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## Performance review process report

### Outreach Rescue Medic Skills, Review Period 2021-2023

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#### Executive summary

This is a report of the process to review the performance of Outreach Rescue Medic Skills. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this education provider in the future, and to consider if there is any impact on our standards being met.

The programmes run by the education provider are closed to new applicants. We have considered this through the review exercise, focusing on their ability to teach out the programmes for existing learners. The education provider is currently seeking approval for a new programme. Should this programme be approved, we will need to continue to monitor the education provider through performance review.

We have

- Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed
- Recommended when the institution should next be reviewed

Through this assessment, we have noted:

- The areas we explored focused on:
    - **Quality activity 1:** The education provider's approach to ensuring continued academic quality assurance. They explained how they created a quality assurance framework that combines traditional and innovative methods.
    - **Quality activity 2:** The education provider's approach to engaging with professional bodies. They explained they have limited engagement but are members of professional bodies. They also aim to align with their ideals by engaging with staff and member feedback, which helps to align their programs with relevant professional body expectations.
    - **Quality activity 3:** The education provider's approach to responding to feedback from practice educators. They provided further reflections on how they use feedback from practice educators.
  - The provider must next engage with monitoring in two years, the 2025-26 academic year, because:
    - Due to the lack of established data points. As detailed in data and reflections section we shall work with the education provider to develop the
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required data. This data will then be available to be used at their next performance review (2025-26) if the education provider chooses to establish supply of data.

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**Previous consideration** Not applicable. The performance review process was not referred from another process.

**Decision** The Education and Training Committee (Panel) is asked to decide when the education provider's next engagement with the performance review process should be

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

- The education provider's next engagement with the performance review process should be in the 2025-26 academic year

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## Included within this report

Section 1: About this assessment .....	4
About us .....	4
Our standards .....	4
Our regulatory approach .....	4
The performance review process.....	4
Thematic areas reviewed.....	5
How we make our decisions .....	5
The assessment panel for this review.....	5
Section 2: About the education provider.....	6
The education provider context .....	6
Practice areas delivered by the education provider .....	6
Institution performance data .....	6
Section 3: Performance analysis and quality themes .....	8
Portfolio submission.....	8
Quality themes identified for further exploration .....	8
Quality theme 1- process to ensure continual academic quality assurance .....	8
Quality theme 2- approach to engagement with professional bodies .....	9
Quality theme 3- reflections on the processes for updating and implementing from practice educator. ....	9
Section 4: Findings.....	10
Overall findings on performance .....	10
Quality theme: Institution self-reflection .....	10
Quality theme: Thematic reflection.....	13
Quality theme: Sector body assessment reflection .....	13
Quality theme: Profession specific reflection.....	14
Quality theme: Stakeholder feedback and actions .....	15
Data and reflections .....	16
Section 5: Issues identified for further review .....	17
Section 6: Decision on performance review outcomes.....	17
Assessment panel recommendation.....	17
Appendix 1 – summary report .....	18
Appendix 2 – list of programmes at this institution .....	19

## 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 performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing 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 performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:

- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

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

### **Thematic areas reviewed**

We normally focus on the following areas:

- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

### **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 a review of this education provider:

Paul Bates	Lead visitor, Paramedic
Matthew Catterall	Lead visitor, Paramedic
Sheba Joseph	Service User Expert Advisor
Kabir Kareem	Education Manager

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require

profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we did not require an advisory visitor because the lead visitors were satisfied they could assess performance and risk without needing to consider professional areas outside of their own.

## Section 2: About the education provider

### The education provider context

The education provider currently delivers one HCPC approved programme across one profession. The education provider has been running HCPC approved programmes since 2012.

Outreach Rescue Medic Skills (ORMS) is the medical training company of Outreach Rescue, providing hazardous medical training which allows learners to apply for registration as a paramedic. They have been providing rescue and safety training for over 25 years.

ORMS is the only HCPC-approved private provider based in Wales, and they deliver programmes for the paramedic profession. Including higher education institutes, there are currently three Wales-based providers of paramedic programmes, with a total of eight programmes being run across them all. The provider is currently delivering two HCPC programmes which are both closed to new applicants. Therefore, through this review, we have considered how the education provider is managing the teach out of their programmes for existing learners only.

