hpc health professions council

Visitors' report

Name of education provider	Middlesex University
Programme name	BSc (Hons) Applied Biomedical Science
Mode of delivery	Full Time
Relevant part of HPC register	Biomedical Science
Date of visit	4 and 5 June 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Biomedical Scientist' or 'Medical Laboratory Technician' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 9 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 25 September 2008 At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 9 September 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 30 October 2008.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Mrs Christine Murphy (Biomedical Scientist) Mrs Mary Popeck (Biomedical Scientist)
HPC executive officer(s) (in attendance)	Ms Mandy Hargood
HPC observer	Mrs Tracey Samuel-Smith
Proposed student numbers	8
Proposed start date of programme approval	October 2008
Chair	Mr Thomas Bending (Middlesex University)
Secretary	Ms Nicola Johnson (Middlesex University)
Members of the joint panel	Ms Michelle Haynes (Middlesex University Internal Panel Member) Mr Alan Wainwright (Institute of Biomedical Science) Dr Bob Munro (Institute of Biomedical Science) Ms Chrystalla Ferrier (Institute of Biomedical Science)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒
Training manual	☒	☐	☐

The HPC did not review the external examiners reports prior to the visit as the programme is new.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☐	☒	☐

The HPC did not see the specialist laboratories as the new laboratory build had yet to be completed. The education provider produced plans for the new laboratory block that is due to be handed over to the School in August 2008.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 43 of the SETs have been met and that conditions should be set on the remaining 20 SETs. Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme. Recommendations are normally set to encourage further enhancements to the programme and are often suggested when it is felt that the standards of education and training have been met at the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must provide an updated prospectus and web based entry for the programme which includes details of placement admissions.

Reason: Currently the information provided in the prospectus and on the education provider's website does not clearly state that in order to enter the BSc (Hons) Biomedical Science (Clinical Laboratory Practice) programme students must apply for the generic BSc (Hons) Biomedical Sciences programme in the first instance. To enter the BSc (Hons) Biomedical Science (Clinical Laboratory Practice) programme students must apply for a placement at the end of the first year. Since there are only eight places on this programme, a competitive selection process is in place. The admissions documentation did not provide a transparent outline of the selection procedures and criteria for the BSc (Hons) Biomedical Science (Clinical Laboratory Practice) programme and the visitors felt that this was giving potential false hope to those applicants who may choose to take up a place on the programme.

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must provide an updated prospectus and web based entry for the programme which clarifies that on graduation students become eligible to apply for registration with the HPC.

Reason: The current information provided by the education provider for the visit indicated that students would be registered on completion of the programme. The information must clearly state that on successful completion of the programme the student becomes eligible to apply for registration with the HPC.

2.2.2 The admission procedures must apply selection and entry criteria, including criminal conviction checks.

Condition: The education provider must clearly articulate within the admissions documentation when and how the education provider takes responsibility for ensuring enhanced criminal conviction checks are undertaken as part of the admissions procedures.

Reason: In the submitted documentation it was made clear that criminal conviction checks would be conducted as part of the interview and appointment process for the practice placement at the end of year one. This meant that the placement provider, rather than the education provider, was undertaking the criminal conviction check. The visitors felt that to meet this standard, the education provider must take responsibility for ensuring students were subject to

an enhanced criminal conviction check on admission and this must be communicated in all documentation relating to admissions.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must clearly articulate within the admissions documentation when and how the education provider takes responsibility for ensuring any appropriate health requirements are met as part of the admissions procedures.

Reason: In the submitted documentation it was clear that health requirements would be assessed prior to taking up a practice placement place at the end of year one. This meant that the placement provider, rather than the education provider, was making sure that the students were complying with the health requirements. The visitors felt that to meet this standard, the education provider must take responsibility for ensuring students were subject to a health check on admission and this must be communicated in all documentation relating to admissions.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must formalise the process for the retention of placements.

Reason: In the documentation and from discussions held with the programme team and the placement providers, it was clear that the placements were not supported by any formal documentation but by good will. As students would be returning to the placements throughout the programme, the visitors were concerned that without formal mechanisms in place the placement could be in jeopardy and could be withdrawn at any time. The visitors felt that there needed to be mechanisms in place to ensure that placements are retained throughout the entire programme to ensure its security.

3.7 The resources to support student learning in all settings must be used effectively.

Condition: The education provider must revise the programme documentation to ensure that the information it gives to students is accurate and correct.

Reason: The visitors were concerned about the number of inaccurate statements that appeared in the documentation as these may be misleading to students and other readers of the documentation. Examples included:

- on page 85 of the student handbook where in the module descriptor it says that graduates cannot register without the certificate of competence. This would not be true if the student was following an approved programme
- a factual error in the student programme handbook. On page 28 it states that the programme has HPC approval, when the education provider is in the process of applying for approval.

- a mention, also in the student programme handbook, of a band five trainee post.   A trainee post would have to be sought.
- the careers advice on page 73 of the training manual which was incorrect as it is not necessarily the case that students on rotational training are more likely to secure employment than a student working in a single discipline.
- in the practice placement modules BMS3666 and BMS3667, which were combined, it was difficult for the visitors to determine where the learning outcomes for one module ended and the other module began.

To effectively support student learning the visitors felt that clearly articulated and accurate documentation must be submitted.

3.9   Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must submit a protocol for gaining student consent when they participate as patients or clients in practical or clinical teaching.

Reason: In the documentation provided the education provider stated that this standard was not applicable. However during discussions with the students it became clear that they participated in practical sessions in physiology. Therefore the visitors wished to receive assurance that appropriate protocols were in place to obtain student consent for all practical sessions where students participate as a patient or client.

3.12   The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must provide evidence of the capacity and function of the new laboratories used for teaching and research.

