Approval process report

University of Hertfordshire, Paramedic, 2023-24

Executive Summary

This is a report of the process to approve the Paramedic Science programme at the University of Hertfordshire. This report captures the process we have undertaken to assess the institution and programme against our standards, to ensure those who complete the proposed programme are fit to practice.

We have:
- Reviewed the institution against our institution level standards and found our standards are met in this area.
- Reviewed the programme against our programme level standards and found our standards are met in this area.
- Recommended all standards are met, and that the [institution / programme(s)] should be approved.

Through this assessment, we have noted:
- The programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	Not applicable. This approval process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programme is approved.
Next steps	Outline next steps / future case work with the provider: • The education provider's next performance review will be in the 2026-2027 academic year.

Included within this report

Section 1: About this assessment

About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the approval process undertaken by the HCPC to ensure that the programme detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:
- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support this review:

Jason Comber	Lead visitor, Senior Lecturer / Programme Lead BSc (Hons) Paramedic Science
Gemma Howlett	Lead visitor, Principal Lecturer
Louise Winterburn	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 14 HCPC-approved programmes across seven professions and includes two Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 1993.

The education provider engaged with the approval review process in the legacy model of quality assurance in 2020. They were introducing the BSc (Hons) Radiography (Radiotherapy and Oncology), and BSc (Hons) Radiography (Diagnostic Imaging) full time programmes. This review involved consideration of documentary evidence and a virtual approval visit, to consider whether the programmes met our standards for the first time. After considering the education provider's response to the conditions set, we were satisfied that the conditions were met, and the programmes were approved in 2020.

The education provider engaged with the approval review process in the current model of quality assurance in 2021. They were introducing the MSc Occupational Therapy; MSc Speech and Language Therapy; MSc Dietetics, and MSc Podiatry programmes. We were satisfied that there was sufficient evidence to demonstrate that our standards were met, and the programmes were approved by the Education and Training Committee in 2022.

The education provider engaged with the performance review process in the current model of quality assurance in 2021.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	☐Undergraduate	☒Postgraduate	2002
	Dietitian	☒Undergraduate	☐Postgraduate	2006
	Occupational therapy	☒Undergraduate	☐Postgraduate	2021
	Paramedic	☒Undergraduate	☐Postgraduate	2004
	Physiotherapist	☒Undergraduate	☐Postgraduate	1993
	Practitioner psychologist	☐Undergraduate	Postgraduate	2000
	Radiographer	☒Undergraduate	☐Postgraduate	2000
Post-registration	Independent Prescribing / Supplementary prescribing			2017

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	1266	1362	2023	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision. The enrolled number of learners is higher than the approved intended numbers on record, however this also includes the figures for the new programme.
Learners – Aggregation of percentage not continuing	3%	15%	2020-21	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered based on HCPC-related subjects.

				The data point is significantly above the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 9% We explored this through quality theme 1 and were satisfied that the education provider has appropriate plans in place to address this going forward.
Graduates – Aggregation of percentage in employment / further study	93%	92%	2020-21	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 1% We did not explore this data point through this assessment because despite the 1% drop graduates are still making progress with securing employment opportunities and progressing to further study.

| Learner satisfaction | 77% | 82.8% | 2023 | This National Student Survey (NSS) positivity score data was sourced at the subject level. This means the data is for HCPC-related subjects.

The data point is above the benchmark, which suggests the provider is performing above sector norms.

We did not explore this data point through this assessment because the provider is performing above sector norms. |
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| HCPC performance review cycle length | | | | The education provider will next go through performance review in the 2026-27 academic year. |

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme aligns with existing provision.

As part of the request to approve the proposed programme, the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:
- **Information for applicants** –
    - Information related to admissions is available on the education provider's website. This will include a copy of the Programme Specification and Key Facts document. The Admissions policy and procedure outlines the institution wide policies covering information for applicants.
    - The education provider holds several open days where key details about the programme are explained, and potential applicants have a chance to view the facilities and meet the programme staff.