### 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 2](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2012

### 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<sup>1</sup>.

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	258	0	2023	<p>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 was presented by the education provider through this submission.</p> <p>As previously stated, the education provider is no longer recruiting learners, so the value noted in this table is 0.</p>
Learners – Aggregation of percentage not continuing	3%	N/A	N/A	<p>There is no data available for this data point. ORMS provided data in their portfolio relating to this. From September 2022 to August 2023 there is an average of 12% of learners leaving.</p> <p>The data point is above the benchmark, which suggests the provider is performing below sector norms. On examining the data ORMS have explained this was due to the impact of Covid-19.</p>
Graduates – Aggregation of percentage in employment / further study	93%	N/A	N/A	<p>There is no data available for this data point. ORMS have provided some data relating, but not equivalent, to this data point. They have outlined that 100% of their learners are continuing through to this next data set. This does not clarify the percentage in further study, however, may provide insight into performance.</p>

<sup>1</sup> An explanation of the data we use, and how we use this data, is available [here](#)

Teaching Excellence Framework (TEF) award	N/A	N/A	N/A	There is no data available for this data point due to the nature of the private provider.
National Student Survey (NSS) overall satisfaction score (Q27)	N/A	N/A	N/A	There is no data available for this data point due to the nature of the private provider. ORMS have provided some data relating, but not equivalent, to this data point.

## Section 3: Performance analysis and quality themes

### Portfolio submission

The education provider was asked to provide a self-reflective portfolio submission covering the broad topics referenced in the [thematic areas reviewed](#) section of this report.

The education provider's self-reflection was focused on challenges, developments, and successes related to each thematic area. They also supplied data, supporting evidence and information.

### Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their portfolio. Based on our understanding from the portfolio and from clarifications with the provider, we did not undertake any formal quality activities.

#### Quality theme 1- process to ensure continual academic quality assurance

**Area for further exploration:** The visitors noted how the education provider had submitted reflections on their approach to ensuring practice-based education. They provided very limited information about how they ensured the academic quality of their provision. The education provider was asked to provide further reflections on their processes to ensure continued quality assurance.

**Quality activities agreed to explore theme further:** We explored this area through an email response. We considered an email response would adequately provide the missing information that would assist us in making a judgement about their performance in this area.

**Outcomes of exploration:** The education provider submitted further reflections about how they have structured model to ensure continued academic quality assurance. The explained how they created a quality assurance framework which combined traditional and innovative methods. They also listed the range of internal and external information such as feedback from various stakeholder and external



reviews and accreditation. They noted how their quality reports had highlighted their dedication to continuous improvement. They have incorporated feedback and have processes to stay updated with the latest clinical evidence. The visitors are satisfied with the education provider's reflections had sufficiently addressed their concerns.

### Quality theme 2- approach to engagement with professional bodies

**Area for further exploration:** The visitors noted the education provider submitted limited reflection about how they had engaged with other professional bodies during the review period. They had not explained how they engaged with professional bodies or professional regulators. Visitors requested for the education provider to reflect on if there had been any impact on their provision and how they responded to changing requirements. It is important for the education provider to have processes to effectively with professional bodies.

**Quality activities agreed to explore theme further:** We explored this area through an email response. We considered an email response would adequately provide the missing information that would assist us in making a judgement about their performance in this area.

**Outcomes of exploration:** The education provider explained how they have limited engagement with professional bodies. They primarily engage with the College of Paramedics (CoP) and the British Airline Pilots' Association (BALPA). They reflected on how the CoP significantly influences the direction of paramedic practice in the UK. They remain responsive to their ideals through staff membership and feedback from other members, which helps develop their programs in line with the key factors identified by the College. They plan to engage with the CoP more formally, requesting reviews to ensure robust feedback is incorporated into their decision-making process, keeping their courses relevant. They explained how they are sensitive to BALPA's goals and gather feedback from their representatives across the UK. These efforts aim to enhance their training programs for rear crew members, ensuring they meet the standards required for Paramedic levels. The visitors are satisfied that the education provider's reflections have sufficiently addressed their concerns.

### Quality theme 3- reflections on the processes for updating and responding to feedback from practice educator.

**Area for further exploration:** The visitors noted that the education provider had limited reflection on the feedback regarding the role and engagement of placement educators during the review period. They requested further reflection on the actions taken in response to feedback from practice educators. They wanted to understand how the education provider ensured that feedback mechanisms from practice educators were functioning as intended.

**Quality activities agreed to explore theme further:** We explored this area through an email response. We considered an email response would adequately provide the missing information that would assist us in making a judgement about their performance in this area.

**Outcomes of exploration:** The education provider explained how feedback from practice educators is essential for maintaining and improving the quality of their programs. The feedback was categorised into three types: feedback on individual learners, feedback on program content, and feedback on program management. Feedback on individual learners is documented in their portfolios. If there are serious concerns, these are communicated to the organisation's Link Tutor and their faculty. Feedback on program content and management is managed according to the education provider's quality assurance policies. These include annual course monitoring and a continuous improvement policy; these have ensured systematic review and incorporation, contributing to decision-making to enhance program relevance and effectiveness. The visitors are satisfied that the education provider's reflections have sufficiently addressed their concerns.

