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## Education and Training Committee – 29 July 2009

### Great Western Ambulance NHS Trust – IHCD Paramedic Award

#### Executive summary and recommendations

##### **Introduction**

At the meeting of the Education and Training Committee (ETC) in March 2008, the Committee agreed to undertake a programme of visits to the delivery sites of IHCD paramedic awards across the UK to reconfirm ongoing approval where appropriate. Great Western Ambulance NHS Trust (GWAST) was subject to an approval visit for this reason on 10 and 11 June 2008.

A number of conditions were placed on the ongoing approval of this programme. The visitors' report can be found as Appendix 1. A conditions deadline was negotiated for 10 December 2008 and agreed by ETC on 2 December 2008.

Prior to the deadline for the response to conditions, the education provider informed the Executive that they had decided to no longer run the programme. The education provider explained that they wished to withdraw from the HPC approval process as they no longer required ongoing approval from the HPC. Consequently, the education provider confirmed that they did not intend to respond to the conditions. The letter from the education provider can be found in Appendix 2.

The Executive confirmed to the education provider that if a decision had been made to no longer run the programme, then the remainder of the approval process (i.e. the meeting of the conditions) was now redundant. The Executive asked the education provider to clarify the dates of the first and final intake onto the programme and provide confirmation of their consent to withdraw ongoing approval of the programme. The Executive confirmed that by withdrawing ongoing approval the programme would remain approved between the commencement dates of the first cohort and final cohort. The confirmation from the education provider can be found in Appendix 3.

The Committee is asked to review all the evidence and come to a decision on the ongoing approval for this programme. The Committee is asked to consider the implications of their decisions on the final version and publication of the visitors report as well as the list of approved programmes.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2009-07-15	b	EDU	PPR	Ongoing approval decision - Great Western - IHCD - FT	Draft DD: None	Public RD: None

## **Decision**

The Committee is asked to:

- consider the ongoing approval of the programme and articulate and agree the reasons for their decision, so that they may be communicated to education provider.

The Committee has the following broad options:

- To accept, or reject, the education providers' request to withdraw from the approval process;
- To withdraw ongoing approval from the programme (based on the education provider's written consent);
- To confirm the historical periods for which programme approval will remain; and/or;
- To commence proceedings for withdrawal of approval by stating the Committee's intent to the education provider and asking for further observations.

## **Background information**

- "Pre-registration education and training for Paramedics", Education and Training Committee, March 2008, enclosure 14.
- Education and Training Panel decision from its meeting on 2 December 2008.
- 'Guidance for non approval or withdrawal of approval from programmes', Education and Training Committee, 25 March 2009

## **Resource implications**

There are currently no students registered or cohorts planned for entry to the programme. Accordingly there are no resource implications to the Committee's decision.

## **Financial implications**

There are currently no students registered or cohorts planned for entry to the programme. Accordingly there are no financial implications to the Committee's decision.

## **Appendices**

- Appendix 1 – Visitors' report
- Appendix 2 – Letter to HPC from the education provider to inform of their decision no longer run the programme
- Appendix 3 – Withdrawal of approval confirmation from the education provider

## **Date of paper**

20 July 2009

## Visitors' report

<b>Name of education provider</b>	Great Western Ambulance Service NHS Trust
<b>Validating body/awarding body</b>	IHCD (part of Edexcel)
<b>Programme name</b>	IHCD Paramedic Award
<b>Mode of delivery</b>	Full Time
<b>Relevant part of HPC register</b>	Paramedic Science
<b>Date of visit</b>	10 and 11 June 2008

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## 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 29 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 2 December 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 10 December 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 25 March 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 Bob Fellows (Paramedic) Ms Jane Topham (Paramedic) Mrs Patricia Fillis (Radiographer)
HPC executive officer(s) (in attendance)	Ms Mandy Hargood
Proposed student numbers	20
Initial approval	September 2000
Effective date that programme approval reconfirmed from	April 2009
Chair	Ms Victoria Blake (Great Western Ambulance Service NHS Trust)
Secretary	Ms Jackie Brown (Great Western Ambulance Service NHS Trust)

## 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
University of the West of England Evidencing work-based Learning Module Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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 38 of the SETs have been met and that conditions should be set on the remaining 25 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 recommendation 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 for 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 admissions process that gives clear guidance for applicants to allow them to make an informed choice about the programme.

**Reason:** During discussions with the students it became clear that no information pack, including modules to be studied, was sent to applicants. Also the students confirmed they only received the information regarding applications to the programme at short notice leaving them with little time to apply. The visitors therefore would like to receive a clear admissions process that addresses these issues to allow applicants to make an informed choice as to whether to take up an offer of a place on the 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 ensure the selection and entry criteria of a good command of written and spoken English are clearly articulated within the admissions procedures.

**Reason:** The evidence provided to visitors prior to the visit regarding a good command of written and spoken English was not clear. During discussions with the programme team it became clear that applicants to the programme were assessed on their English language skills during the application and interview process for the programme. The visitors felt that this assessment process needed to be articulated in the admissions procedures.