- This policy is set at institution level and will apply to all programmes. This aligns with our understanding of how the education provider operates.
- **Assessing English language, character, and health** –
    - The English language requirement policy is available online and outlined in the course information forms. As part of the admissions policy, prospective learners are advised that if they do not hold a recognised qualification in English at the required level, they will be required to produce evidence of satisfactory competence.
    - A self-disclosure procedure is in place for criminal convictions, cautions and reprimands, with an internal process for reviewing positive disclosures. An Enhanced DBS check will take place on commencement of the programme.
    - All learners enrolled on the programme will undergo an Occupational Health assessment, carried out by the education provider.
    - These policies and procedures will apply to applicants for the proposed programme.
- **Prior learning and experience (AP(E)L)** –
    - The Flexible Credit Framework document provides advice in relation to application and assessment for Accredited Prior (Experiential) Learning (AP(E)L).
    - The education provider has a Schedule of Awards document which is a policy set at institution level and advises on the maximum amount of AP(E)L allowed dependent on the type of programme and level of study.
    - Programme Specifications are specific to each programme and will identify where the allowable level of APL differs to that identified in their Schedule of Awards document.
- **Equality, diversity and inclusion** –
    - The education provider demonstrates they are committed to advancing equality of opportunity, embracing and celebrating the diversity of their community, and fostering a cohesive and inclusive culture and has an Equality and Diversity Policy.
    - This policy is set at institution level and will apply to the proposed programme.

Non-alignment requiring further assessment: None.

Management and governance

Findings on alignment with existing provision:
- **Ability to deliver provision to expected threshold level of entry to the Register[1]** –

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[1] This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

- o The Programme Specifications for each programme identify what learners need to achieve in order to meet the requirements of the programme and be eligible to apply for entry to the Register.
  - o Internal validation of the programme ensures that all aspects of the proposed programme have been considered, including, aims, learning outcomes, curriculum design and currency of content. It also ensures appropriate teaching and assessment strategies, student guidance and support, learning resources, and facilities have been considered and put in place.
  - o The education provider has existing BSc programmes in this area. The proposed new programme will utilise staff, resources, facilities and placement provision already in place. The current BSc programme is endorsed by the College of Paramedics.
  - o Policies and procedures are institution-wide and will apply to the proposed new programme.
- **Sustainability of provision** –
  - o The education provider noted several polices, procedures and processes in the approval request form (ARF) including Continuous Enhancement Planning (CEP), Periodic Review and Student Performance Monitoring Group (SPMG)
  - o The Continuous Enhancement Planning (CEP) process supports the quality assurance of the education provider's taught programmes and enhances the learning experience through incremental and focussed improvement. It supports programme teams in their continuous efforts to maintain academic standards and to improve the quality of learning opportunities. The student learning experience is enhanced by an ongoing and evidence informed monitoring process.
  - o All programmes offered by the education provider and its collaborative partners undergo a process of periodic review every six years.
  - o The arrangements for maintaining programme sustainability are appropriate. The policies and procedures are institution-wide and will apply to the proposed programme.
- **Effective programme delivery** –
  - o The education provider has been delivering the BSc (Hons) Paramedic Science since 2004. They are a well-established education provider with undergraduate and post-registration programmes in this curriculum area. This suggests there is a large amount of institutional experience and expertise available, as well as the facilities to enable effective delivery of the programme.
  - o Considering this experience and expertise, we are confident that the new programme can be delivered effectively and align with existing approaches.
- **Effective staff management and development** –
  - o Staff on the programme will be line-managed by an HCPC paramedic responsible for academic management and overall responsibility for all

paramedic education provision. They are supported by senior staff within the Department for Allied Health Professions.

