to common themes within professional ethics such as informed consent, empathy and respect for others.

The information is grouped according to the subject categorisations employed by the QAA. Taken together, they provide an overview of the dominant themes and concerns within ethics learning and teaching.

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Accounting

No direct references. See <http://www.qaa.ac.uk/crntwork/benchmark/accounting.pdf>.

Agriculture, forestry, agricultural sciences, food sciences and consumer sciences.

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/agriculture.pdf>).

General Statements:

Honours graduates should be able to demonstrate awareness of relevant legal, moral, ethical and social issues.

Self management and professional development skills include recognising the moral and ethical issues related to the subject.

Self management and professional development skills:

- **Threshold** performance (3rd class): recognise the existence of moral and ethical issues associated with the subject.
- **Typical** performance (mid 2nd class): recognise and be able to comment on the moral and ethical issues associated with the subject.
- **Excellent** performance (1st class): recognise, explain and evaluate the moral and ethical issues associated with the subject.

Subject-specific knowledge and understanding in agriculture horticulture:

- **Threshold** performance (3rd class): recognise the ethical implications
- **Typical** performance (mid 2nd class): recognise and address the ethical implications
- **Excellent** performance (1st class): recognise, anticipate and address the ethical implications.

Subject-specific knowledge and understanding in Honours degrees in agriculture and horticulture:

- **Threshold** performance (3rd class): recognise the ethical implications. Describe some features of the legal and ethical framework applicable to production systems.
- **Typical** performance (mid 2nd class): recognise and address the ethical implications. Describe and evaluate features of the legal and ethical framework applicable to production systems.
- **Excellent** performance (1st class): recognise, anticipate and address the ethical implications. Describe and evaluate features of the legal and ethical framework applicable to production systems.

Subject-specific knowledge and understanding in Honours degrees in the agricultural sciences:

- **Threshold** performance (3rd class): Graduates will be aware of ethical issues relating to agricultural practice.
- **Typical** performance (mid 2nd class): Graduates will have a well-grounded understanding of ethical issues related to the use and exploitation of biological entities.
- **Excellent** performance (1st class): Graduates will have a deep understanding of ethical issues related to the use and exploitation of biological entities.

Subject-specific knowledge and understanding in Honours degrees in rural studies:

- **Threshold** performance (3rd class): Graduates will be able to recognise the ethical implications implicit in the management of the rural environment.
- **Typical** performance (mid 2nd class): Graduates will be able to evaluate the ethical implications implicit in the management of the rural environment.
- **Excellent** performance (1st class): Graduates will be able to recognise, anticipate and address the ethical implications implicit in the management of the rural environment.

Anthropology

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/anthropology.pdf>.)

General statements:

‘The subject has both ethical and reflexive dimensions.

‘New areas of [medical anthropology] emerge as drug and technologically-based care impacts upon culturally specific notions of body, health, illness and ageing, generating new ethical dilemmas’.

‘More recent and currently emergent areas within social anthropology include: the relation between cultural diversity and new findings in cognitive development; social and ethical understandings of novel technologies; emergent forms of ‘the family’ and other new socialities modelled on kinship; the ongoing social fall-out of the demise of state socialism; the politics of resurgent religiosity; analysis of audit cultures and accountability. The subject has been enlivened by, and has contributed to, approaches from other disciplines, such as philosophy (eg ethics, phenomenology, logic), the history of science, psychoanalysis, and linguistics’.

Students may be expected to have:

- knowledge of the values, ethics and traditions of different cultures
- awareness of ethical issues concerned with the study of social worlds and representation of others.

‘Whatever the details of their programme, students will be aware of the nature, complexity and richness of human biological diversity and have an appreciation of its social and ethical implications.’

Cognitive and subject-related skills in anthropology:

- **Benchmark:** An ability to assess the ethical implications of Anthropological research and enquiry.
- **Threshold:** Demonstrate some ability to recognise the ethical implications of anthropological research and enquiry.
- **Typical:** Demonstrate an ability to assess and analyse the ethical implications of anthropological research and enquiry.

Archaeology

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/archaeology.pdf>).

General Statements

‘Four contexts provide the foundation on which Archaeology degree programmes are based: social; ethical and professional; theoretical; and scientific’.

The ethical and professional context

‘Archaeology is now recognised in many countries as central to the heritage and tourism industries and increasingly important in the environmental, development, and planning sectors. The commercial and educational opportunities that archaeology is seen to offer have changed many aspects of the subject over the past twenty years. In some countries new areas of employment have opened up, bringing their own requirements for professional standards and bodies to monitor and develop these standards, a prime example in Britain being the creation in 1982 of The Institute of Field Archaeologists. In many countries artefacts, monuments, and landscapes of the past are protected through government guidance, national legislation and international treaty, for example the World Heritage Convention. These developments have not only led to greatly increased employment opportunities for archaeology graduates but encouraged archaeologists to reflect on the role of the past in the present and their own position within the process of gaining knowledge. One of the most important questions posed has been: who owns the past? - a question which reflects how the sources of authority to study and interpret the past have changed.’

‘The archaeological context in which the science is embedded also ensures a healthy reflection on the methods and ethics of the wider science agenda’.

Skills

As appropriate to the breadth and depth of the programme they have pursued, they will be equipped to critically to evaluate their own and others' opinions, from an appreciation of the practice of archaeology in its changing theoretical, methodological, professional, ethical, and social contexts.

Guidance

Documentation provided by departments should include be information regarding contextual aspects of the programme, together with health and safety guidance on ethical issues associated with archaeological practice.

Fieldwork

Where field-based research is carried out, this represents an area of the student's learning in which mature and intelligent reflection will also be needed on the potential risks and moral and ethical issues associated with a proposed project.

Standards

Threshold: demonstrate an awareness of the ethical dimension of archaeology.

Typical: demonstrate a critical awareness of the ethical dimension of archaeology.

Architecture, Architectural Technology and Landscape Architecture

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/architecture.pdf>).

General Statements:

‘Architecture draws together conceptual, contextual, ethical and material considerations in the realisation of space or form’.

Professional studies provide an appreciation of the issues and constituencies which influence the processes and delivery of design; for instance, the relationships of those in the construction, culture and other industries, and the ways that regulatory frameworks and systems relate to wider social and ethical concerns.

Professional-specific skills include:

- An ability to respond to a broad constituency of interests and to the social and ethical concerns of the subject.

The student will demonstrate:

- Knowledge of the ways that regulatory and economic frameworks and systems relate to wider social and ethical concerns.

Area Studies

No direct references (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/areastudies.pdf>).

Art and Design

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/artanddesign.pdf>).

General statements:

‘The study of art and design as an academic and intellectual pursuit develops a range of cognitive abilities related to the aesthetic, the moral and the social contexts of human experience’.

Graduates work will be informed by professional practice including ‘the critical and contextual dimensions of the student's discipline(s) in particular, and of art and design in general, for example the business, cultural, economic, environmental, ethical, global, historical, political, societal, and/or theoretical contexts’.

The programme documentation should include ‘where appropriate, instructions on health and safety and ethical and professional practice issues’.

Biomedical Science

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/biomedsci.pdf>).

General statements:

‘Final year students will be equipped with the skills necessary to enable them to plan and perform a research project and be aware of the need for good laboratory practice, health and safety and ethical considerations’.