Reason: Although the education provider circulated plans of the new building that will house the laboratories for the programme, no evidence was provided regarding the equipment or the capacity of the laboratories. The programme team during discussions with the visitors said that the laboratories would be an enhancement to those currently in use. As the laboratories currently used were not viewed by the visitors as they were being decommissioned, the visitors could not make a judgement as to whether the new laboratories would be an improvement without an outline of resources and spatial effectiveness.

5.2   There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition: The education provider must provide evidence that there are procedures in place to ensure an adequate number of staff at practice placements.

Reason: During discussions with the programme team and the practice placement providers it became clear that there was no policy or procedure in

place to ensure that there was always adequate staff in place to ensure that the training of students was consistent. The visitors were concerned that without formal procedures in place, it was possible that if the practice placement educator was not available then a student might not be able to continue with their practical training. Therefore the visitors would like to see that there are procedures in place to ensure that there is an adequate number of staff in place at practice placements.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The education provider must clearly define a timetable of achievement to show how students meet the learning outcomes for the practice placement modules BMS3666 and BMS3667.

Reason: It was not clear to the visitors from the documentation provided how the students would achieve the learning outcomes set out in the practice placement modules. The modules BMS3666 and BMS3667 were presented as one module descriptor and it was difficult to determine where the learning outcomes for BMS3666 ended and BMS3667 commenced. The visitors felt that there was a huge amount of work for the students to do to meet the learning outcomes in the time allocated for the placements. The documentation did not indicate clearly how each learning objective would be achieved on placement. Therefore the visitors would like to receive clearly articulated documentation from the education provider to ensure that students were able to meet the learning outcomes appropriate to the placement.

5.6   The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must ensure that the system for approving and monitoring all placements is thorough and effective.

Reason: During discussions the programme team reported that there was an audit tool which was used to assess placements and that in addition students always completed a feedback form on completion of a placement. However the visitors did not receive a completed audit form and from discussions with the programme team it was unclear if the audit of placements happened regularly and consistently. Therefore the visitors sought clear evidence to ensure the system for approving and monitoring all placements was thorough and effective.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.1   the learning outcomes to be achieved;

Condition: The education provider must clearly articulate how students and practice placement educators are prepared for placement regarding the learning outcomes to be achieved.

Reason: From their reading of the documentation provided, and during discussions with the programme team and the placement providers, the visitors

could not determine if there was sufficient guidance given to both the student, and the practice placement educators as to what learning outcomes were to be achieved during the placement. The monthly learning contracts in the practice placement handbook only set out what was to be achieved at the laboratory bench; there was no mention of learning outcomes. The visitors felt this needed to be addressed so that the student and the placement educator were fully prepared prior to placement.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.2   timings and the duration of any placement experience and associated records to be maintained;

Condition: The education provider must submit the guidance that the students and placement educators receive on how to complete the competency forms contained in the Biomedical Science placement training manual.

Reason: The visitors having read the documentation could not find any information on how the students and practice placement educators should complete the competency forms in the training manual. This was confirmed during discussions with the programme team and while the visitors recognised that the manual was a new document, they felt that guidance was essential to ensure that all relevant records were completed appropriately.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.4   the assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition: The education provider must clearly articulate how the assessment procedures for failure and what happens in the case of failure are communicated to students and placement educators.

Reason: The visitors could find no evidence to show how placement educators and students were made aware of the implications of and any action to be taken in the case of failure. During discussions with the programme team and the placement providers it was noted that the placement providers liaised with the education provider if there was an issue with a student where there was a potential failure issue. The placement providers felt that they were well informed, however this was not formalised and this could be an issue if a student appealed against the failure of a practice placement. The visitors felt that the assessment procedures must be clearly articulated in the documentation so that there could be no misunderstanding regarding failure on placement.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.5   communication and lines of responsibility.

Condition: The education provider must clearly articulate how students and practice placement educators are prepared for placement regarding the communication and lines of responsibility.

Reason: During discussions with the programme team and the placement providers it became clear that there was communication between the practice placement providers and the education provider. Lines of responsibility were also known. However this was not reflected in the documentation provided prior to the visit. The visitors would like to receive documentation that clearly articulates how students and practice placement educators are made aware of the lines of responsibility and communication.

5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.

Condition: The education provider must ensure that all practice placement educators are appropriately registered.

Reason: During discussions with the programme team and the placement providers it was evident that checks were in place to ensure that practice placement educators were registered, however it was not clear if the checks were consistent and made on every placement educator. The visitors felt that there needed to be a formalisation of the process to ensure that all practice educators are registered.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must provide evidence of how practice placement educators receive training.

Reason: During discussions with the programme team and the practice placement providers the visitors were informed that the education provider goes to the placement to provide in-house training. The visitors were also informed that the education provider was developing a mentor programme to ensure that all practice placement educators were prepared for receiving students. The visitors would like to receive evidence of how practice placement educators receive training to be assured that the training was appropriate and consistent.

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.

Condition: The education provider must provide evidence of how the assessment design and procedures assure that students can demonstrate fitness to practice.

Reason: It was not clear to the visitors from the documentation provided how students would demonstrate fitness to practice. The modules BMS3666 and BMS3667 were presented as one module descriptor and it was difficult to determine where the learning outcomes for BMS3666 ended and BMS3667 commenced. The assessment criteria is vague surrounding what is assessed and when in relation to the two modules. The visitors would therefore like to receive

clearly articulated documentation from the education provider to ensure that the assessment design of the practice modules BMS3666 and BMS3667 assured that students were fit to practice.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

Condition: The education provider must clearly articulate the assessment methods that are employed to measure the learning outcomes and skills required to practice safely and effectively.

Reason: It was not clear to the visitors from the documentation provided how students demonstrated the skills to practice safely and effectively. The modules BMS3666 and BMS3667 were presented as one module descriptor and it was difficult to determine where the learning outcomes for BMS3666 ended and BMS3667 commenced. Therefore the visitors would like to receive clearly articulated documentation to ensure that the assessment methods of the practice modules BMS3666 and BMS3667 measure the learning outcomes to show that students are able demonstrate the skills to practice safely and effectively.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must clearly evidence the measurement of student performance and progression in modules BMS3666 and BMS3667.