- o Established development and management systems at the education provider will apply to this programme also. These include an annual appraisal of all staff and support offered through continuing staff development and access to resources offered by a dedicated Learning and Organisational Development team.
- o This assessment is based on information within the approval request form (ARF).
- **Partnerships, which are managed at the institution level** –
  - o The education provider uses their 'Collaborative Partnerships Handbook' and 'Partner Approval Placement Agreement' documents to establish the procedure for new collaborative partners.
  - o They have a have a process for considering and managing collaborative partners both overseas and in the UK. Each collaborative partner has an identified University Link Tutor to provide support and guidance.
  - o There is a legal signed placement agreement in place with each education provider that supports students on practice placements. Health and Social Care learners engage with the' National Education and Training Survey' by providing feedback on their practice placement experience.
  - o The policies are institution-wide and will apply to the proposed programme.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - o The proposed new programme will follow the established procedures at the education provider for monitoring and enhancing quality. They have supplied relevant regulations and placement agreements.
  - o The education provider has an established Centre for Academic Quality Assurance which provides oversight of all academic quality matters.
  - o We can be confident in the education provider's approach in this area because they have just completed performance review in March 2023.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The Education Provider has a number of mechanisms in place to ensure practice quality. This is evidenced through an established Health Placement Team, a Placement Agreements Team and via Placement Feedback Surveys. This information is included in the approval request form.

- o The education provider has stated that there is a long-standing provision of clinical placements, and an agreement with, the London Ambulance Service for the BSc Paramedic Science programme, which is intended to be extended to the new proposed programme.
  - o It is stated that monitoring of placement provision takes place at a School level and is led by the Associate Dean of School (Academic Quality Assurance Practice Enhancement).
  - o Day to day liaison between the Education Provider and London Ambulance Service is undertaken by the Module Leaders responsible for practice-based learning, and the Ambulance Service Link Tutor.
  - o These arrangements are aligned with existing quality practice at the education provider which have recently been assessed through performance review.
- **Learner involvement** –
  - o Similar mechanisms will be used to gather and implement feedback on the new programme as on the existing HCPC approved provision. These include student representatives to gather and provide feedback on academic issues, to feed into academic committees, and to ensure the student voice is heard.
  - o Feedback from practice placement is gathered via programme level audit and via the National Education and Training survey.
  - o We can be satisfied with the alignment of the new programme and the existing arrangements at the education provider. Those arrangements are stated in the baseline document and have been recently reviewed via performance review.
- **Service user and carer involvement** –
  - o The education provider's established service user group will also be used for the proposed new programme and will include focus groups to ensure service users are involved in the development of the programme. Ongoing service user involvement will also include their involvement in appropriate teaching and learning experiences, assessment, student recruitment, resource development and delivery of some presentations or lectures.
  - o These policies and procedures are set at institution level and will apply to all programmes.

Non-alignment requiring further assessment: None.

Learners

Findings on alignment with existing provision:
- **Support** –
  - o The approval request form (ARF) notes that learners on the new programme will have access to all the usual and established pathways for support. These include access to student wellbeing, financial support, academic skills, and the students' union.

- o At individual programme level, all learners are supported by their Year Tutor, and a named Personal Tutor.
- o These policies are aligned with the existing arrangements at the education provider and apply to all programmes.
- **Ongoing suitability** –
  - o Learners on the programme will have access to a range of ongoing support mechanisms and there are policies and procedures in place, as evidenced in the approval request from, should there be any concerns regards academic performance or professional suitability. These include polices on Fitness to Practice, Safeguarding and Student Code of conduct.
  - o Learners on the programme are also subject to ongoing DBS checks.
  - o These arrangements have been considered through previous approval processes and have also been considered as part of the performance review process.
- **Learning with and from other learners and professionals (IPL/E)** –
  - o The education provider has stated that interprofessional learning will be embedded through the programme. Opportunities to learn together and about other professions will be a feature of the programme as it is developed.
  - o This aligns with our understanding of how the education provider runs their programmes.
  - o These arrangements have been considered through previous approval processes and have also been considered as part of the performance review process.
- **Equality, diversity and inclusion** –
  - o The education provider has stated in the approval request form that the programme will use their existing Equality and Diversity Policy, principles of which are already embedded into teaching and learning practices.
  - o The Equality and Diversity Policy is set at institution level and will apply to all programmes.
  - o We can therefore be confident that the proposed programme will continue to meet the relevant standards.

Non-alignment requiring further assessment: None.