#### **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 ensure the accreditation of prior (experiential) learning (ap(e)l) policies are clearly articulated within the admission procedures.

**Reason:** From the discussion with the programme team the visitors learnt that the education provider follows the validating/awarding body ap(e)l policies, though no applicants have been through the process. It was apparent from the discussion with students that they did not know about the ap(e)l policies and the visitors therefore felt that the ap(e)l policies must be clearly articulated to all applicants.

**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 a revised attendance policy.

**Reason:** The attendance policy submitted as evidence stated that attendance was mandatory for all parts of the programme. However when the visitors questioned the programme team on the application of the attendance policy it became evident that there was some flexibility in attendance if for example a student was sick or a student experienced a bereavement. The visitors felt that the policy did not reflect this and should therefore be updated to give an accurate policy for the students both in the classroom setting and on placement.

**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 clearly articulate the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are assessed and addressed.

**1a.6 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 an 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

**2a.4 be able to analyse and critically evaluate the information collected**

**2b.1 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.2 be able to draw on appropriate knowledge and skills in order to make professional judgements**

- be able to change their practice as needed to take account of new developments
- be able to demonstrate a level of skill in the use of information technology appropriate to their practice

**2b.5 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 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

- 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 be able to audit, reflect on and review practice**

- understand the principles of quality control and quality assurance
- understand the value of reflection on practice and the need to record the outcome of such reflection

**3a.1 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 theoretical basis of, and the variety of approaches to, assessment and intervention

**Reason:** From the documentation and discussions with the programme team and students the visitors felt that the programme did not link all of the learning outcomes to the successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency were 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 clearly demonstrate where students obtain the relevant knowledge and skills to be able to show broader depth to the curriculum.

**Reason:** During discussions with the programme team the visitors noted that the team had included broad areas of the curriculum guidance into the programme. However it was not clear from the documentation received by the visitors prior to the visit if this was a compulsory element. The visitors felt that the inclusion of the broader areas of the curriculum guidance should be clarified in the documentation and introduced earlier in the teaching to allow for educational development in establishing an autonomous and reflective practitioner.

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

**Condition:** The education provider must clearly indicate how the integration of theory and practice within the programme enables safe and effective practice.

**Reason:** During discussions with the programme team the visitors noted that the team were clear that the integration of theory and practice was embedded within the programme. However this was not clear from the documentation received by the visitors. The visitors noted the time-table of the training received by the students but could not make a judgement about the integration of theory and practice from this document. The visitors found it hard to determine where the link between theory and practice started and ended. For example, the time-table included times where the tutors were marking papers, but there was no indication as to what the students would be doing during these times. The visitors felt that the integration of theory and practice should be clearly articulated in the programme documentation to show how students demonstrate safe and effective practice.

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

**Condition:** The education provider must clearly how articulate reflective thinking is developed by students within the programme.

**Reason:** It was not clear within the documentation submitted by the education provider how students develop reflective thinking within the programme. During discussions with the students the visitors found that there was a reflective log, but this was part of the CPD document and not seen as part of the core pre-registration programme. The new work-based learning course, which provided further opportunity to reflect on the programme, was not seen as compulsory by the students which meant that not all the students were undertaking it; however in discussions with the programme team the team said that the new work-based course was compulsory. The visitors therefore require clearly articulated documentation that describes the reflection that students do as part of the programme and clearly identifies that the new work-based learning course will be compulsory for all students.

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

**Condition:** The education provider must clearly articulate that there is an adequate number of appropriately qualified and experienced staff available at the placement.

**Reason:** In the documentation supplied by the education provider, information about placement audits, and therefore how the education provider ensures that staff numbers and qualifications are adequate, 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 the adequacy of placement staff.

#### **5.3.1 The practice placement settings must provide a safe environment.**

**Condition:** The education provider must clearly articulate that practice placements provide a safe environment.

**Reason:** In the documentation supplied by the education provider information about placement audits, and therefore how the education provider ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wished to see evidence of the audits that hospital site placements 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 education provider must clearly articulate that practice placements provide safe and effective practice areas.

**Reason:** In the documentation supplied by the education provider, information about placement audits, and therefore how the education provider ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wished 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 placement 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 clearly articulate that the work-based learning module is a compulsory element of the programme to encourage independent learning and professional conduct whilst on placement.

**Reason:** From the documentation received by the visitors prior to the visit and from the programme team meeting, the visitors learnt that the work-based learning add on module, run in conjunction with a partner institution, was compulsory. However in the meeting with the students it became evident that this was not clear and the students felt that they only had to do this if they wanted to gain more academic credit. The visitors therefore would like to receive clearly

articulated documentation that shows the module is a compulsory element of the programme, and intended to encourage independent learning and professional conduct whilst on placement.

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

**Condition:** The education provider must evidence how the learning outcomes are achieved and measured on placement.

**Reason:** During discussions with the programme team they said they had been working with their partner institution colleagues on how placements should work and how learning outcomes were achieved and measured. The programme team acknowledged the need to include this best practice within the programme. The visitors therefore wanted this clearly articulated in the programme documentation evidencing how the learning outcomes of the programme are achieved and measured on all aspects of the clinical placement.