## Section 4: Findings

This section provides information summarising the visitors' findings for each portfolio area, focusing on the approach or approaches taken, developments, what this means for performance, and why. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

### Overall findings on performance

#### Quality theme: Institution self-reflection

#### Findings of the assessment panel:

- **Resourcing, including financial stability –**
  - The education provider's HCPC approved programmes have been withdrawn from further registrations due to a change in the academic level for entry to the Register as defined in the SETs. The last intake for Diploma of Higher Education Paramedic Practice - Remote and Hazardous Environments was May 2019 and for Hazardous Environment Medicine Paramedic Award last intake was August 2021. The current programmes are in teach out and will not be recruiting any more learners.
  - They noted how a key challenge has been the outcome of being purchased by a large corporation and operating within new system. Despite this challenge, they have continued to develop because of further capital funding which has enabled implementing of improvements around the site.
  - The visitors were satisfied the provider has evidenced appropriate sustainability of finances and resources for the remaining duration of programmes.
- **Partnerships with other organisations –**
  - The education provider reflected on how they thought that because of the majority of learners completing the programmes, the requirements for regular meeting with operational organisations would start to diminish. They noted how this turned out to be a benefit because practice educators had more individual time with learners and spent more time nurturing their skills. They plan to stay in touch with placement areas

until learners complete their Paramedic programme and for any future programmes.

- The visitors are satisfied with the education provider's performance in this area.
- **Academic quality –**
  - The education provider reflected on how they maintain high academic standards through a comprehensive quality assurance framework that blends traditional and innovative practices. This framework includes the integration of emerging trends in medical practices and advancements in pedagogy. They emphasised how the qualifications and expertise of its instructors, ensuring they provide both theoretical knowledge and practical insights.
  - They explained how they had successfully enhanced engagement in the quality assurance process through regular feedback sessions and a dedicated group email for quality enhancement suggestions. This has increased participation and ownership among students and faculty. Feedback identified the need for more targeted professional development for teaching staff, leading to the initiation of workshops and collaborations with healthcare practitioners. Further reflections was reviewed for this area in [quality activity 1](#).
  - The visitors are satisfied with the education provider's performance in this area.
- **Placement quality –**
  - The education provider reflected on the challenges faced by two cohorts whose placements were interrupted when the practice education provider went into liquidation. They explained how senior management supported learner paramedics by negotiating new learning agreements with local Private Ambulance Services and NHS providers.
  - They reflected on how they use the findings from the Care Inspector Wales (CIW) to improve the quality and experience of learners in practice placements across Wales. They explained how they integrated CIW principles into their placement evaluations to ensure high standards of care, well-being, and safety. They select placements that respect personal dignity and have enhanced feedback mechanisms to continually improve learner experiences.
  - The visitors are satisfied with the education provider's performance in this area.
- **Interprofessional education –**
  - The education provider reflected on how they emphasised interprofessional education (IPE) as key part of their training philosophy during the review period. They explained how they implement IPE principles into its curriculum and programmes to address collaborative nature of emergency medical response.
  - They explained how the growing opportunities of interprofessional learning (IPL) allow paramedic learners to collaborate with diverse healthcare professionals, mirroring real-world scenarios and fostering a deeper understanding of various roles in patient care. Their IPL strategy includes simulating realistic emergencies with multidisciplinary teams, enhancing technical skills, communication, and teamwork.