<u>Assessment</u>

Findings on alignment with existing provision:
- **Objectivity** –
  - o In order to ensure objectivity in their assessments the education provider has several policies and regulations in place, including their Assessments and Examinations Regulations and Conferment for both undergraduate and postgraduate programmes.

- The setting, review, submission, marking and moderation of examinations and assessments are subject to these existing regulations.
- These policies are set at institution level and will apply to all programmes.
- **Progression and achievement** –
    - Learner progression and achievement will be monitored via a Module and Programme Board of Examiners who confirm academic credit attained and progression to the next year of study. This process follows the normal mechanisms already in place at the education provider.
    - These policies are set at institution level and will apply to all programmes. Therefore, we can be confident that there is alignment between the proposed programme and existing provision.
- **Appeals** –
    - Learners will have access to and be made aware of the existing informal and formal appeals process.
    - The proposed programme will use the same policies and procedures and therefore we can be confident that there is alignment between the new programme and existing provision.

Non-alignment requiring further assessment: None.

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years. All existing staff who deliver on the paramedic programmes have HCPC registration as a paramedic.
- Specialist additional laboratory capacity will be reconfigured from existing office space for the programme.
- The paramedic team have an additional four dedicated labs for simulation and skills acquisition. All other resources are in place.

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
MSc Paramedic Science (Pre-registration)	FTA (Full time accelerated)	Paramedic	20 learners, one cohort per year	20/01/2025

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

We have reported on how the provider meets standards, including the areas below, through the Findings section.

Quality theme 1 – Methods in place to address and reduce the number of learners not continuing the programme(s).

Area for further exploration: The visitors noted the data point of 15% of learners not continuing on programmes was significantly above the benchmark figure of 3%. It was also noted that, when compared to the previous years' data point, the education provider's performance in this area had dropped by 9%. The visitors wanted to understand how this was being addressed. This includes the plans and methods in place to provide academic and pastoral support to address the reduction of those learners not continuing. It was important to seek assurances that the education provider is properly resourced.

Quality activities agreed to explore theme further: We explored this area through further documentary evidence and clarification. We considered this the most effective way to address the visitors' concerns. We requested evidence such as documentation which demonstrates the plans or procedures in place to monitor and address the numbers of learners not continuing on programmes.

Outcomes of exploration: The education provider explained that all learners would have an induction week at the beginning of the new academic year. Each learner would have a Personal Tutor who will be an important point of contact. They will help learners gain a good understanding of the institution and programme they are studying. There are facilities for learners which include a 'Student Centre' which provides advice on issues such as finance, regulations, legal matters, accommodation, and 'Student Wellbeing' (incorporating Counselling, Mental Health and Disability Support). There are also practice-based Link Tutors who facilitate and support practice-based learning within partner Ambulance Trusts to support learners throughout their practice placements. Regular Year Tutor and learner meetings are held to feedback on any reported issues.

The visitors were satisfied that the education provider's response had explained how they will support learners, academically and pastorally. The aim for this to reduce the numbers of non-continuation across programmes. They were satisfied that there were adequate resources in place to ensure sustainability of provision. Therefore, they determined that the quality activity had adequately addressed their concern and that the standard was met.

<u>Quality theme 2 – Clarity around numbers of qualified and experienced staff to deliver an effective programme and impact on staff student ratio (SSRs)</u>

Area for further exploration: The education provider had submitted staff CVs and a business plan indicating an academic staff increase of 1.6 WTE for the first year of the new programme. However, there was limited information about staff increases beyond this moving into the second year. The visitors also noted that a member of staff would be moved from the existing teaching staff on the Level 6 qualification. There was no further explanation or clarity around this area. The visitors noted some lack of clarity in expected learner numbers and were unsure whether the figures stated related to cohort or total numbers. The visitors wanted to understand plans to ensure a cohesive teaching team using the mix of full and part time staff and visiting lecturers stated. It was important to consider SSRs and what impact this may have on programme delivery and learner experience.

Quality activities agreed to explore theme further: We explored this area through further documentary evidence and clarification. We considered this the most effective way to address the visitors' concerns. We requested evidence such as staffing plans and clarification on learner numbers.