Reason: During discussions with the programme team the visitors discussed the module descriptor for the modules BMS3666 and BMS3667. It was unclear to the visitors that there was a clear rationale for the measurement of student performance within these modules as only one module descriptor was provided and therefore it could not be determined where the learning outcomes for one module ended and the other module commenced. Therefore the visitors would like to receive clearly articulated documentation that shows how student progression is measured within the practice modules.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must clearly articulate how the summative assessments in modules BMS3666 and BMS3667 are comparable.

Reason: In the visitor's reading of the module descriptors BMS3666 and BMS3667 the link between summative assessments were unclear as only one module descriptor was provided. The visitors could not determine if there was a clear rationale for the definition of summative assessment in modules BMS3666 and BMS3667 and whether it was comparable. The visitors would like to receive evidence that shows how the summative assessment within the two modules successfully measures student progression.

6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Condition: The education provider must clearly articulate within the assessment regulations the requirements for student progression and achievement within modules BMS3666 and BMS3667.

Reason: The visitors received modules BMS3666 and BMS3667 prior to the visit for consideration as one module descriptor. During discussions with the programme team the visitors discussed the modules and that there was a lack of clear requirements for progression from one module to the other as it was difficult to determine where the assessment for BMS3666 ended and BMS3667 begun. The visitors would therefore like to receive clearly articulated documentation that shows the assessment regulations relating to the modules and which clearly identifies student progression and achievement within the modules.

Mrs Christine Murphy
Mrs Mary Popeck

Visitors' report

Name of education provider	North East Ambulance Service NHS Trust
Programme name	IHCD Paramedic Award
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	15-16 July 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until Tuesday 9 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Thursday 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Tuesday 21 October 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Tuesday 2 December 2008.

Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider and validating/awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Bob Fellows (Paramedic)
	Jane Topham (Paramedic)
	Julie Weir (Operating department practitioner)
HPC executive officers (in attendance)	Paula Lescott
HPC observer	Osama Ammar
Proposed student numbers	75 over current financial year (until April 2009)
Initial approval	September 2000
Effective date that programme approval reconfirmed from	January 2009
Chair	Linda Nelson (University of Teesside)
Secretary	Gemma Rodgers (North East Ambulance Service)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☐	☐	☒
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒
Trust policy documentation	☒	☐	☐
External verifier reports from the last two years	☒	☐	☐

The HPC did not review a programme specification or external examiners' reports prior to the visit as these documents do not exist.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 31 of the SETs have been met and that conditions should be set on the remaining 32 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

**2.1   The admission procedures must give both applicant and the
        education provider the information they require to make an informed
        choice about whether to make or take up the offer of a place on a
        programme.**

Condition: The education provider must review the programme documentation
and the advertising materials for the programme to demonstrate the information
supplied to all applicants in order to ensure that they understand any
expectations of them, and are fully prepared for participation in the programme.

Reason: From the documentation submitted by the education provider the
visitors could not fully determine the information communicated to applicants to
the programme. In particular, they felt that information on the criminal records
bureau/health checks required and the possible locations of placement
experience should be clearly stated in order to provide applicants with all the
information to make an informed choice about whether to join the programme.

**2.1   The admission procedures must give both applicant and the
        education provider the information they require to make an informed
        choice about whether to make or take up the offer of a place on a
        programme.**

Condition: The education provider must review the programme documentation
and advertising materials for the programme, including the website, to follow the
guidance provided in the HPC "Regulatory status advertising protocol for
education providers".

Reason: From the documentation submitted by the education provider it was
clear that the documentation did not fully comply with the advertising guidance
issued by HPC. In particular, the HPC is not a professional body and should not
be referred to as such in any materials related to an HPC approved programme.
The HPC should be referred to as a 'regulatory body' or 'statutory regulator'. It
should also be made clear throughout all of the documentation that HPC
'approves' educational programmes. We do not 'accredit' or 'validate'
programmes. Finally, the term 'state registered' is no longer used by the
professions we regulate and should not be incorporated into any materials
relating to an HPC approved programme.

Therefore, in order to provide students with the correct information to make an
informed choice about whether to join the programme and to prevent confusion
amongst students on the programme, the visitors felt that the programme
documentation must be amended.

**2.2.1 The admission procedures must apply selection and entry criteria,
         including evidence of a good command of written and spoken
         English.**

Condition: The education provider must review the programme documentation
to provide evidence of how the required level of English of all applicants is
established in the selection process.

Reason: From the programme documentation submitted and discussions with the programme team it was not clear how evidence of a good command of English is established for all applicants. The visitors felt that, to ensure that this standard was being met, the education provider should provide the process that is in place to determine this standard and details of how this policy is applied.

2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

Condition: The education provider must revisit the programme documentation to provide the Accreditation of Prior Experience or Learning (APEL) policy.

Reason: From the programme documentation submitted and discussions with the programme team the visitors felt that the APEL policy for applicants to the programme was not clear. The visitors wished to see further evidence in order to ensure that this standard is being met.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must review the programme documentation and provide current details regarding the programmes that are planned to run, the projected numbers of students and the resources allocated to these programmes.

Reason: From the programme documentation submitted by the education provider and discussions with the senior team it was clear that some of the details surrounding planned programmes had been updated since the documentation had been submitted. To ensure that this standard is being met the visitors require current information regarding the programmes that are being planned to run in the future.