Biosciences

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/biosciences.pdf>).

General statements:

‘We have reached a point in the earth's history where a knowledge of biology is essential for a viable human future. It is therefore important for leaders of society whether in government, industry, business or education to appreciate this and for an informed electorate to understand the scope and limitations of biological knowledge and techniques. Only then can we face the challenging social, ethical and legal problems posed by new developments such as stem cell cloning, gene patenting and gene therapy while working to maintain biodiversity and a stable and sustainable environment.’

‘Whatever the subject discipline, students should expect to be confronted by some of the scientific, moral and ethical questions raised by their study discipline, to consider viewpoints other than their own, and to engage in critical assessment and intellectual argument’.

Graduate should acquire the following qualities of mind and practical skills:

- engagement with some of the current developments in the biosciences and their applications, and the philosophical and ethical issues involved. Awareness of the contribution of biosciences to debate and controversies, and how this knowledge and understanding forms the basis for informed concern about the quality and sustainability of life.
- recognising the moral and ethical issues of investigations and appreciating the need for ethical standards and professional codes of conduct.

- undertaking field and/or laboratory investigations of living systems in a responsible, safe and ethical manner. For example, students must pay due attention to ... procedures for obtaining informed consent. In some biosciences, graduates will show that they respect the rights of access, for example in field work or in order to map the genes of a community, family or group of plants or animals, including humans. They should show sensitivity to the impact of investigations on the environment, on the organisms or subjects under investigation, and on other stakeholders.
- All honours degree students are expected to have some personal experience of the approach, practice and evaluation of scientific research (eg within a project or research-based assignments). This is likely to be in the student's final year, and may draw on the experience gathered during the course as a whole. Such work is likely to include ... reference to safety and ethical considerations where relevant...

General Standards (not specific to any area)

- **Threshold:** have some understanding of ethical issues and the impact on society of advances in the biosciences.
- **Good:** be able to construct reasoned arguments to support their position on the ethical and social impact of advances in the biosciences.

Building and surveying

Extracts from the benchmark statements (see

http://www.qaa.ac.uk/crntwork/benchmark/phase2/build_survey.pdf).

General statements:

‘The subject area reflects cultural and social values and has a powerful effect upon the lives of individuals and society as a whole. The processes involved in the production, occupancy and management of the built environment and natural environment are generally labour intensive and complex in human terms. Hence the study of building and surveying should develop an awareness of health, safety and ethical responsibilities and a set of positive social values recognising the diverse needs and requirements of all stakeholders’.

Graduates in building and surveying should have acquired knowledge and understanding of ‘professional ethics, their impact on the operation of the professions and their influence on the society, communities and the stakeholders with whom they have contact’.

Standards

- **Threshold:** recognise and apply all relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness.
- **Modal:** evaluate and make judgements about all relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness;
- **Benchmark:** Specialisms, health and safety and ethical conduct.

Chemistry

No direct references (see <http://www.qaa.ac.uk/crntwork/benchmark/chemistry.pdf>).

Classics and Ancient History

No direct references (see <http://www.qaa.ac.uk/crntwork/benchmark/classics.pdf>).

Communication, media, film and cultural studies

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/communications.pdf>).

General statements:

‘There is a vital need for informed debate on the political, legal and ethical aspects of communication and culture which takes into account the above points, and which considers the importance of access and inclusion in public communicative life for a democratic society’.

‘...programmes that concentrate primarily on media practice or production also require students to develop analytical and research skills together with a critical grasp of their responsibilities as practitioners, and awareness of the dynamics - whether cultural, economic, ethical, legal, political, social or affective - which shape working environments’.

Graduates will demonstrate knowledge and abilities drawn from a list which includes:

- A knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption.
 - The ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, whether in the public domain or in other aspects of democratic participation and citizenship.
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Computing

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/computing.pdf>).

General Statements

The body of knowledge includes

- Ethics: consideration of the individual, organisational and societal context in which computing systems are planned, developed and used; deployment of technical knowledge and skills with a concern for the public good.
- Professional Bodies: structure, function, restriction of title, licence to practice, codes of ethics/conduct/practice.

The cognate area includes:

- Professionalism and ethics

Computing-related cognitive abilities include:

- Professional considerations: recognise the professional, moral and ethical issues involved in the exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.

Standards:

- **Threshold:** identify appropriate practices within a professional and ethical framework and understand the need for continuing professional development.
- **Modal:** apply appropriate practices within a professional and ethical framework and identify mechanisms for continuing professional development and life long learning;

Dance, drama and performance

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/dance.pdf>.

Dentistry

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/Dentistry.pdf>).

General statements:

‘The General Dental Council (GDC) has always been guided by the principle that upon successful completion of the undergraduate programme, the graduating dentist is entitled to apply for registration to practise without supervision, within the context of the ethical guidance issued by the GDC’.

Graduates from dental schools are required to demonstrate a thorough understanding of the importance of ethical practice and professionalism...’

‘The transfer and continued development to clinical reality of practical clinical skills is fundamental to the successful progression of the dental student, as is the acquisition of professional, attitudinal and ethical attributes appropriate to the practice of dentistry’.

‘The relationship between dentists and their patients is based on trust. During the undergraduate programme students must be made aware of their responsibilities in relation to confidentiality of information obtained in a professional capacity’.

‘Graduating dentists must be aware of the necessity for provision of information to patients on the variety of treatment options that might be available, including the risks involved, so that informed consent can be obtained’.

Graduates should demonstrate knowledge and understanding of:

- The medico-legal and ethical principles upon which the practice of dentistry is based, especially those relating to treatment of patients and involvement of patients in research.

They should have the ability to:

- Make decisions based on sound ethical, moral and scientific principles.

- Manage the ethical issues that may arise in dental practice.
- Understand the implications of and obtain informed consent.
- Understand the ethical and legal basis of confidentiality, including the need to maintain accurate and complete patient records in a confidential manner.
- Provide empathetic care for all patients, including members of diverse and vulnerable populations, and respect the principle of patient autonomy.
- Recognise and take appropriate action to help incompetent, impaired or unethical colleagues and their patients.

They should demonstrate:

- Initiative and personal responsibility, making decisions based on sound ethical, moral and scientific principles, and applying an independent learning ability.

Dietetics

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/Dietetics.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Dietetics Requirements

General Statements

‘The development of a reflective practitioner with the potential to continue professional development is encouraged through the study of research methods, subject-specific literature, ethics and clinical education placements’.

A1 Professional autonomy and accountability of the dietitian

The award holder should be able to:

- Maintain the standards and requirements for state registration and undertake the professional role of the dietitian.
- Demonstrate awareness of the roles of the statutory and professional bodies in dietetics.
- Show understanding of the Statement of Conduct and its relevance to him/her.
- Demonstrate understanding of his/her commitment to the ethics and code of conduct of the profession of dietetics.

A2 Professional relationships of the dietitian

The award holder should be able to:

- Take account of the normative and moral positions of others to understand how human needs are felt and met with respect to food choice and its provision.
- Use interpersonal skills to demonstrate respect for others.

A3 Personal and professional skills of the dietitian

The award holder should be able to:

- Practise within the framework set out in the Statement of Conduct.

