

Creating great poster presentations – Professional Standards

All of our sessions have been mapped against standards from the following professional organisations. Click on each to find the individual standards that the session meets:

- [General Medical Council](#)
- [Nursing and Midwifery Council](#)
- [Health and Care Professions Council](#)
- [General Pharmaceutical Council](#)
- [General Dental Council](#)
- [General Optical Council](#)
- [Professional Standards Authority](#)
- [Skills for Health](#)
- [Social Work England](#)
- [American College of Health Care Administrators](#)
- [Chartered Institute of Professional Development](#)
- [Academy for Healthcare Science](#)

GMC Professional Capabilities Framework

- From Domain 2 – Doctors must be:
 - Able to make clear, accurate and contemporaneous records of their observations or findings in English
 - Able to demonstrate appropriate IT skills, including word processing and data collection
- From Domain 3 – Doctors must be aware of:
 - Data protection and confidentiality
- From Domain 5 – Doctors must demonstrate they can lead and work effectively by:
 - Promoting a culture of learning and academic and professional critical enquiry
- From Domain 6 – Doctors must demonstrate that they can participate in and promote activity to improve quality and safety by:
 - Using data to identify areas for improvement
- From Domain 9 – Doctors must demonstrate that they can:
 - Demonstrate appropriate knowledge of research principles and concepts and the translation of research into practice, including recruitment into trials and research programmes and ethical implications of research governance
 - Understand and promote innovation in healthcare

NMC Code

- Section 5 – Respect people’s right to privacy
 - 5.2: Make sure that people are informed about how and why information is used and shared by those who will be providing care
 - 5.3: Respect that a person’s right to privacy and confidentiality continues after they have died
- Section 6 – Always practise in line with the best available evidence
 - 6.2: Maintain the knowledge and skills you need for safe and effective practice
- Section 9 – Share your skills, knowledge and experience for the benefit of people receiving care and your colleagues
 - 9.4: Support students’ and colleagues’ learning to help them develop their professional competence and confidence
- Section 10 – Keep clear and accurate records relevant to your practice
 - 10.6: Collect, treat and store all data and research findings appropriately
- Section 21 – Uphold your position as a registered nurse, midwife or nursing associate
 - 21.4: Make sure that any advertisements, publications or published material you produce or have produced for your professional services are accurate, responsible, ethical, do not mislead or exploit vulnerabilities and accurately reflect your relevant skills, experience and qualifications

HCPC Standards of Conduct, Performance and Ethics

- Section 2 – Communicate appropriately and effectively
 - 2.5: You must work in partnership with colleagues, sharing your skills, knowledge and experience where appropriate, for the benefit of service users and carers
- Section 3 – Work within the limits of your knowledge and skills
 - 3.3: You must keep your knowledge and skills up to date and relevant to your scope of practice through continuing professional development
- Section 5 – Respect confidentiality
 - 5.1: You must treat information about service users as confidential
 - 5.2: You must only disclose confidential information if:
 - you have permission;
 - the law allows this;
 - it is in the service user's best interests;
 - it is in the public interest, such as if it is necessary to protect public safety or prevent harm to other people

GPhC Standards for Pharmacy Professionals

- From Standard 4 – Pharmacy professionals must maintain, develop and use their professional knowledge and skills. People receive safe and effective care when pharmacy professionals:
 - Use their skills and knowledge, including up-to-date evidence, to deliver care and improve the quality of care they provide
 - Use a variety of methods to regularly monitor and reflect on their practice, skills and knowledge
- From Standard 5 – Pharmacy professionals must use their professional judgement. People receive safe and effective care when pharmacy professionals:
 - Consider and manage appropriately any personal or organisational goals, incentives or targets and make sure the care they provide reflects the needs of the person
- From Standard 6 – Pharmacy professionals must behave in a professional manner. People receive safe and effective care when pharmacy professionals:
 - Are trustworthy and act with honesty and integrity
- From Standard 7 – Pharmacy professionals must respect and maintain a person's confidentiality and privacy. People receive safe and effective care when pharmacy professionals:
 - Understand the importance of managing information responsibly and securely, and apply this to their practice
 - Work in partnership with the person when considering whether to share their information, except where this would not be appropriate
- From Standard 8 – Pharmacy professionals must speak up when they have concerns or when things go wrong. People receive safe and effective care when pharmacy professionals:
 - Promote and encourage a culture of learning and improvement
- From Standard 9 – Pharmacy professionals must demonstrate leadership. People receive safe and effective care when pharmacy professionals:
 - Contribute to the education, training and development of the team or of others