3.2 The programme must be managed effectively.

Condition: The education provider must review the programme documentation to demonstrate the systems in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate key systems for the programme were in place. In particular, the visitors wish to see evidence that illustrates that the following are in place, and example copies of documents relating to these processes:
- response to external verifiers' reports;
- student feedback process and the action plans resulting from this;
- annual reports (to detail items such as attrition rates and student satisfaction); and
- audits of practice placements and feedback process, evaluations and partnership meetings.

3.4   There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.

Condition: The education provider must amend the programme documentation to provide evidence of the sufficient number of staff and their appropriate experience to deliver the programme.

Reason: From the programme documentation submitted the visitors could not get a clear idea of the staff resources available to this programme. In addition, from the information provided at the visit the visitors felt that, due to the number of different commitments that the programme team face in delivering a range of different programmes, they required additional evidence regarding the staff resources available to the programme.

3.12   The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must review the programme documentation to demonstrate that there are formal agreements in place with their partner hospitals to ensure that students have full access to library facilities.

Reason: From the information provided at the visit it was clear that there were no formal agreements between the education provider and the partner hospitals regarding access of students on this programme to their library resources. The visitors felt that this would be essential in order for there to be assured equality of access.

4.1   The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The education provider must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

1a.1   Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession
- understand the need to act in the best interests of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing

1a.2   Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3   Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement
- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions
- be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 Registrant paramedics must:
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user
- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2 Registrant paramedics must be able to audit, reflect on and review practice
- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- understand the following aspects of behavioural science:
    - o psychological and social factors that influence an individual in health and illness
    - o how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
    - o how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
    - o the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness

- o principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
- o the theories supporting problem solving and clinical reasoning

Reason: From the discussions with the education provider, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The education provider must submit evidence to show where the philosophy and values of the College of Paramedics (British Paramedic Association) curriculum guidance are implemented and assessed in the programme.

Reason: It was not clear from the documentation and discussions with the programme team where issues of law, ethics and research were taught within the programme. With this knowledge, students will broaden their depth of learning, giving them a good underpinning for the rest of the learning outcomes within the programme. Standards of proficiency that relate to the philosophy and values in the curriculum guidance have not been covered. These are detailed in the condition against SET 4.1 and in meeting this condition students will, in turn, graduate with the ability to meet these standards of proficiency.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From discussions with the senior team it was apparent that there were plans to develop a wider range of placement environments for students on the programme. From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors felt that practice areas appear to be limited and do not reflect all that is required to be taught in the curriculum. The visitors therefore require further evidence to ensure that this standard is being met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From reviewing the programme documentation submitted by the education provider the visitors felt that they currently do not demonstrate links to professional guidance on the curriculum. The education provider needs to provide evidence that demonstrates how they have linked the programme curriculum to current guidelines by the College of Paramedics (British Paramedic Association) to show that this standard has been met.

4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.

Condition: The education provider must revisit the programme documentation to provide an outline of how autonomous practice, reflective thinking and evidence based practice is developed by students within the programme.

Reason: From the documentation submitted by the education provider it was not clear how students develop autonomous practice, reflective thinking and evidence based practice within the programme. The visitors therefore require further evidence to ensure that this standard is being met.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place to illustrate that practice placements are managed effectively in the programme.

Reason: From information supplied at the visit it was clear that there were plans to improve the systems and processes surrounding the practice placements. In order to determine that this standard is met the visitors need further evidence of these developments, in particular in relation to providing details of:
- education provider plans to establish service level agreements with practice placements; and
- the learning outcomes and details of student progression on practice placements.

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the adequacy of placement staff. The education provider should also provide the current numbers of staff at each placement, in

particular the number of mentors available and their distribution across the Trust, and detail how information regarding mentors is accessed.

5.2   There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition: The education provider must review the programme documentation to provide details of the practice supervision model that is utilised at the placements, and the roles and responsibilities of the people involved in the practice placement environment.

Reason: From the information received by the visitors it was difficult to determine the model of supervision that is in place at the practice placements. The visitors therefore require further evidence in order to ensure that this standard is being met.

5.3.1   The practice placement settings must provide a safe environment.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

5.3.2   The practice placement settings must provide safe and effective practice.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

5.4   Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice and independent learning environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure learning, teaching and supervision in the practice environment.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The education provider must amend the programme documentation in order to clarify the length of the practice placements in the programme.

Reason: From the programme documentation submitted by the education provider it was difficult to determine how long the total placement period would last as the documentation contained conflicting information. In order to prevent confusion the programme documents should be amended to reflect accurate information around this area.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The education provider must revisit the programme documentation to provide evidence that the range of placements that students undertake enables the achievement of the required learning outcomes.

Reason: From the programme documentation and the information received at the visit it was difficult to get a complete picture of the placement experience that is available to students on this programme. In order to determine if the range of placements are appropriate to the achievement of the learning outcomes the visitors would need to see evidence relating to this.

5.6   The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that this standard is being addressed. In the circumstance of the education provider utilising other education providers' audits the visitors would need to receive details of the process and any formal agreements in place between the institutions to clarify where responsibility lay regarding information in the audits.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider must revisit the programme documentation to provide evidence that the information of learning outcomes to be achieved at placements is communicated effectively to both students and practice placement educators.

Reason: From the documentation submitted by the education provider information regarding the learning outcomes expected to be achieved at the practice placements was not evident. From discussions with the programme team it was clear that there were plans to develop information booklets relating to paramedic learning outcomes for practice placement educators. To ensure that this standard is being met the visitors wish to receive evidence of the learning outcomes and the processes in place to ensure that these are communicated to students and practice placement educators.

5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of expectations of professional conduct.

Condition: The education provider must revisit the programme documentation to provide evidence that students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was evident that the information given to students around professional conduct did not reference HPC Standards of conduct, performance and ethics. From discussions with the programme team it was apparent that students were given information regarding HPC but this was not reflected in the programme documentation. The visitors require further evidence to ensure that this standard is being met.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of expectations of communication and lines of responsibility.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place that illustrate the communication and the lines of responsibility between the practice placements and the education provider.