Threshold Standards

The award holder should be able to:

- Recognise the potential and limitations of dietetics as a practice-based discipline within the legal and ethical boundaries laid out by the Statement of Conduct.
- Integrate his/her understanding of ethical issues and Statement of Conduct with his/her own dietetic interventions in specific situations.

Earth Sciences, Environmental Sciences and Environmental Studies

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/earthscience.pdf>).

Key graduate skills include:

- Recognising the moral and ethical issues of investigations and appreciating the need for professional codes of conduct.
- Undertaking field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders

For Degree programmes broadly concerned with Environmental Studies, a typical programme might include:

- The relationship between the environment, human culture and attitudes.
- Law and ethics with reference to both the natural and built environments.

Standards

- **Threshold:** ability to describe the moral and ethical dimensions of issues and investigations and the need for professional codes of conduct.
 - **Typical:** recognition of the moral and ethical dimensions of investigations and the need for professional codes of conduct.
 - **Excellent:** recognition and discussion of the moral and ethical dimensions of investigations and the need for professional codes of conduct.
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Economics

No direct references (see <http://www.qaa.ac.uk/crntwork/benchmark/economics.pdf>).

Education Studies

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/education.pdf>).

General Statements

Degree programmes should enable students to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about:

- Relevant aspects of cultural and linguistic differences and societies; politics and education policies; economics; geographical and historical features of societies and contexts; moral, religious and philosophical underpinnings, including issues of social justice, and their effects on learning

- Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the value systems underpinning their organisation.

Courses should provide opportunities for students to:

- Reflect on their own value systems, development and practices.

Standards

- **Threshold:** students will be able to demonstrate a basic ability to reflect on their own value system.
- **Modal:** students will be able to demonstrate the ability to reflect on their own value system.
- **Best:** students will be able to demonstrate a high level of ability to reflect on their own value system.

Engineering

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/engineering.pdf>).

General Statements

'Engineering is about the application of the understanding, knowledge, skills and know-how (as appropriate) of scientific, mathematical and technological principles in a business context to achieve an economic solution. This context is one of constraints and disciplines including those imposed by finance, legislation, ethics, and people'.

'Because of the professional context of engineering, graduating engineering students must also have an understanding of their professional and ethical responsibilities, the broad education necessary to understand the impact of engineering solutions in a global and societal context, and an awareness of relevant contemporary issues'.

'Engineers frequently work in multidisciplinary teams and need to understand the relationship of their work to that of other specialists and to be able to communicate with them. The essential features of this include communication and interpersonal skills, accountability, professional ethics and organisational management, all of which are expected to be refined and developed in the person's career'.

To enable students to become effective engineers, they need to develop certain qualities of mind, through the study of engineering. They need to become:

- Independent of mind, with intellectual integrity, particularly in respect of ethical issues.

General transferable skills include:

- Ability to recognise and make critical judgements about related environmental, social, ethical and professional issues.

Standards

- **Threshold:** student is aware of the responsibilities of a professional engineer, and the ethical responsibilities of the engineer and also the impact of engineering practices in a global and social context responsibilities including the global and social context of engineering.
 - **Good:** student is aware of why an engineer must behave professionally and the responsibilities associated with working in and contributing to a multidisciplinary team. Can analyse and present the ethical issues associated with a particular situation related to the discipline area.
 - **Excellent:** student can explain specific examples of ethical and unethical, professional and unprofessional engineering conduct can take a holistic view of engineering practice as part of a global society. Can relate to ethical issues associated with situations outside the discipline area.
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English

No direct references. See (<http://www.qaa.ac.uk/crntwork/benchmark/english.pdf>).

General Business and Management

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/business.pdf>).

Relevant knowledge and understanding includes:

- "External environment" - this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.
 - CONTEMPORARY & PERVASIVE ISSUES - a range of contemporary and pervasive issues is expected to be addressed. These may change within the lifetime of these benchmark standards but the following are illustrative examples: business innovation, e-commerce, creativity and enterprise, knowledge management, sustainability, globalisation, business ethics, values and norms.
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Geography

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/geography.pdf>).

General Statements:

‘Geography fosters a range of personal attributes relevant to the world beyond HE, which will promote geographers' ability to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community’.

Students should develop competence in:

- Recognising the moral and ethical issues involved in debates and enquiries.

Geography students should develop skills in:

- Interpersonal situations, including working with groups/teams and recognising and respecting the viewpoints of others

Geography fosters:

- Empathy and insight
- Intellectual integrity
- Awareness of responsibility as a local, national and international citizen

Fieldwork has a variety of roles, including:

- Encouraging consideration of the ethical aspects of research processes.
- Developing a sense of place, awareness of difference, and tolerance for others.
- Where field-based research is carried out, this represents an area of the student's learning requiring mature and intelligent reflection on the potential risks and moral and ethical issues associated with a proposed project.

Health Studies

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/healthstudies.pdf>).

No direct references to ethical issues although students are required to be aware of contemporary issues within health studies, and of health as a contested subject.

Health Visiting**Expectations of the health professional in providing patient/client services:**

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.

- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Health visiting requirements:

General Statements

‘Searching proactively for health needs takes place at an individual, family and community level. The search is focused on the identification of factors influencing health at all levels. It is initiated by health visitors, is non-stigmatising, and guided by a code of ethics and client participation in the process’.

Professional autonomy and accountability of the health visitor

The award holder should be able to:

- Appreciate the significance of professional self-regulation, act within a framework of professional accountability, and respect the need to maintain the integrity of the profession and not bring it into disrepute.
- Understand the legal responsibilities and ethical considerations of professional practice.

Subject knowledge, understanding and associated skills

The award holder should be able to demonstrate:

- Understanding of the use of ethical frameworks in a public health and primary care context.
- Understanding of pharmacology and related subjects, diagnostics and the legal and ethical issues relating to the prescription, supply and administration of medicines and the role of the health visitor and others in the prescribing and management of medicines.

Working as a professional

The award holder should be able to:

- Exercise professional autonomy in practice within the legal and ethical boundaries contained in the Professional Code of Conduct.
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History of art, architecture and design

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/haad.pdf>).

General statements:

‘The study of art and design as an academic and intellectual pursuit develops a range of cognitive abilities related to the aesthetic, the moral and the social contexts of human experience’.

‘The programme documentation should include, where appropriate, instructions on health and safety and ethical and professional practice issues’.

The graduate’s work will be informed by professional practice in their discipline(s) including:

- The critical and contextual dimensions of the student's discipline(s) in particular, and of art and design in general, for example the business, cultural, economic, environmental, ethical, global, historical, political, societal, and/or theoretical contexts.
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History

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/history.pdf>).

No direct references. However, the generic skills listed include:

- Ability to work with others, and have respect for others' reasoned views.
 - Intellectual integrity and maturity.
 - Empathy and imaginative insight.
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Hospitality, Leisure, Sport and Tourism

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/hospitality.pdf>).

General Statements

Subject areas include sport ethics.

Unit 25 benchmark statements for Hospitality, Leisure, Sport and Tourism.

Developed as a result of five, diverse subject associations working together for the first time. These associations are the British Association of Sport and Exercise Sciences, Council for Hospitality Management Education, Leisure Studies Association, National

Liaison Group for Higher Education in Tourism and the UK Standing Conference for Leisure, Recreation and Sport. Skills specific to Unit 25 require that graduates should be able to:

- Recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct.

Graduates of all programmes in Hospitality, Leisure, Sport or Tourism will be able to demonstrate:

- An understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice.