- They concluded that IPL has enhanced holistic learning and collaboration. Their multidisciplinary approach prepared learners to excel in emergency services, fostering well-rounded and adaptable healthcare professionals.
- The visitors are satisfied with the education provider's performance in this area.
- **Service users and carers –**
  - The education provider reflected on how the value the insights of service users and carers. They have integrated their perspectives into their programmes to enhance compassionate, person-centred healthcare. Their involvement in curriculum development and practical training ensures their programme meets the needs of this at the hear of healthcare.
  - They explained how during the review period, they have actively integrated service users and carers into various aspects of their programme.
  - The visitors are satisfied with the education provider's performance in this area.
- **Equality and diversity –**
  - The education provider confirmed that they had adopted the equality and diversity policy of their parent company. They reflected on how, based on the updated Standards for Proficiency, they reviewed their EDI policies and content to ensure compliance and promote equality, diversity and inclusivity. This involved consulting stakeholders, including learners, faculty, service users, and their Clinical Education Manager, to gain a broad and inclusive perspective.
  - They reflected on the fact that they are not recruiting to the HCPC approved programme, they aim to reach individuals from diverse backgrounds. This is preparation to ensure that any new paramedic education programme attracts candidates with varying experiences and perspectives. The admissions process will be refined to eliminate biases and create a more inclusive pathway for candidates. They noted they had invested in comprehensive training for staff to ensure fair and unbiased evaluation.
  - The visitors are satisfied with the education provider's performance in this area.
- **Horizon scanning –**
  - The education provider reflected on how they specialise in areas often overlooked by others. These include hazardous environment medicine, austere care, protracted care, and collaboration with agencies like His Majesty's Coast Guard and Fire and Rescue Services. They also reflected on the impact the challenge of being small organisation. This because unplanned tasks like learner investigation or additional requests from external agencies can be challenging and strain staff resources.
  - Despite these challenges, their reputation provides a respectable standing in the provision of Hazardous Environment Rescue and Medicine. They noted they have successfully managed the programme closure, nearly completing with the remaining learners while expanding other offerings and starting work on a new level 6 qualification.

- The visitors are satisfied with the education provider's performance in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Thematic reflection

**Findings of the assessment panel:**

- **Embedding the revised Standards of Proficiency (SOPs) –**
  - We have decided not to explore this area because the education provider stopped recruiting to the HCPC approved programme before the required implementation date of the revised SOPs (September 2023).
- **Learning and developments from the COVID-19 pandemic –**
  - The education provider reflected on how the Pandemic prompted them to innovate in learning and development by adopting MS Teams for distance learning. This transition expanded access to expert knowledge via virtual sessions and highlighted the organisation's resilience, leading to enhanced technological infrastructure. The experience also introduced a blended learning model, integrating online education into traditional classroom settings for continued innovation.
- **Use of technology: Changing learning, teaching and assessment methods –**
  - The education provider reported that no changes have taken place since the last performance review because the current programmes are not accepting new enrolment. They reflected on their awareness of how Artificial Intelligence (AI) is transforming education. They noted how AI in platforms like Turnitin improves plagiarism detection accuracy and speed, helping educators uphold academic integrity and promoting a culture of originality and proper citation among learners.
  - They explained how as the prevalence of AI began to increase, there were few cases where learners used AI without understanding the ramifications on academic integrity. They addressed this quickly with all learners by providing guidance on the appropriate use of these tools.
  - The visitors are satisfied with the education provider's performance in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None'

Quality theme: Sector body assessment reflection

**Findings of the assessment panel:**

- **Other professional regulators / professional bodies –**
  - The education provider stated that they have limited contact with professional bodies but the main one of relevance to their provision is

the College of Paramedics (COP) and The British Airline Pilots' Association (BALPA). They reflected on how they remained responsive to the College of Paramedics' ideals through staff membership and feedback from other members, using this engagement to develop the program based on key factors identified by the COP. This was further explored through [quality activity 2](#).

- They reflected on how their engagement with professional regulators like HCPC and the College of Paramedics had impacted their approach to delivery of paramedic education. They explained how regular consultation guides their curriculum development and aligns with the latest standard. Evolving expectations of different professional regulators and professional prompted them to enhance their programme with new advancement and evidence-based practices.
- The visitors are satisfied with the education provider's performance in this area.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None

Quality theme: Profession specific reflection

**Findings of the assessment panel:**

- **Curriculum development –**
  - The education provider reflected on how in response to the growing importance of EDI in healthcare, they have updated their curriculum to include cultural competency, sensitivity, and inclusivity, ensuring paramedic students are equipped for patient-centred care in diverse communities.
  - The curriculum undergoes regular reviews and updates, incorporating the latest advancements and evidence-based practices through active engagement with healthcare professionals and experts. While integrating stakeholder requirements presents challenges due to varying perspectives, they address this by maintaining open communication channels with healthcare providers, regulatory bodies, and community representatives. This collaborative approach helps balance diverse needs while preserving the integrity of the paramedic program.
  - The visitors were satisfied the curriculum is being appropriately reviewed and updated.
- **Capacity of practice-based learning (programme / profession level) –**
  - The education provider reflected on how they adapted their paramedic programme during the pandemic by innovative methods to maintain the quality of practice-based learning. They introduced virtual simulations and online scenarios to mirror real-world emergencies. They partnered with healthcare institutions to facilitate virtual clinical placements. This allowed learners to engage in telehealth conversation observe clinical scenarios remotely and participate in virtual ward rounds. This provided valuable clinical exposure and fostered adaptability to emerging healthcare trends.