Reason: From a review of the programme documentation the visitors could not determine a clear picture of all of the systems and processes in place surrounding the practice placements. From information received at the visit it was apparent that the education provider were either performing or were planning to develop processes in relation to placements, however these were not reflected in current documentation. In order to determine that this standard is met the visitors need further evidence of the following:
- education provider plans to establish formal agreements with practice placement providers;
- meetings between the education provider and practice placement providers;
- feedback mechanisms between the different parties involved in practice placements (education provider, students and placement providers); and
- education provider plans to implement tutor visits to placements.

5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. The education provider should also detail the experience that is required before being able to become a mentor.

5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators are appropriately registered, was not provided. At

the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must revisit the programme documentation to provide evidence of the numbers of mentors that have completed mentor training, and the numbers and distribution of mentors across the Trust. The education provider should also detail how information regarding mentors is accessed.

Reason: From the programme documentation and information received at the visit the visitors could not get a full idea of how the education provider ensured that all mentors have undertaken the relevant training, and that the numbers and the distribution of mentors were sufficient across the Trust. The visitors wished to receive additional information in order to clarify that this standard is being met.

5.9   There must be collaboration between the education provider and practice placement providers.

Condition: The education provider must revisit the programme documentation to provide evidence of the collaboration that occurs between the education provider and the practice placement providers, and to provide an updated job description of the Practice Placement Facilitator.

Reason: From the documentation submitted by the education provider information regarding the nature and frequency of the communication between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met. This could consist of scheduled meetings and/or minutes of meetings between the two parties. It was also clear at the visit that the new Practice Placement Facilitator job description had been updated since the programme documentation had been submitted and the visitors felt that a current job description was necessary in order to gain a clear idea of the role that this person would perform.

5.10   The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider information regarding the transfer of information between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met.

5.11 **Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students**.

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing processes in place between the education provider and students and the practice placement providers.

Reason: From the documentation submitted and the information received at the visit the process in place for the transfer of information between placement providers and the education provider and students was not supplied. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

5.13 **The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.**

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placements have the required policies in place, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers.

6.1 **The assessment design and procedures must assure that the student can demonstrate fitness to practice.**

Condition: The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice.

Reason: From the documentation provided, standards of proficiency mapping and module descriptors, the visitors found it very difficult to determine whether, through the learning outcomes and associated assessment methods, all the standards of proficiency would be met. As this provides a direct link to fitness to practice, the visitors were unable to determine whether a student on completion of the programme would be able to demonstrate fitness to practice. The visitors therefore require further evidence to ensure that this standard met.

6.2 **Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

Condition: The education provider must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are assessed.

1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession
- understand the need to act in the best interests of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing

1a.2 Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement
- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions
- be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 Registrant paramedics must:
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user
- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2 Registrant paramedics must be able to audit, reflect on and review practice
- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection

- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- understand the following aspects of behavioural science:
    - psychological and social factors that influence an individual in health and illness
    - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
    - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
    - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness
    - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
    - the theories supporting problem solving and clinical reasoning

Reason: From the discussions with the education provider, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate how those individuals who have completed the programme will have demonstrated fitness to practise through the assessment methods.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

Reason: In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The education provider must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

2.1 **The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.**

Recommendation: The visitors wished to recommend that the education provider rework the student handbook into one succinct document that would aid student understanding of the course and give them further information to guide them through the programme.

Reason: In the documentation submitted by the education provider the student handbook contained minimal information and was supplemented by many separate documents. The visitors felt that by including more information in the handbook on policies, course information and the welfare and support available to students that this would aid the students' understanding of the programme.

3.5 **Subject areas must be taught by staff with relevant expertise and knowledge.**

Recommendation: The visitors recognised that the programme team profile effectively met this standard but wished to recommend that the education provider continues to review the specialist experience and knowledge of the teaching staff.

Reason: The visitors wished to encourage that the education provider continues to review that the relevant specialist expertise and knowledge needed to deliver the programme in light of future changes to the curriculum in order to ensure that teaching remains relevant to current practice.

3.9 **Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

Recommendation: The visitors wished to recommend that the student consent form is reviewed in order to clearly demonstrate the options available to students on the programme regarding participation in practical teaching situations.

Reason: The visitors felt that the consent form could be made clearer to inform the students fully of their choices regarding participation in practical teaching scenarios. The visitors felt that if clear written guidance was introduced for both the students and tutors on the programme that this would be beneficial.

3.13 **The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

Recommendation: The visitors wished to recommend that the education provider continues with their plans to develop a training website for the benefit of students on the programme.

Reason: The visitors felt that by setting up a training website that could be accessed by students off site it would encourage increased access to resources that would aid students on the programme. The visitors wished to support this development with this recommendation.

Julie Weir
Jane Topham
Bob Fellows

Visitors' report

Name of education provider	North West Ambulance Service NHS Trust
Programme name	IHCD Paramedic Award
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Block release
Relevant part of HPC register	Paramedic
Date of visit	18-19 June 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until Tuesday 9 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Thursday 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Friday 21 November 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Monday 2 February 2009.

Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider and validating/awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Mr Robert Dobson (Paramedic) Mr James Petter (Paramedic) Ms Linda Mutema (Radiographer)
HPC executive officer(s) (in attendance)	Miss Elisa Simeoni
Proposed student numbers	12
Initial approval	September 2000
Effective date that programme approval reconfirmed from	February 2009
Chair	Mr Eddie Pope (North West Ambulance Service NHS Trust)
Secretary	Ms Leila Mousa (North West Ambulance Service NHS Trust)
Members of the joint panel	Mr Pat McFadden (North West Ambulance Service NHS Trust, Observer)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☐	☒	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External verifier reports for 2007 and 2008	☒	☐	☐
Study skills guide	☒	☐	☐

The HPC did not review a practice placement handbook prior to the visit as a separate practice placement handbook has not been produced but information relating to practice placements was included in the documentation.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 46 of the SETs have been met and that conditions should be set on the remaining 17 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions. The visitors may have identified, within the condition, those which they feel the education provider may wish to discuss with the validating/awarding body.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1   The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The programme team must review the programme documentation to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council.