A typical honours graduate in Tourism will be able to demonstrate an understanding of:

- The role of tourism in the communities and environments that it affects and in particular ... appreciate the ethical issues associated with the operation and development of tourism.

Standards

- **Threshold:** Understand and have some critical awareness of, the moral, ethical and legal issues which underpin best practice.
- **Typical:** Demonstrate a substantial critical awareness of the moral, ethical and legal issues which underpin best practice.
- **Excellent:** Critically appraise and challenge the moral, ethical and legal issues which underpin best practice.

Standards specific to Unit 25

- **Threshold:** Recognise those moral, ethical and safety issues which directly pertain to the context of study and be aware of relevant legislation and professional codes of conduct.
- **Typical:** Engage in debate on the moral, ethical and safety issues which directly pertain to the context of study and to react appropriately to legislation and professional codes of conduct.
- **Excellent:** Critically appraise and challenge the moral, ethical and safety issues which directly pertain to the context of study and to respond to legislation and professional codes of conduct in ways which are exemplars of good practice.

Languages and related studies

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/languages.pdf>).

Law

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/law.pdf>).

General Statements

‘... a student should be able to demonstrate an understanding, as appropriate, of the relevant social, economic, political, historical, philosophical, ethical, and cultural contexts in which law operates, and to draw relevant comparisons with some other legal systems’.

Librarianship and Information Management

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/librarianship.pdf>).

General Statements

‘The application of techniques for planning, implementing, evaluating, analysing and developing library, archive and information products, services and systems within the context of organisational culture, objectives and client base, professional statutory and ethical frameworks, and national and international legislation and regulations’.

Courses should foster:

An awareness of local, regional, national and international information policies, organisations and issues, and of professional, legal and ethical concerns.

Standards

- **Threshold:** Identify appropriate practices within a professional ethical framework and understand the need for continuing professional development.
 - **Modal:** Apply appropriate practices within a professional and ethical framework and identify mechanisms for continuing professional development and lifelong learning.
-

Linguistics

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/linguistics.pdf>).

Relevant topics are:

- The ethical issues involved in the collection and use of data from informants.

Generic intellectual skills of particular significance include:

- Considering the ethical issues involved in data collection and data storage.

Levels of Attainment

- **Threshold:** to recognise the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory;
 - **Typical:** to recognise and evaluate the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory.
-

Materials

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/materials.pdf>).

Mathematics, statistics and operational research

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/mathematics.pdf>).

Medicine

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/medicine.pdf>).

General Statements:

‘The medical course also seeks to impart appropriate professional and personal attitudes and behaviour, including critical evaluation, curiosity and lifelong learning skills as well as the ethical and legal framework of medical practice’.

‘The course provides the graduate with intellectual skills such as analysis and reflection, problem-solving and clinical reasoning, and has vocational, ethical and legal components. These strands should be interwoven in the modern curriculum’.

‘In relation to all aspects of clinical practice, graduates will demonstrate appropriate professional behaviours, safeguarding confidentiality, understanding the need for informed consent, recognising their own limitations and being prepared to seek help from more experienced health care professionals when necessary’.

Graduates should be prepared to approach their medical practice:

- Understanding and accepting their professional, ethical and legal responsibilities.

Graduates will demonstrate knowledge and understanding of:

- Ethical and legal background of medical practice.

Graduates must:

- Adopt an empathic and holistic approach to patients and the problems they present.
- Respect patient autonomy and involve patients, or, if appropriate, relatives or carers as partners in therapeutic and management decisions.
- Know of and respect different cultures, values, views and beliefs.
- Have some familiarity with alternative medical practices, and be sympathetic and understanding if their patients choose to use them.
- Remain non-judgemental in all aspects of their work, and avoid stigmatising any category of patient;
- Understand and engage in reflective practice/audit and appraisal of their own and others' work.

Graduates need to apply ethical and legal knowledge to their practice, particularly in:

- Applying the principles of confidentiality, consent, honesty and integrity.
- Dealing effectively with complaints about either their own or colleagues' practice or behaviour.
- Being aware and complying with legal and professional responsibilities, particularly with respect to death and dying; drug prescribing; mental health; physical and sexual abuse of children and adults; abortion; reporting unsatisfactory/inappropriate performance.
- Considering the rights of patients;
- Understanding and complying with requirements of clinical governance.

Patients must be able to trust doctors with their lives and well-being. To justify that trust the medical profession has a duty to maintain a good standard of practice and care and to show respect for human life. In particular graduates must:

- Make the care of their patients their first concern.
- Treat every patient politely and considerately.
- Respect patients' dignity and privacy.
- Listen to patients and respect their views.
- Give patients information in a way they can understand.
- Respect the rights of patients to be fully involved in decisions about their care.
- Keep their professional knowledge and skills up to date.
- Recognise the limits of their professional competence.
- Be honest and trustworthy.
- Respect and protect confidential information;
- Make sure that their personal beliefs do not prejudice their patients' care;
- Act quickly to protect patients from risk if they have good reason to believe that they or a colleague may not be fit to practise;
- Avoid abusing their position as doctors;
- Work with colleagues in the ways that best serve patients' interests.

In all these matters graduates must never discriminate unfairly against their patients or colleagues, and they must always be prepared to justify their actions to them.

Midwifery

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/midwifery.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Midwifery requirements

Midwifery practice is moral and ethical with the rights, beliefs and values of others acknowledged and respected in a multi-dimensional society.

The award holder should be able to:

- Maintain the standards of practice required by the statutory regulatory body.
- Recognise the political and ideological influences on midwifery practice.

- Adhere to the Midwives Rules and Code of Conduct.
- Understand the relationship between professional codes defining ethical practice in the maternity services, the regulation of professional conduct and management of potential conflicts and dilemmas.
- Understand and apply ethical theories to midwifery practice in the management of dilemmas and conflicts in both interpersonal and professional contexts.
- Have an understanding of the art and culture of midwifery and its effect on childbirth outcomes and modern day practice;
- Demonstrate application of knowledge and skills derived from the profession and practice of midwifery, both historical and contemporary, including global perspectives, which involves listening to childbirth stories from women and midwives.
- Have an understanding of the legal and statutory framework that governs midwifery practice, including supervision of midwives and the role of the midwife in public protection.
- Challenge the philosophies and beliefs about the nature of knowledge which lead to particular approaches and priorities for research.
- Accept responsibility and accountability, at the same time acknowledging the boundaries of professional competence.
- Challenge unacceptable practices in a responsible manner based on the critical review and dissemination of research and audit findings.
- Demonstrate an understanding of the midwife's role when supporting the woman's choice.
- Provide information in a way which facilitates the woman making an informed choice.
- Help women to reflect on their own, and their family's health to make informed choices to improve health.
- Demonstrate sensitivity and empathy for women and partners experiencing loss and bereavement
- Appreciating the viewpoints of others and overcoming personal prejudices to respond appropriately to a range of complex personal and interpersonal situations.
- Show understanding of the way in which midwives can have a positive influence on political agendas.

The award holder should be able to demonstrate understanding of:

- Holistic, woman-centred midwifery care.
- The nature of midwifery in a diverse society and the impact of prejudice; inter personal, institutional and structural discrimination, empowerment and anti discriminatory practice.
- The impact of health and social policy, political and ideological influences on contemporary midwifery practice and organisation of maternity care.