GDC Standards for the Dental Team

- Principle 1 – Put patients' interests first
 - 1.3.3: You must make sure that any advertising, promotional material or other information that you produce is accurate and not misleading, and complies with the GDC's guidance on ethical advertising
- Principle 4 – Maintain and protect patients' information
 - 4.2.1: Confidentiality is central to the relationship and trust between you and your patients. You must keep patient information confidential. This applies to all the information about patients that you have learnt in your professional role including personal details, medical history, what treatment they are having and how much it costs
 - 4.2.7: If other people ask you to provide information about patients (for example, for teaching or research), or if you want to use patient information such as photographs for any reason, you must:
 - explain to patients how the information or images will be used;
 - check that patients understand what they are agreeing to;
 - obtain and record the patients' consent to their use;
 - only release or use the minimum information necessary for the purpose;
 - explain to the patients that they can withdraw their permission at any time. If it is not necessary for patients to be identified, you must make sure they remain anonymous in any information you release

GOC Standards of Practice for Optometrists and Dispensing Opticians

- Section 1 – Listen to patients and ensure they are at the heart of the decisions made about their care
 - 1.4: Treat patients as individuals and respect their dignity and privacy. This includes a patient's right to confidentiality
- Section 3 – Obtain valid consent
 - Obtain valid consent before examining a patient, providing treatment or involving patients in teaching and research activities. For consent to be valid it must be given:
 - Voluntarily
 - By the patient or someone authorised to act on the patient's behalf
 - By a person with the capacity to consent
 - By an appropriately informed person. In this context, informing means explaining what you are going to do and ensuring that patients are aware of any risks and options in terms of examination, treatment, supply of appliances or research they are participating in. This includes the right of the patient to refuse treatment or have a chaperone or interpreter present
- Section 10 – Work collaboratively with colleagues in the interest of patients
 - 10.1: Work collaboratively with colleagues within the optical professions and other healthcare practitioners in the best interests of your patients, ensuring that your communication is clear and effective
- Section 14 – Maintain confidentiality and respect your patients' privacy
 - 14.1: Keep confidential all information about patients in compliance with the law, including information which is handwritten, digital, visual, audio or retained in your memory
 - 14.3: Maintain confidentiality when communicating publicly, including speaking to or writing in the media, or writing online including on social media
- Section 16 – Be honest and trustworthy
 - 16.6: Do not make misleading, confusing or unlawful statements within your advertising

PSA Standards for members of NHS Boards and Clinical Commissioning Group governing bodies in England

- From Standard 2 – I will apply the following values in my work and relationships with others:
 - I will take responsibility for ensuring that I have the relevant knowledge and skills to perform as a board member and that I reflect on and identify any gaps in my knowledge and skills, and will participate constructively in appraisal of myself and others. I will adhere to any professional or other codes by which I am bound
 - I will act consistently and fairly by applying these values in all my actions, transactions, communications, behaviours, and decision-making, and always raise concerns if I see harmful behaviour or misconduct by others
- From Standard 3 – As a Member, for myself, my organisation, and the NHS, I will seek:
 - Excellence in clinical care, patient safety, patient experience, and the accessibility of services
- From Standard 4 – I will do this by:
 - Always putting the safety of patients and service users, the quality of care, and patient experience first, and enabling colleagues to do the same
 - Demonstrating the skills, competencies, and judgement necessary to fulfil my role, and engaging in training, learning, and continuing professional development
 - Working collaboratively and constructively with others, contributing to discussions, challenging decisions, and raising concerns effectively
 - Confidently and competently using data and other forms of intelligence, including patient complaints and feedback, to improve the quality of care
- From Standard 6 – As member, for myself and my organisation, I will:
 - Respect patients' rights to consent, privacy and confidentiality, and access to information, while enabling the legitimate sharing of information between care teams and professionals for the purposes of a patient's direct care