Reason: In the documentation submitted by the programme team, the current wording in some document could be misleading and leave people with the impression that HPC registration is an automatic entitlement at the end of the programme. Therefore, the visitors felt that the programme documentation must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council.

2.1   The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must provide evidence of advertising material given to potential applicants.

Reason: In the documentation submitted and in discussion with the programme team, it was clear that the evidence provided of advertising material was an internal document only addressed to people who already work at North West Ambulance Service NHS Trust. Therefore, the visitors felt that they must see evidence of advertising document also given to potential applicants who are external to the Trust.

2.2.2 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must review the admissions procedures to ensure that criminal convictions checks have been completed by the point of registration onto the programme.

Reason: In discussions with the programme team and students, it was clear that people do not systematically undertake criminal convictions checks by the point of registration onto the programme, especially for those who already work for North West Ambulance Service NHS Trust. Therefore, the visitors felt the education provider must ensure that criminal convictions checks are systematically undertaken by all people prior to enrol onto the programme.

2.2.5 The admissions procedures must apply selection and entry criteria, including Accreditation of Prior Learning and other inclusion mechanisms.

Condition: The education provider must provide an accreditation of prior (experiential) learning policy.

Reason: In the documentation submitted, there was no indication that an accreditation of prior (experiential) learning policy was in place. Therefore the visitors felt that the education provider must provide this policy in order they make sure that academic and/or professional entry standards are appropriate.

2.3 The admissions procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: The education provider must provide consistent equal opportunities policy and anti-discriminatory policy in relation to candidates and students for the North West Ambulance Service NHS Trust.

Reason: In the documentation submitted, only the equal opportunities policy and anti-discriminatory policy of one of the merged ambulance trust was provided. Therefore, the visitors felt they must see the equal opportunities policy and anti-discriminatory policy addressed and applicable to North West Ambulance Service, and therefore including all the merged trusts.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The programme team must redraft and resubmit the student consent form to inform students they can decline to participate as patients or clients in practical and clinical teaching.

Reason: Currently the student consent form does not inform students they can decline to act as a patient or client. To ensure students are aware they can opt-out of these situations, the visitors felt the form must be updated to include an opt-out clause.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must provide an attendance policy and clearly communicate to students when attendance is compulsory.

Reason: In the documentation submitted and in discussion with students, there was no evidence that attendance requirements specific to the programme were

clearly communicated to students. The evidence the visitors saw were only general policies of the Trust like the sickness absence policy and the return to work policy but these policies were not specific to the programme. Therefore, the visitors felt that the education provider must clearly communicate to students what the attendance requirements are for the programme and any consequences of missing compulsory teaching.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.

Condition: The programme team must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed:

1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession
- understand the need to act in the best interest of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and well being
- be aware of current UK legislation applicable to the work of their profession
- be able to practice in accordance with current legislation governing the use of prescription-only medicines by paramedics

1a.2 Registrant paramedics must be able to practise in a non-discriminatory manner

1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1b.1 Registrant paramedics must be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers
- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals

- understand the range and limitations of operational relationships between paramedics and other healthcare professionals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of a paramedic

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- understand how communications skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to evaluate research and other evidence to inform their own practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2b.5 Registrant paramedics must be able to maintain records appropriately

- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology in making records

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

2c.2 Registrant paramedics must be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know the key concepts of the bodies of knowledge which are relevant to their profession-specific practice

- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- understand the following aspects of biological science:
  - the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan
- understand the following aspects of behavioural science:
  - psychological and social factors that influence an individual in health and illness
  - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
  - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships

- understand the following aspects of clinical science:
  - o principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice

Reason: From the discussions with the programme team, the students and a review of the documents, the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The programme team must revisit the programme documentation to provide evidence of a consistent audit process that placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement environments are suitable, it was clear that the system for approving and monitoring all placements was ad-hoc and not embedded as a systematic approach. Therefore the visitors wish to see evidence of a consistent audit process that placements are subjected to before students commence the practice-based element of the programme in order to ensure that this standard is appropriately met.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider should review the learning outcomes criteria of the programme to better reflect the learning outcomes that effectively take place during placements.

Reason: In discussion with the placement providers, it was clear that the learning outcomes were not truly reflective of the learning that takes place during placements. Therefore the visitors felt that the education provider should amend the programme documentation to better reflect the learning that effectively take place during placements.

5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The education provider must ensure that students and practice placement educators (mentors) are provided with detailed information in formal documentation about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

Reason: During the meetings with the practice placement educators (mentors) and students, it was clear that the information about the assessment procedures including the implications of, and any action to be taken in the case of failure, given by the education provider to these groups was not sufficient. Therefore the visitors felt that formal documentation including the assessment procedures, and including the implications of, and any action to be taken in the case of failure must be produced.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the communication and lines of responsibility.

Condition: The education provider must ensure students and practice placement educators (mentors) are provided with detailed information in formal documentation about the communication and lines of responsibility.

Reason: During the meeting with the practice placement educators (mentors) and with students, it was clear that the information about the communication and lines of responsibility given by the education provider to these groups was not sufficient. Therefore the visitors felt that the communication and lines of responsibility must be included in formal documentation.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must produce evidence that the necessary information is provided to practice placement educators (mentors).

Reason: From the documentation submitted and in discussion with the practice placement providers, it appeared that not all necessary information was clearly supplied to practice placement educators (mentors) by the education provider. Therefore the visitors felt that a practice placement handbook must be produced to ensure necessary information is provided to them.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: The education provider must provide evidence that there is a process in place to audit the placement providers in order to make sure that there is an equal opportunities and anti-discriminatory policy in place in relation to students.