- Moral, legal and ethical framework in relation to conception, pregnancy, pregnancy loss, birth, parenting and family relationships.
- The importance of legislation relating to human rights, equal opportunities, record keeping and access to medical records.
 - conduct in midwifery practice.
 - Demonstrate an in-depth understanding of the rights of individuals taking into account social, cultural and spiritual needs and the effect this has on the child bearing process.
 - Show understanding and acknowledgement of the rights, beliefs and preferences of others and critically review structures which mitigate against these.
 - Synthesise and evaluate the evidence from a range of sources to provide individual women with the information to make informed choices.
 - Critically examine the use and misuse of technology and drugs in providing safe and ethical maternity services.
 - Articulate the difference between the statutory requirements and the professional code of conduct.

Music

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/music.pdf>).

Nursing

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/nursing.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

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- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.

- Exercise a professional duty of care to patients/clients/carers.
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C1 Knowledge and understanding

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- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Nursing Requirements

'Nurses practise within a social, political and economic context. Through their Code of Professional Conduct, nurses embrace the concepts of inclusion, equal opportunities, individual rights and empowerment of patients and client groups. Professional and patient/client autonomy is a key feature of the nurse's role'.

The study of nursing requires the development of educational programmes that enable nurses to demonstrate fitness for practice and a commitment to lifelong learning.

Children's nurses need to be politically aware, applying knowledge of health and social policy, law and ethics in order to champion the rights of children both as a group and as individuals receiving care.

The award holder should be able to:

- Maintain the standards and practices required of a registered practitioner by the nursing statutory regulatory body.
- Adhere to the professional code of conduct for nurses, midwives and health visitors.
- Apply ethical and legal knowledge to practice ensuring the primacy of patients'/clients'/carers' interests.
- Recognise moral/ethical dilemmas and issues in patient care.
- Ensure that the primacy of the patient is upheld at all times.
- Practise in a way that maintains human dignity, rights and responsibilities.

The award holder should be able to demonstrate understanding of the following:

- Changing philosophical and historical perspectives in nursing and nursing theories appropriate to different client groups.
- The requirements of the statutory regulatory body associated with registration as a nurse.
- Professional nursing issues such as advocacy, accountability, informed consent, autonomy, partnerships, advocacy.
- Anti-discriminatory practice including fairness, social inclusion, gender, sexuality, race and culture and health promotion.
- Ethico-legal frameworks within nursing and relevant legislation.
- Issues related to spirituality.
- Caring and the primacy of patient/client interest.

Standards

- **Diploma:**
 - Manage oneself, one's practice, and that of others, in accordance with the Code of Professional Conduct, recognising own abilities and limitations.
 - Practise in accordance with the professional, ethical and legal framework.
 - Demonstrate accountability for nursing care delivered, taking into account social, spiritual, cultural, legal, political and economic factors.
 - Discuss the political and social context within which the provision of health and social care takes place.
 - Understand and apply the values that underpin anti-discriminatory working practices.
 - **Honours Degree:**
 - Manage oneself, one's practice and that of others in accordance with the Code of Professional Conduct, and critically evaluate own abilities and limitations.
 - Recognise the complexity of the professional ethical and legal framework and its impact on nursing care decision-making.
 - Demonstrate an ability to critically challenge the nursing care delivered taking into account the dynamic social, cultural, spiritual legal, political and economic factors.
 - Critically examine the impact of political and social contexts on the provision of health care.
 - Understand the differences in beliefs and cultural practices of individuals and groups and recognise and challenge discriminatory practice.
 - Engage in, and disengage from therapeutic relationships through the creative use of theories and skills, demonstrating ethical discernment and clinical judgement.
-

Occupational Therapy

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/ot.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

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- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Occupational Therapy requirements

‘Occupational therapists value occupation in its widest sense. It encompasses all the activities that contribute to a person's identity. It acknowledges the dynamic integration of physical, cognitive, psychological, social, environmental, economic, creative and spiritual aspects, as well as past experience and future aspirations, as components of that

sense of identity. Occupational therapists believe in people as autonomous individuals with the potential for change and for whom engagement in meaningful occupation is essential for health and well-being'.

The graduate occupational therapist should be able to:

- Work to COT's Code of Ethics and Professional Conduct, and to the Statement of Conduct of the Health Professions Council.
- Articulate and work to the value base and principles which underpin occupational therapists' practice.
- Demonstrate at all times, personal behaviour congruent with professional status.
- Take personal responsibility for professional performance and actions.
- Demonstrate attitudes that ensure that clients' and carers' expressed needs and choices become the focus of the care management process.
- Through interview and individual discussion, understand the values, beliefs and interests of clients and their families and carers.
- Justify the decisions about interventions especially in relation to clients' wishes.

Graduates of occupational therapy courses must be able to demonstrate knowledge and understanding of the following areas:

- The origins and development of occupational therapy in order to appreciate the evolution of the profession towards the current emphasis on autonomy and empowerment of individuals, groups and communities.
- The current philosophical framework which focuses on client-centredness and environmental issues that influence the context within which people live and work.

Competence in an appropriate range of skills and procedures essential for the practice of occupational therapy including:

- Drawing out and listening to a client's story, relating empathetically to this situation, and using this rapport to work optimally with him/her.
- Evaluative judgements about the efficacy of professional practice on the quality of individuals' lives.

Threshold Standards include:

- Demonstrate personal conduct in a manner congruent with professional status and codes of conduct.
- Treat individuals with respect and draw on ethical principles in the process of reasoning.
- Demonstrate sense of responsibility, personal accountability and commitment to the profession of occupational therapy.
- Work within legal, ethical and professional parameters.

- Demonstrate systematic and integrated knowledge and concepts from a range of underpinning disciplines, including occupational science, basic sciences, pathology and ethics.
-

Optometry

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/optometry.pdf>).

Bachelors Honours degree programmes in optometry should therefore provide students with:

- An awareness of the legal, ethical and commercial restraints and constraints within which optometry operates, including legislation relating to the use and supply of ophthalmic drugs.

Threshold level clinical skills include:

- Competency in carrying out an eye examination with an appropriate level of autonomy within the context of ethical requirements under appropriate supervisory arrangements.
-

Orthoptics

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/Orthoptics.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Orthoptics Requirements

The award holder should be able to:

Understand the legal responsibilities and ethical considerations of professional orthoptic practice.

- Conform to the Rules of Professional Conduct.
- Appreciate the significance of professional self-regulation.
- Observe patient confidentiality.

The award holder will be able to demonstrate knowledge and understanding of:

- Informed consent and health education issues.
- The ethical, legal and professional issues that inform and shape orthoptic practice;
- Professional, statutory and regulatory codes of practice.
- Professional code of conduct, values and beliefs.

Threshold Standards

The award holder should be able to:

- Recognise the potential and limitations of orthoptics as a practice-based discipline within the legal and ethical boundaries laid out by the regulatory body's Statement of Conduct.
 - Integrate his/her understanding of ethical issues and statement of conduct with his/her own orthoptic interventions in specific situations.
-

Pharmacy

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/pharmacy.pdf>).

General Statements:

'Pharmacists are the legal and physical guardians of an enormous range of valuable, potent and potentially dangerous substances. They are expected to have impeccable standards, which are enforced by the RPSGB. To fulfil society's expectations, they must have a thorough knowledge of the relevant law, ethics, and codes of practice'.