Outcomes of exploration: The education provider clarified their current staffing for our existing provision and confirmed numbers of Professors, Principal and Senior Lecturers. They also explained that the proposed annual intake on the new programme is 15 learners. There is one single entry point in January. They further clarified that, for the 2024-2025 academic year, there would be a staff increase of 1.6FTE (full time equivalent). For the 2025-2026 academic year, there will be a further staff increase of 1.6. Therefore, by January 2026, there will be 30 learners in total on the programme, and a staff increase of 3.2FTE.

The visitors were satisfied that the education provider's response had clarified staffing plans for delivery of the proposed programme. The visitors were assured that there would be adequate numbers of qualified and experienced staff to deliver the programme with no impact on staff student ratios. Therefore, they determined that the standard was met.

Quality theme 3 – Clarity on how practice educators and collaborators ensure they have the relevant knowledge, skills and experience to support safe and effective learning

Area for further exploration: The education provider stated that all learners will be supported by existing practice educators in practice. However, they did not state whether the practice placement provider has the required ongoing capacity to support the additional learners. It was noted that practice educators are required to complete relevant training to support learners in practice. However, it was not clear how continued compliance is communicated through practice placement collaborations. Clarification was sought as to how practice educators and collaborators ensure they have the relevant knowledge, skills, and experience to support safe and effective learning.

Quality activities agreed to explore theme further: We explored this area through further documentary evidence and clarification. We considered this the most effective way to address the visitors' concerns.

Outcomes of exploration: The education provider clarified that they have a database of Practice Educators which is maintained by their primary placement provider, London Ambulance Service (LAS). Any concern regarding practice placement education provision or capacity would be identified at a local level through the established Link Tutor system. The education provider clarified that no issues have been identified with the capacity of practice placement education provision. They also confirmed that London Ambulance Service have confirmed their ability to support 15 learners on the proposed programme.

London Ambulance Service paramedics must complete units leading to a Level 6 Certificate in Practice Education to become registered as practice placement educators. The first unit introduces the higher education practice placement structure within the LAS, the partner institutions, and the support required for learners. The second unit provides further education in coaching and feedback skills, including giving practice educators' information on evaluating clinical practice and providing constructive feedback skills. The third unit explores discipline specific skills for continuing learner development. Ongoing support for practice placement educators is provided by the Link Tutor system, and local practice education leads. This also includes regular update bulletins and local update training by academic staff, and an annual practice education conference organised by the LAS.

The visitors were satisfied that the education provider's response had clarified how practice placement educators ensure they have the relevant knowledge, skills and experience to support safe and effective learning. Therefore, the visitors determined that the standard was met.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:
- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment.
- **SET 2: Programme admissions** –
  - The programme documentation clearly articulates the entry and selection criteria of the programme.
  - The admissions requirements are provided on the website so that applicants can make an informed decision about the programme.
  - We were satisfied that the entry criteria are appropriate to the level of the programme and will in turn ensure that learners are able to meet our standards for registration once they have successfully completed the programme.
  - Therefore, the visitors were satisfied that the relevant standards in this SET area are met.
- **SET 3: Programme governance, management and leadership** –