Reason: While it was felt that placements providers have an equal opportunities and anti-discriminatory policy in place, the visitors did not see any evidence that the education provider has a process in place to audit the placements providers to be sure that they have an equal opportunities and anti-discriminatory policy. Therefore the visitors felt that the education provider must provide evidence that there is a process in place to audit the placement providers.

6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

Condition: The education provider must include the procedure for the right of appeal for students in the programme documentation.

Reason: The procedure for the right of appeal for students was not included in the submitted programme documentation. The visitors felt that this procedure must be made available to students and therefore felt that this document must be included in the programme documentation.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The programme team must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

Reason: In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The programme team must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

2.1   The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Recommendation: The education provider should clearly articulate in the advertising material when attendance is compulsory.

Reason: In the documentation submitted and in discussion with students, there was no evidence that attendance requirement specific to the programme are clearly communicated to students prior to enrol on to the programme. The visitors felt that the education provider should clearly communicate to students prior going onto the programme what the attendance requirements are and any consequences of missing compulsory teaching and in order they can make sure they can attend the course.

3.13   The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Recommendation: The education provider should update the book lists.

Reason: In the documentation submitted, it was clear that the bibliography and learning material list included in the module descriptors were not up to date, in particular Tortora, J.G and Grabowski, R.R (2002) *Principles of anatomy and physiology* 9th ed. Wiley New York Chichester. Therefore, in order students refer to the latest up-to-date edition of the books, the visitors felt that the education provider should update the book lists.

4.2   The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Recommendation: The programme team should map the programme against the curriculum guidance of the professional body, the College of Paramedics (British Paramedic Association), for the programme to better reflect the philosophy, values, skills and knowledge base as articulated in the curriculum for the profession.

Reason: In the documentation submitted, there was no evidence that the programme was mapped against the College of Paramedics (British Paramedic Association) curriculum guidance. Therefore, the visitors felt that in order the programme better reflects the philosophy, values, skills and knowledge base as articulated in the curriculum for the profession, a mapping document against the curriculum guidance of the College of Paramedics (British Paramedic Association) should be submitted.

4.4   The curriculum must remain relevant to current practice.

Recommendation: The education should review more regularly the curriculum in the light of changes to clinical practice.

Reason: Although there is an annual review of provision generally, in order for the curriculum to remain relevant to the HPC Standards of Proficiency and changes to current clinical practice, the visitors felt that more regular reviews of the curriculum would be recommendable.

5.8.3   Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Recommendation: The education provider should harmonise arrangements of training for practice placements educators.

Reason: In discussions with the programme team and practice placement educators (mentors), it was clear that there are several levels of practice placements educators training depending on the merged trust arrangement. The visitors felt that in term of consistency, North West Ambulance Service should harmonise training for practice placement educators (mentors).

5.9   There must be collaboration between the education provider and practice placement providers.

Recommendation: The education provider should continue to enhance collaboration with practice placement providers.

Reason: During the meeting with the practice placement providers, it was clear that there is collaboration in place with the education provider. However, the visitors encourage the education provider to enhance this collaboration by communicating more regularly with them.

Mr Robert Dobson
Mr James Petter
Ms Linda Mutema

Visitors' report

Name of education provider	Swansea University
Programme name	Supplementary prescribing for allied health professionals
Mode of delivery	Part Time
Relevant part of HPC register	Podiatry/Chiropody Radiography Physiotherapy
Relevant entitlement(s)	Supplementary Prescribing
Date of visit	23 July 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 29 August 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 16 September 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 30 October 2008.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme. The education provider and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Dr Jean Mooney (Podiatrist) Mr Gordon Burrow (Podiatrist)
HPC executive officer(s) (in attendance)	Miss Katherine Lock
Proposed student numbers	Maximum 20
Proposed start date of programme approval	January 2009
Chair	Ms Diane Mort
Secretary	Mrs Jayne Walters
Members of the joint panel	Jane Thomas (Internal Panel Member) Sue Ashelby (External Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☐	☐	☒
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☒	☐

The HPC did not review the external examiners reports from the last two years as the education provider did not submit them. However, they did table them at the visit itself.

The HPC did not review the mapping document providing evidence of how the education provider has met the SOPs prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☐	☒	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

The HPC met with students from the nursing and midwifery independent prescribing programme, as the programme seeking approval currently does not have any students enrolled on it.

The HPC did not meet with the placement providers and educators/mentors as they were unable to attend the visit.

Recommended outcome

To recommend a programme for approval the visitors must be assured that the programme meets all of the SETs and that those who complete the programme meet the SOP for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 45 of the SETs have been met and that conditions should be set on the remaining 18 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1   The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must redraft the programme flyer to better reflect that an HPC-registered Allied Health Professionals (AHPs) who successfully completes the programme will have the HPC register annotated with the Supplementary Prescribing entitlement.

Reason: The education provider provided a marketing flyer on the day of the visit which is available to potential students. The flyer did not state which AHPs can access the programme. It explained that completion of this programme led to HPC registration. It also explained that the outcome of the programme would be to independently prescribe. AHPs can only supplementary prescribe. This information was not giving the applicant the information they required to make or take up the offer of a place on a programme.

2.2.1   The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must submit evidence that the student handbook includes reference to the required English Level for registered AHPs.

Reason: The student handbook that was submitted to the visitors prior to the visit did not include a statement on the level of English required for the programme. Whilst the prospective students will be registered AHPs and the standard of proficiency regarding the level of English will be met, there was no mention of this in the student handbook.