Master of Pharmacy degrees will be awarded to students who have, as a minimum, demonstrated:

- A systematic knowledge and understanding of the topics listed above under 'Legal framework, ethics and health care provision...'
- Dependability in the supply/provision of medicines in accordance with pharmaceutical knowledge, legislation and codes of professional conduct and practice, and with other aspects of pharmacy law and ethics.

The pharmacy degree establishes a basis for learning, which continues throughout the pharmacist's career, in a number of broad areas which include:

- The law and ethical framework governing the supply of medicines.

The activities of the pharmacist are underpinned by:

- The assumption of personal and professional responsibility for the proper discharge of their role in society.
- A thorough understanding of law and ethics relating to pharmacy;
- Development of a high level of interpersonal skills, which are analytical, critically aware, evaluative, interpretive, empathic and reflective.

The socio-economic role of pharmacists, particularly in the community, involves ... applying knowledge and understanding of a wide range of issues, including:

- The ethics of health care and its impact on relationships with patients and other healthcare professionals.

Transferable skills include:

- An ethical attitude and approach.

Philosophy

Ethics is a core topic within philosophy and a single honours course typically includes:

- Some central theories and arguments in the fields of Moral, Political, or Social Philosophy, broadly understood.

However, the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/philosophy.pdf>) also make the following general comments:

‘Although the doctrines and techniques of Philosophy may be usefully applied to practical questions - including notably those arising in ethics and political life - they are most distinctively employed in the discussion of problems of a fundamental and recognisably abstract nature. Tackling such problems demands a range of philosophical skills’.

General philosophical skills should include:

- A readiness to engage with the concerns of ordinary life, examining characteristic problems of practical reason (eg the subjects of ethical and political debate) whilst being sensitive to a variety of opinions, practices and ways of life.

Standards

- **Threshold:** Familiarity with some central theories and arguments in the fields of Moral, Political, or Social Philosophy, broadly understood.
 - **Typical:** A clear grasp of some central theories and arguments in the fields of Moral, Political, or Social Philosophy, broadly understood.
-

Physics, astronomy and astrophysics

No direct references (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/physics.pdf>).

Politics and International Relations

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/politics.pdf>).

General Statements:

‘... political theory could be taught as, for example: traditional political thought, modern democratic thought, ethics, urban theories, integration theory’.

Standards

- **Threshold:** Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognize their ethical implications; and gather, organize and deploy evidence from a limited range of sources.
 - **Typical:** Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information, including how to: identify issues for political enquiry; assess their ethical implications; and gather, organize and deploy evidence, data and information from a variety of sources.
-

Physiotherapy

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/physio.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Physiotherapy Requirements

The award holder should be able to:

- Understand the legal responsibilities and ethical considerations of professional practice.
- Conform to the Rules of Professional Conduct as published by the Chartered Society of Physiotherapy.
- Appreciate the significance of professional self-regulation.
- Preserve patient dignity.
- Recognise the importance of non-discriminatory practice.

The award holder will be able to demonstrate skill in:

- Handling information with due regard for legal and ethical requirements.

The award holder will be able to demonstrate knowledge and understanding of:

- The ethical, legal and professional issues that inform and shape physiotherapy practice.
- Professional, statutory and regulatory codes of practice.
- Professional code of conduct, values and beliefs.

Threshold Standards

- An integrated understanding of ethical, moral, and legal issues in relation to physiotherapy practice.

Podiatry (Chiropody)

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/podiatry.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

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- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;

- Practise in accordance with current legislation applicable to health care professionals.
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- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Podiatry requirements

The award-holder should be able to:

Maintain the standards and requirements for state registration in podiatry.

- Appreciate the role of professional and statutory bodies in podiatry.
- Understand the legal responsibilities and ethical considerations of professional podiatric practice.
- Comply with the requirements of the Statement of Conduct of the Chiropodists Board in accordance with the 1960 Professions Supplementary to Medicine Act and any subsequent statutory regulation.
- Understand the particular considerations relating to podiatric private practice, eg business planning, confidentiality, informed consent, appropriate fee structures, taxation, local licensing, planning and marketing.
- Demonstrate an understanding of the 'professional self' including aspects of professionalism in manner, dress, speech, integrity and confidentiality consistent with contemporary standards and values and which recognise cultural differences.
- Recognise the need for lifelong learning and continuing professional development in order to maintain fitness for practice.
- Understand that patients' rights override personal/commercial considerations in the practice of podiatry.
- Practise in an anti-discriminatory/anti-oppressive manner.

- Obtain and record informed consent for the treatment plan.
- Provide information to the patient in the context of obtaining informed consent.

Threshold Standard

- Recognise legal and ethical boundaries as determined by professional and statutory bodies.

Prosthetics and orthotics

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/po.pdf>).

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Prosthetics and Orthotics requirements

The award holder should be able to:

Appreciate his/her regulation within the prosthetic and orthotic profession and the legal requirement of continued state registration through the statutory regulatory body, whose main function is protection of the public.

Be aware of the BAPO (British Association of Prosthetists and Orthotists) 'best practice' publications for clinical practice and the codes of practice of the statutory regulatory body, and abide by these guidelines in his/her day to day work.

Understand the legal responsibilities and ethical considerations of professional practice within the quality standards that apply to prosthetists and orthotists, including CE marking and other medical devices directives, the International Standards Organisation's quality management models, BAPO's Ethical Code and the International Society of Prosthetics and Orthotics (ISPO) publications.

Respect the needs, maintain the integrity of the profession according to the guidelines laid down by BAPO and not bring the profession or employer into disrepute.

Threshold standard

Show an awareness of the boundaries of practice covered by the prosthetic and orthotic disciplines including professional, ethical and legal considerations.

Psychology

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/phase2/psychology.pdf>).

General Statements:

'Ethical, theoretical and practical research issues arise in each of the knowledge areas within psychology'.

'Students should show an awareness of the ethical concerns within the discipline, especially in the conduct of empirical studies'.

Single honours psychology graduates should be able to:

- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology.
- Carry out an extensive piece of independent empirical research. This will include ... demonstrating awareness of ethical issues and current codes of ethics and conduct;... evaluating methodologies and analyses employed and implications for ethics..'

Subject skills statements:

- **Threshold:** is aware of ethical principles and can demonstrate this in relation to personal study, particularly with regard to the research project.
 - **Modal:** is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.
-

Radiography

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/radio.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Diagnostic Radiography Requirements

The award holder should be able to:

- Appreciate the significance of professional regulation.
- Understand the legal responsibilities and ethical considerations of professional self-regulation.
- Respect the need to maintain the integrity of the profession and not bring it into disrepute.
- Demonstrate probity in public and private matters.
- Behave in accordance with codes of professional conduct.
- Care for and respect patients and clients so that they are able to maintain their human dignity and rights.
- Act responsibly at all times towards patients, clients and other members of the health care team.
- Exemplify good character within the professional context, and internalise professional standards in private life.

The award holder should be able to demonstrate:

- Professional judgement skills in order to make informed, sensitive and ethically sound professional judgements and also to evaluate and interpret diagnostic images produced.