- o The education provider delivers a range of HCPC approved programmes which have demonstrated a clear collaboration with other education providers and practice placement providers. The documentation submitted stated that the proposed programme will use the existing structures in place.
  - o The education provider has existing close working relationships with their main placement provider, London Ambulance Service, and this will also be extended to the proposed programme through the Ambulance Service Link Tutor system.
  - o All academic staff are expected to work towards Fellowship of the Higher Education Academy. This is through enrolment on a PgCert in Learning and Teaching Higher Education. New staff are allocated dedicated time to study for this qualification.
  - o In addition to the further information received through quality theme 2, we understood staffing plans ensure adequate qualified and experienced staff for program delivery without affecting staff-student ratios.
  - o The visitors saw sufficient evidence to determine that all standards within this SET area are met.
- **SET 4: Programme design and delivery** –
  - o Evidence in the mapping documents, showed that the learning outcomes meet the current standards of proficiency for paramedics. Evidence provided in the practice education guides and Definitive Module Documents also showed the standards of conduct, performance and ethics are being met.
  - o The education provider noted that the programme has been mapped to the relevant Quality Assurance Agency (QAA) Benchmark standard and designed in line with the education provider's curriculum guidance. The visitors determined that the programme learning outcomes are appropriate and have been mapped against appropriate standards.
  - o To ensure the curriculum remains relevant to current practice, the programme has been mapped against the College of Paramedics Curriculum Guidance 5th Edition (2019). On publication of the anticipated 6th Editon, curriculum content will be reviewed by the Programme Team to establish required actions for amendment or modification.
  - o The visitors saw sufficient evidence to determine that all standards within this SET area are met.
- **SET 5: Practice-based learning** –
  - o The Definitive Module Documents and Programme Specification showed aspects of the programme where practice-based education is being taught. There are specific practice-based only modules.
  - o The structure, and range of practice-based learning supports the achievement of the learning outcomes and the standards of proficiency as demonstrated in the Programme Specification, Table of Development of Intended Programme Learning Outcomes.

- o Through quality theme 3 we understood how the education provider ensures practice placement educators have the relevant knowledge, skills and experience to support safe and effective learning on the programme. They have close working relationships with the London Ambulance Service to achieve this.
  - o The visitors saw sufficient evidence to determine that all standards within this SET area are met.
- **SET 6: Assessment** –
  - o Through a request for further information, the education provider submitted a detailed mapping document relating to the new standards of conduct, performance, and ethics. This demonstrates how learners are able to meet the expectations of professional behaviour.
  - o There are a variety of assessment methods used throughout the programme which allow the learners suitable ways to showcase their understanding and awareness of the standards of proficiency.
  - o Evidence showed that the assessment methods and practice assessments have the ability to assess the programme learning outcomes and comply with the education provider's assessment policies.
  - o The visitors saw sufficient evidence to determine that all standards within this SET area are met.

Risks identified which may impact on performance: None.

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programme should be approved.

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programmes are approved.
- The education provider's next engagement with the performance review process should be in the 2026-2027 academic year.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Hertfordshire	CAS-01433-G8P9B7	Gemma Howlett Jason Comber	Through this assessment, we have noted the programme(s) meet all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: • The programme already has a person with overall responsibility in place and additional staff will be recruited in subsequent years. All existing staff who deliver on the paramedic programmes have HCPC registration as a paramedic. • Specialist additional laboratory capacity will be reconfigured from existing office space for the programme. • The paramedic team have an additional four dedicated labs for simulation and skills acquisition. All other resources are in place.

Programmes		
Programme name	**Mode of study**	**Nature of provision**
MSc Paramedic Science (pre-registration)	Full time (FT)	• Taught (HEI)

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Art Therapy	PT (Part time)	Arts therapist	Art therapy		01/09/2002
BSc (Hons) Dietetics	FT (Full time)	Dietitian			01/09/2006
BSc (Hons) Dietetics with a Year Abroad	FT (Full time)	Dietitian			01/09/2021
BSc (Hons) Occupational Therapy (Degree Apprenticeship)	WBL (Work based learning)	Occupational therapist			01/01/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2004
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1993
MSc Physiotherapy (Pre-registration)	FTA (Full time accelerated)	Physiotherapist			01/01/2022
Doctorate in Clinical Psychology (DClinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/2000
BSc (Hons) Diagnostic Radiography and Imaging	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2000
BSc (Hons) Radiotherapy and Oncology	FT (Full time)	Radiographer	Therapeutic radiographer		01/09/2000
MSc Diagnostic Radiography and Imaging (Pre-registration)	FTA (Full time accelerated)	Radiographer	Diagnostic radiographer		01/01/2022
Practice Certificate in Independent Prescribing for Allied Health Professionals	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2018
Practice Certificate in Supplementary Prescribing for Diagnostic Radiographers and Dietitians	PT (Part time)			Supplementary prescribing	01/01/2017