2.2.2   The admission procedures must apply selection and entry criteria, including criminal conviction checks.

Condition: The education provider must submit evidence that the student handbook includes information that applicants will be required to show evidence that they have undertaken a recent enhanced CRB check prior to enrolment on the programme

Reason: The student handbook that was submitted to the visitors prior to the visit did not include any information about enhanced CRB checks carried out prior to admission to the programme. Pre-programme information for students must include detail on the need for enhanced CRB check, and the procedures in that are in place, should the applicant receive a positive identification on enhanced CRB check.

2.2.3   The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must submit evidence that the student handbook includes information about any health requirements.

Reason: The student handbook submitted to the visitors prior to the visit did not contain information about health requirements. The hand book was not clear if the education provider asked students to bring evidence of recent health checks to the start of the programme, or and did not describe how the vaccination process was explained to students A clearer outline of pre-programme enrolment health requirements within the student handbook will better inform students of any programme-related health requirements.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider needs to resubmit the documentation available to students on the programme to include which registered AHPs can enrol onto the programme.

Reason: The documentation did not state which AHPs (i.e.: Physiotherapists, Radiographer, Podiatrists / Chiropodists) could enrol onto the programme. In discussion with the senior management team and the programme team it was apparent that they unaware that Radiographers could also supplementary prescribe. The handbooks need to state clearly those AHPs who can be accepted on the programme, after the course team has researched the AHPs that may wish to access this programme.

3.4   There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.

Condition: The education provider must provide evidence of how many cohorts will enrol onto the programme in each academic year stating the maximum and minimum size of each cohort, including the maximum numbers of students on each level within the cohort.

Reason: The documentation, provided prior to the visit, gave a provisional start date for AHP-SP from November 2008. In discussion with the senior management and programme teams, it became apparent that the start date for the AHPs will not begin in November 2008. The teams were also unsure and gave differing answers to questions around the numbers of AHPs within each cohort. The teams explained that students will enrol to either the Level 3 or M level programme, but it was unclear to the Visitors whether the Level 3 and Level M programmes are run at the same time, and also unclear how many AHPs would be recruited to each level. In meeting this condition the visitors will be able to determine if the amount of staff in place can deliver an effective programme.

3.4   There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.

Condition: The education provider must provide evidence that there is an adequate number of appropriately qualified teaching staff on the programme, with details of their roles and student contact commitments.

Reason: The documentation submitted prior to the visit did not detail that AHP-staff were involved in the teaching and learning programme, although names of two visiting AHP lecturers were presented during the visit. It was not clear, however, which aspects of the SP programme was taught by the AHPs, nor their student contact hours. The AHP-staff CVs were not available to the Visitors. The Visitors wish to have a clearer understanding of the teaching role and student contact commitment of each member of staff involved with the teaching programme, to ensure this SET is met

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must submit evidence of a process in place to ensure all visiting lecturers have undertaken staff and continuing professional development

Reason: The programme team stated that visiting lecturers were part of the teaching team. However, Visitors did not see CVs so were unaware as to whether the standard is met. In order to meet this SET the Visitors need assurance that processes are in place that ensure that visiting lecturers, as well as permanent staff involved with the programme team, are involved in the staff development process.

3.7 The resources to support student learning in all settings must be used effectively.

Condition: The education provider must design a student handbook to better reflect the supplementary prescribing programme for AHPs.

Reason: The documentation sent prior to the visit was confusing to read. It stated that it was a handbook for students and placement providers but included information that was irrelevant or inaccurate, such as the SETs mapping and inaccurate appendix citing. It included the undergraduate student handbook only, when there are two levels available, both aimed at post-registration AHPs. It was designed for Nurses and Pharmacists; there needs to be a guide for AHPs which is easy for them to access and understand.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must formulate a process to ensure a safe environment is provided for students at placement.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. Part of the audit process should ensure assessments of risk and safety policies in the workplace.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must formulate a process to ensure provision of safe and effective practice.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. The audit process should review the assessment of understanding learning outcomes, resources available and the role of the placement provider in their role to make sure placement providers practice safety and effectively.

5.6   The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must formulate a process to maintain a through and effective system for approving and monitoring all placements.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. The audit process must include approval of approve new placements, and their future monitoring.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.1 the learning outcomes to be achieved;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including learning outcomes to be achieved.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about the learning outcomes. This must be a handbook that outlines the learning outcomes for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.2 timing and the duration of any placement experience and associated records to be maintained;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including timing and duration of any placement experience and associated records to be maintained.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about timings and the duration of the placement and records to be maintained. This must be a

handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.3 expectations of professional conduct;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including any expectation of professional conduct

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about expectation of professional conduct. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including placement assessment procedures and any action to be taken in the case of failure.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about placement assessment procedures including the implications of and action to be taken in cases of failure. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.5 communication and lines of responsibility.

Condition: The education provider must design a handbook for practice placement educators (PPEs) that is specific to the AHP students, including communication and lines of responsibility.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about communication and lines of responsibility. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). The responsibilities of the student

and PPE's must be made clearer, and detail who to contact, in what situation. There is not evidence that the placement provider have gained this information.

5.13   **The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.**

Condition: The education provider must formulate a process to ensure an equal opportunity and anti-discriminatory policy is in place when auditing student placements.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself.   Part of the audit process should ensure that placement providers have an equal opportunities and anti-discriminatory policies in place and used effectively.

Recommendations

**3.11   Throughout the course of the programme, the education provider
must have identified where attendance is mandatory and must have
associated monitoring mechanisms in place.**

Recommendation: The programme team should consider endorsing Swansea
University's attendance policy of 80% attendance throughout the programme.

Reason: The documentation received prior to the visit stated that all students
must maintain an 80% attendance record. Throughout discussion with the
programme team it was apparent that students are aware of this policy and
registers were taken. However, the programme team explained that absence
was dealt with on a case by case basis if the need should ever arise. Visitors
recommend that the statement of mandatory attendance in the documentation is
used and communicated effectively to all students.

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Dr Jean Mooney
Mr Gordon Burrow

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