Threshold Standards

- Behave in accordance with codes of professional conduct.
- Explain the differences between codes of conduct arising from professional and from statutory sources.
- Care for and respect patients and clients so that they are able to maintain their human dignity and rights.
- Act responsibly at all times towards patients, clients and members of the health care team.
- Exemplify good character within the professional context, and internalise professional standards in private life.
- Apply scientific and ethical principles to the practice of diagnostic radiography.
- Demonstrate application to practice of professional codes of conduct, guidelines, policies and protocols.
- Care for the patients and clients he/she will encounter in his/her first post with due regard for human dignity and rights of all members of society.

- Work appropriately with other health care professionals within a multi-professional environment.
- Demonstrate reliability and integrity in all matters associated with practice in radiography.
- Demonstrate probity in both public and private matters consistent with being a state registered practitioner.
- Assume responsibility for assessing the quality of his/her own work and, when necessary, for remedying faults.
- Describe the legal, policy, ethical and research frameworks in which diagnostic radiography is practised.
- Explain the differences between codes of conduct arising from professional and from statutory sources.

Therapeutic Radiography Requirements

‘Therapeutic radiographers practise at the patient and radiation-technology interface in cancer management and care, within an ethical, legal and professional framework’.

‘A key feature of practice is the need to manage complex interpersonal dynamics and to act as an advocate for each patient. The focus here is on sensitivity to the impact of a life threatening disease and its treatment on the individual patient. This demands a high level of competence in communication, and the development of rapport and empathy’.

The award holder should be able to:

- Appreciate the significance of professional regulation;
- Practise within the framework of current legislation that governs the use of ionising radiation for medical purposes.
- Practise within ethical and evidence-based frameworks.
- Demonstrate reliability and integrity in all matters associated with practice in therapeutic radiography.
- Demonstrate probity in both public and private matters consistent with being a state registered practitioner.
- Care for patients and their carers with due regard for human dignity and rights of all members of society.
- Make informed, sensitive and ethically sound professional judgements.

The award holder should be able to demonstrate:

- Knowledge and understanding of the legislative, policy, ethical and research frameworks that underpin, inform and influence the practice of therapeutic radiographers. In particular, detailed knowledge of current legislation relating to the use of ionising radiation for medical purposes is essential.
- The ability to make informed, sensitive and ethically sound professional judgements and to evaluate the outcome of each part of the radiation therapy process, as well as each treatment incident.

- The ability to provide support and information to patients and their carers in a timely, appropriate and sensitive manner.

Threshold Standards

The award holder should be able to:

- Exemplify good character within the professional context, and internalise professional standards in private life.
- Behave in accordance with codes governing professional conduct.
- Act responsibly at all times, towards patients, their carers, and members of the health care team.
- Care for patients in a manner that respects and enables them to maintain their human dignity.

Social Policy and Administration and Social Work

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/socialwork.pdf>).

Scottish Standards are taken from: *The framework for Social Work education in Scotland*, (see <http://www.scotland.gov.uk/library5/social/ffsw-00.asp>).

General Statements

‘As their course progresses [the student] should go on to develop a critical understanding of how [the institutional framework of the social welfare institutions that exist in the UK today], differ from those in some other societies and reflect on the deeper philosophical and ethical issues social policy’

‘Social work is a moral activity that requires practitioners to make and implement difficult decisions about human situations that involve the potential for benefit or harm. Social work honours degree programmes, therefore, involve the study, application of and reflection upon ethical principles. Although social work values have been expressed at different times in a variety of ways, at their core they involve showing respect for persons, honouring the diverse and distinctive organisations and communities that make up contemporary society and combating processes that lead to discrimination, marginalisation and social exclusion’.

Scottish Standards:

Social work has always had a strong ethical basis that emphasises the importance of building a positive, professional relationship with people who use services as well as with professional colleagues. Social workers must be able to balance the tension between the rights and responsibilities of the people who use services and the legitimate requirements of the wider public (for example, where there are issues to do with child protection, criminal justice or mental health). They must also be able to understand the implications of, and to work effectively and sensitively with, people whose cultures, beliefs or life experiences are different from their own. In all of these situations, they must recognise and put aside any personal prejudices they may have, and work within guiding ethical principles and accepted codes of professional conduct.

These principles say that social workers must:

- maintain and promote the dignity, safety, choice, privacy and potential of people who use services and balance these with consideration of the needs of others for protection;
- treat everyone equally, and value their distinctiveness and diversity; and
- maintain public trust and confidence in social services.

The SiSWE (Standards in Social Work Education) use the Code of Practice for Social Service Workers published by the SSSC (Scottish Social Services Council) as the ethical basis for practice.

SiSWE must be read as a complete document that emphasises the balance between professional knowledge, professional skills and ethical practice.

Students on these programmes must understand that social work is a moral activity in the sense that social workers make and follow up difficult decisions about human situations that directly benefit or harm an individual or group. They should be able to understand moral reasoning and to make decisions in difficult ethical situations, especially where there are conflicting moral obligations.

Honours undergraduates must learn to:

- Recognise and work with the powerful links between intra-personal and inter-personal factors and the wider social, legal, economic, political and cultural context of people's lives.
- Understand the impact of injustice, social inequalities and oppressive social relations.
- Challenge constructively individual, institutional and structural discrimination.
- Help people to gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights.

Social workers should learn to:

- Think critically about the complex social, economic, political and cultural contexts in which social work practice is located.
- Work in a transparent and responsible way, balancing autonomy with complex, multiple and sometimes contradictory accountabilities (for example, to different service users, employing agencies, professional bodies and the wider society).
- Exercise authority within complex frameworks of accountability and ethical and legal boundaries.
- Acquire and apply the habits of critical reflection, self-evaluation and consultation, and make appropriate use of research in the evaluation of practice outcomes.
- **Scotland:** Make decisions, set goals and develop specific plans to achieve these, taking account of relevant factors including codes of practice, ethical guidelines, guidance and legislative requirements.
- **Scotland:** Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.
- **Scotland:** Work in an open way and be able to justify their own actions within accepted ethical and professional standards.

Honours graduates should acquire, critically evaluate, apply and integrate knowledge and understanding in:

- The nature, historical evolution and application of social work values.
- The moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents.
- The complex relationships between justice, care and control in social welfare and the practical and ethical implications of these, including roles as statutory agents and in upholding the law in respect of discrimination.
- Aspects of philosophical ethics relevant to the understanding and resolution of value dilemmas and conflicts in both inter-personal and professional contexts.
- The conceptual links between codes defining ethical practice, the regulation of professional conduct and the management of potential conflicts generated by the codes held by different professional groups.

Honours graduates in social work should be able to plan problem-solving activities, i.e. to:

- Apply ethical principles and practices critically in planning problem-solving activities.

Honours graduates in social work should be able to use their knowledge of a range of interventions and evaluation processes selectively to:

- Make decisions, set goals and construct specific plans to achieve these, taking into account relevant factors including ethical guidelines.