- Be open about the evidence, reasoning, and reasons behind decisions about budget, resource, and contract allocation
- Work in partnership and co-operate with local and national bodies to support the delivery of safe, high quality care

SfH Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

- Standard 3 – Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support
 - 3.6: Actively encourage the delivery of high quality healthcare, care and support
- Standard 5 – Respect people's right to confidentiality
 - 5.2: only discuss or disclose information about people who use health and care services and their carers in accordance with legislation and agreed ways of working
- Standard 6 – Strive to improve the quality of healthcare, care and support through continuing professional development
 - 6.2: Participate in continuing professional development to achieve the competence required for your role
 - 6.6: Contribute to the learning and development of others as appropriate

SWE Professional Standards

- Standard 2 – Establish and maintain the trust and confidence of people. As a social worker I will:
 - 2.6: Treat information about people with sensitivity and handle confidential information in line with the law
- Standard 3 – Be accountable for the quality of my practice and the decisions I make. As a social worker I will:
 - 3.5: Hold different explanations in mind and use evidence to inform my decisions
- Standard 4 – Maintaining my continuing professional development. As a social worker I will:
 - 4.3: Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement
 - 4.4: Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work
 - 4.5: Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice
- Standard 5 – Act safely, respectfully and with professional integrity. As a social worker I will not:
 - 5.3: Falsify records or condone this by others

ACHCA Code of Ethics

- Expectation II: Professional Competence and Personal Conduct – Individuals shall maintain high standards of professional competence, integrity, and accountability. The Health Care Administrator shall:
 - Maintain licensure/credentials and competencies required for role and setting; pursue continuing education and professional development
- Expectation IV: Responsibility to the public, the profession and colleagues – Individuals shall honor their responsibilities to the public, the profession, and interprofessional partners. The Health Care Administrator shall:
 - Advance knowledge in post-acute and long-term care through scholarship, quality improvement, and evidence-informed practice
 - Share expertise with colleagues, students/trainees, and the public to increase understanding of aging services and the administrator's role

CIPD Code of Conduct and Ethics

- Section 1 – Positive and active impact on working lives:
 - 1.4: Ensure those working for you, have the appropriate level of competence, supervision and support and have the opportunity to develop their skills and knowledge
- Section 2 – Civic virtue and stewardship:
 - 2.5: Comply with prevailing requirements of copyright, intellectual property, patents, licensing, piracy, plagiarism, trade secrets, privacy rights and appropriation. Respect the rights of others and prevent misuse of the CIPD logo
- Section 4 – Professional service and competence:
 - 4.1: Develop your professional knowledge, skills and competence through curiosity, seeking feedback, reflection, continuing professional development, mentorship and exposure to growth opportunities. Identify and address any gaps; demonstrate your adherence to the CIPD's continuing professional development policy

AHCS Good Scientific Practice

- Domain 1 – Professional Practice:
 - 1.1.3: You respect patients' privacy and only use and disclose confidential information about their care in accordance with legal, ethical and data protection requirements
 - 1.3.6: You produce materials about your service and professional activity that do the following:
 - Present clear, accurate information in a format appropriate for the target audience (e.g., patients, carers or other healthcare professionals).
 - Provide clarity on when you are giving advice or expressing a professional opinion and the basis and parameters of this.
 - Comply with relevant legal, ethical and professional requirements and codes, including those relating to advertising, presenting research data, and writing for publication
 - 1.5.3: You contribute to others' learning and development in line with your scope of practice, competence and job role, and engage with the importance of being a competent educator as an integral component of your role as a healthcare scientist
- Domain 3 – Clinical Practice:
 - 3.2.5: You advise colleagues on using technologies, investigative processes and interventions to inform, progress and monitor patient care
- Domain 4 – Research, Development and Innovation:
 - 4.1.1: You contribute to an active research culture, in keeping with your scope of practice and job role, by doing the following:
 - Engaging in evidence-led practice.
 - Managing and/or participating in research activity.
 - Encouraging and engaging in debate on research and its development and application in practice.
 - Progressing and engaging in research collaborations with others