**Risks identified which may impact on performance: None.**

**Outstanding issues for follow up: None**

Quality theme: Stakeholder feedback and actions

**Findings of the assessment panel:**

- **Learners –**
  - The education provider explained how they had a robust system for collecting, reflecting on, and acting upon learner feedback to ensure a dynamic learning environment. They gather learner feedback through forms, focus groups and direct communication with tutors, which are then reviewed by senior staff.
  - They presented an example of the positive outcome from learner feedback. They made improvements to their administrative processes and support services which led to the implementation of new support initiatives. A tailored action plan was also developed which incorporated strategies provide additional resources and offer more interactive learning opportunities for learners.
  - The visitors are satisfied with the education provider's performance in this area.
- **Practice placement educators –**
  - The education provider reflected on the importance of practice educators and the establishment of feedback mechanisms to ensure the effectiveness of the practice educator feedback process. They use regular surveys and direct discussions to evaluate practice educators' experiences and address their concerns. They explained how their open-door policy allows practice educator to express concerns and provide feedback at any time. In response to educator feedback, the education provider introduced mentorship programmes and offered additional resources. This was further explored through [quality activity 3](#).
  - The visitors are satisfied with the education provider's performance in this area.
- **External examiners –**
  - The education provider reflected on how their external examiners have played an important role in upholding the academic standards and quality of their programmes. They explained the effectiveness of their transparent and collaborative approach which has ensured that external examiners are well informed about and equipped to provide meaningful feedback.
  - They reflected on the changes they made in response to external examiners feedback. Examples of these included refinement of assessment methods to align with professional standards and the paramedic landscape. They also identify good practice through external examiner reports.
  - The visitors are satisfied with the education provider's performance in this area.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** None.

Data and reflections

- **Learner non continuation:**
  - The education provider provided data in their portfolio relating to this. From September 2022 to August 2023 there is an average of 12% of learners leaving.
  - The data point is above the benchmark, which suggests the provider is performing below sector norms. On examining the data ORMS have explained this was due to the impact of Covid-19.
- **Outcomes for those who complete programmes:**
  - The education provider does not collect equivalent data relating to this area
- **Learner satisfaction:**
  - The education provider does not collect equivalent data relating to this area
- **Programme level data:**
  - The education provider does not collect equivalent data relating to this area

**Proposal for supplying data points to the HCPC:** The education provider did not define how they would propose to supply data through their portfolio.

**Risks identified which may impact on performance:** None

**Outstanding issues for follow up:** None



## Section 5: Issues identified for further review

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

There were no outstanding issues to be referred to another process

## Section 6: Decision on performance review outcomes

### **Assessment panel decision.**

Based on all information presented to them, the Committee decided that:  
The education provider's next engagement with the performance review process should be in the 2025-26 academic year

### **Reason for next engagement recommendation**

- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations, external examiners.
- External input into quality assurance and enhancement
  - The education provider did not engage directly with professional bodies. They stated they “indirectly considered professional body findings in improving their provision.
  - The education provider did not directly engage with other relevant professional or system regulator, such as Health Education and Improvement Wales (HEIW), but indirectly considered their requirements as part of their quality assurance processes
  - The education provider does not consider sector and professional development in a structured way.
- Data supply
  - Through this review, the education provider has not established how they will supply quality and performance data points which are equivalent to those in external supplies available for other organisations. Where data is not regularly supplied, we need to understand risks by engaging with the education provider on a frequent basis (a maximum of once every two years)
- In summary, the reason for the recommendation of a two-year monitoring period is:
  - Due to the lack of established data points. As detailed in data and reflections section we shall work with the education provider to develop the required data. This data will then be available to be used at their next performance review (2025-26) if the education provider chooses to establish supply of data.
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## 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 the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
Outreach Rescue Medic Skills	CAS-01395-G9B6W4	Paul Bates Matthew Catterall	2025-26 academic year	<ul style="list-style-type: none"> <li>• There is no direct engagement with other regulators or the professional body, which means there is no oversight of the provision from other similar bodies</li> <li>• The education provider has not established regular data supplies with us, meaning the maximum period for our review is two years</li> </ul>	None

Appendix 2 – list of programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>First intake date</b>	<b>Last intake date</b>
Diploma of Higher Education Paramedic Practice - Remote and Hazardous Environments	PT (Part time)	Paramedic	01/05/2017	31/05/2021
Hazardous Environment Medicine Paramedic Award	PT (Part time)	Paramedic	01/09/2012	31/08/2021