Standards

- **Threshold:**
 - Integrate understanding of ethical issues and codes of values and practice with their interventions in specific situations.
 - Exercise an adequate level of autonomy in individual decision making within the context of supervisory, collaborative, ethical and organisational requirements.
 - Review their performance critically and take appropriate responsibility for future action in light of this.
- **Modal:**
 - Integrate clear understanding of ethical issues and codes of values and practice with their interventions in specific situations.
 - Consistently exercise an appropriate level of autonomy and initiative in individual decision making within the context of supervisory, collaborative, ethical and organisational requirements.
 - Demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this.
- **Exemplary:**

- Integrate a sophisticated understanding of ethical issues and codes of values and practice with their interventions in specific situations.
- Exercise a high level of autonomy and initiative in individual decision making within the context of supervisory, collaborative, ethical and organisational requirements.
- Reflect critically and in depth on their overall performance and take responsibility for varying action in light of this, showing elements of innovation in doing this.

Scotland: To achieve the honours degree, social work students need to understand the following:

- Aspects of philosophical ethics that are relevant to understanding and attempting to resolve value dilemmas and conflicts in both inter-personal and professional contexts.
- Knowledge of equal opportunities and anti-discriminatory legislation and policy.
- The relationship between agency policies, legal requirements, ethical principles and professional boundaries in shaping the nature of services.

Scotland: Honours graduates in social work will acquire the transferable skills to do the following:

- Analyse the impact of injustice, social inequality and oppression.
- Challenge individual, institutional and structural discrimination in constructive ways.
- Analyse and handle ethical dilemmas and conflicts to produce clear, accountable outcomes.
- Review ethical decisions and reflect accurately on factors that influence decision-making

Scotland: On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following:

- Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.
- Devise effective strategies to deal with ethical issues, dilemmas and conflicts.
- Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.
- Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.

Sociology

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/sociology.pdf>).

General Statements

‘As a theoretical discipline, its concerns relate directly to the other Social Science disciplines. Its concerns also relate to those of Philosophy and Political Theory, as well as to practical ethics and to social, public, and civic policy. No single theoretical framework should dominate the discipline, and there are numerous, legitimate, sources of theoretical diversity. What is essential to the subject is that students learn to appraise theories and to assess them in relation to evidence’.

The range of discipline specific abilities that students would normally be expected to develop during their undergraduate programme include:

- The ability to understand the ethical implications of sociological enquiry.

Standards

- **Benchmark:** Ability to identify the ethical issues in social research.
- **Threshold:** Able to recognise the ethical dimension of social research.
- **Typical:** Able to analyse the ethical implications of social research in a variety of applied research settings.

Speech and language therapy

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/slt.pdf>).

Expectations of the health professional in providing patient/client services:

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- Maintain the standards and requirements of professional and statutory regulatory bodies.
- Adhere to relevant codes of conduct.
- Understand the legal and ethical responsibilities of professional practice.
- Maintain the principles and practice of patient/client confidentiality;
- Practise in accordance with current legislation applicable to health care professionals.
- Exercise a professional duty of care to patients/clients/carers.
- Recognise the obligation to maintain fitness for practice and the need for continuing professional development.
- Uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- Maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- Practise in an anti-discriminatory, anti-oppressive manner.

C1 Knowledge and understanding

The award holder should be able to demonstrate: a broad understanding of:

- Health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
- The legislation and professional and statutory codes of conduct that affect health and social care practice.

Speech and Language Therapy Requirements

‘The importance of the therapeutic relationship established with the patient/client and their family is central, because face to face therapy is a collaborative, active process, based on trust and empathy’.

The award holder should be able to:

- Conform to the standards detailed in the RCSLT's publication, Communicating Quality.
- Demonstrate sensitivity to personal frameworks and an ability to recognise personal prejudice.
- Recognise personal and emotional needs of both themselves and their clients and respond appropriately.
- Take on appropriate responsibility for his/her professional and clinical actions;

Threshold Standard

- Demonstrate awareness of the influence of his/her own feelings, knowledge, beliefs and experience, and the potential for prejudicial judgements.
- Take on an appropriate level of responsibility for professional and clinical actions.
- Appreciate the relevance of the ethical and moral issues in relation to speech and language therapy practice.
- Demonstrate competence in record keeping, with knowledge of legal, ethical and other considerations related to such practices.

Town and country planning

Extracts from the benchmark statements (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/tcp.pdf>).

Key areas of knowledge and understanding that a planning graduate should be able to demonstrate might typically include the following :

- Re: debates in planning - the conceptual basis of value-systems and ethics, and the justification of the choices made in planning in terms of goals, actions and outcomes.

Standards:

- **Threshold:** should have a basic understanding of the meaning of values and ethics in planning.
- **Typical:** should be able to demonstrate a critical understanding of the place of values and ethics in planning.
- **Excellent:** should be able to demonstrate critical insights into the place of values and ethics in the profession and practice of planning.

Theology & Religious Studies

Extracts from the benchmark statements (see <http://www.qaa.ac.uk/crntwork/benchmark/theology.pdf>).

General Statements

‘It is important that universities have places where thorough and thoughtful engagement with current religious issues (including political, ethical and educational questions) can go on, thus enabling public debate to be resourced appropriately on all sides’.

‘[B]oth Theology and Religious Studies are now likely to aim to provide students with opportunity to engage in the twofold exercise of (i) exploring the religious thought of one or more traditions so as to understand each in its integrity and diversity and grasp its integrative role in relation to practices of worship and ethics; and (ii) analysing the historical, social, cultural and artistic role of religion or belief systems.’

Aims to promote understanding in a variety of ways including:

- Creating opportunities to consider the artistic, ethical, social, political and cultural characteristics of religion(s).

Programmes will touch (and may focus on):

- Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student.

Course or modules in Religion may include:

- Ethics in/and religion: nature of religious ethics, key values, and issues, such as the environment, war, economics, politics, bioethics.

Standards

- **Threshold:** Be able to describe in broad terms some of the following: social, textual, intellectual, historical, theological, ritual, ethical, institutional and aesthetic expressions of the religion(s) studied.
 - **Focal:** Be able to state clearly, discuss and demonstrate critical comprehension of some of the following: the social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions of the religion(s) studied.
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Veterinary science

Extracts from the benchmark statements (see http://www.qaa.ac.uk/crntwork/benchmark/phase2/vet_sci.pdf).

Students should acquire and develop:

- A sense of care and responsibility to patients and their owners and a welfare ethic for animals in general;
- A good professional attitude and a high standard of professional behaviour.

The new veterinary graduate should be able to demonstrate knowledge and understanding of:

- Ethical, environmental and human health implications of veterinary drug usage.
- The law and ethical codes relating to animals and to food hygiene.

The new veterinary graduate will be able to:

- Handle and restrain animals safely and humanely whilst ensuring personal safety and that of others in the vicinity.
- Advise on animal management, welfare and ethics and understand the importance of animal health economics in the context of acceptable animal welfare.
- Recognise when euthanasia is appropriate whilst showing sensitivity to the feelings of owners and others. Humanely perform euthanasia of animals, ensuring personal safety and that of associated personnel; advise on carcase disposal.
- Conduct themselves in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes as set out in the Guide to Professional Conduct produced by the RCVS.
- Respond appropriately to the influence of economic and emotional pressures.
- Foster and maintain a good professional relationship with clients and colleagues, developing mutual trust and respecting their professional views and confidentiality.
- Demonstrate an awareness of the role of veterinarians in the community, particularly in relation to ethical principles.

- Construct reasoned arguments to support their actions and positions on the ethical and social impact of veterinary science and the allied biosciences.

Welsh/Cymraeg

No direct references (see

<http://www.qaa.ac.uk/crntwork/benchmark/phase2/welsh.pdf>).