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

**Condition:** The education provider must clearly articulate how it ensures 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 that was used to assess placements. This audit tool was the one used by the partner institution to audit placements. The programme team reported the audit tool would be used to audit placements that were not currently monitored by the partner institution. As the visitors did not see a completed audit tool they would like to receive clearly articulated documentation that shows how the education provider ensures the system for approving and monitoring all placements is thorough and effective, which includes how the relationship between the education provider and the partner institution is maintained.

**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 the mechanisms in place that prepare the students and the practice placement educators about the learning outcomes to be achieved whilst on placement.

**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. Although the programme team said that students were prepared for placement and knew what learning outcomes were to be achieved and the practice placement educators received the information in advance, the visitors would like to receive clear evidence that students and the practice placement educators are fully prepared for placement.

**5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:**

**5.7.4 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 practice placement educators.

**Reason:** During discussions with the programme team it was reported that the practice placement educators knew who to contact in the programme team if there was an issue with a student who might be failing the placement. This was confirmed with the practice placement educators. The programme team also stated that they would expect a student to report back to them if there were any issues whilst on placement. As this information was not documented and no evidence was seen by the visitors prior to the visit, the visitors would like to see clearly articulated documentation that demonstrates how the assessment procedures for failure, and what happens in the case of failure, are communicated to students and practice placement educators.

**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.

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

**Condition:** The education provider must clearly articulate how practice placement educators receive appropriate training.

**Reason:** The visitors felt that the documentation received prior to the visit did not describe the training received by practice placement educators. During discussions with the programme team it became clear that there was no formal practice placement educator training in place. The visitors would like to receive evidence of how practice placement educators receive training to be assured that the training was appropriate and consistent.

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

**Condition:** The education provider must clearly articulate the mechanisms in place to ensure that necessary information is supplied to practice placement providers.

**Reason:** The documentation received prior to the visit was unclear as to what information was provided to the practice placement providers. During discussions with the programme team and the placement lead manager it was explained that the information required by every hospital placement was different. Therefore each placement was contacted individually giving the list of requirements for each student, usually by email. The information usually included the criminal conviction check and the health check so that the hospital would be able to issue the honorary contract for the student going on placement. Whilst the visitors recognised that the system described worked well, they would like the system to be clearly articulated and formalised in the programme documentation.

**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 clearly articulate the mechanisms in place for the practice placement providers to ensure that necessary information is available at the appropriate time for both the education provider and students.

**Reason:** The documentation received prior to the visit was unclear as to what information was provided by the practice placement providers to the education provider and students. During discussions with the programme team and the placement lead manager it became clear that the information provided by each hospital placement was different. The visitors would like to receive documentation that indicates how students and the education provider receive information from the practice placement providers prior to going on placement.

**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 clearly show that the placement providers 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.

**Reason:** During discussions with programme team the visitors asked if the hospital policies for equality and diversity were given to the students whilst on placement. The programme team said that currently students did not receive the policies as a matter of course. The programme team recognised that this needed to be included as part of the audit of placements to ensure that students received all appropriate hospital policies. The visitors would like to receive documentation to clearly articulate that the placement providers' anti discriminatory and diversity

policies would be supplied to students, together with an indication of how this would be implemented and monitored in future.

**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 procedures for the additional courses run in conjunction with the partner institution assure that students can demonstrate fitness to practice.

**Reason:** The new courses added to enhance the curriculum were provided in the documentation prior to the visit. However it was not clear whether the new courses were compulsory and in discussions with the students, the students believed that the courses, especially the work-based learning and tools and framework for learning courses, were not compulsory. Although the programme team did say the courses were compulsory, the visitors felt there was insufficient evidence to support this. Therefore the visitors would like to receive clearly articulated documentation to show how the assessment procedures for the additional courses ensure that students are fit to practice, including how the student is assessed as meeting the standards of proficiency

**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 learning outcomes for the programme to reflect the standards of proficiency to demonstrate that students are safe and effective practitioners.

**Reason:** From the reading of the documentation prior to the visit and from discussions with the programme team, the visitors felt that the programme did not clearly show how the assessment methods ensure students are safe and effective practitioners as there was not a clear link between assessment and the achievement of meeting the SOPs. Currently, the assessment methods do not measure skills and learning outcomes that are required for safe and effective practice as the assessment does not reflect the SOPs detailed in the condition against 4.1.

**6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.**

**Condition:** The education provider must clearly articulate how aspects of professional practice are met on placement.

**Reason:** In the documentation and from discussions with the programme team, it was clear that professional practice was taught in the education setting. However there was no evidence to show how the professional aspects of practice were taught and assessed on placement. Therefore the visitors would like to receive clearly articulated documentation detailing where professional aspects of practice are met in the practice placement setting.

**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 clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register or propose alternative arrangements.

**Reason:** From the discussion with the programme team, the visitors learnt that the education provider was in the process of appointing of an external examiner to the programme. The assessment regulations did not reflect this and the visitors would therefore like to receive confirmation that the assessment regulations clearly specify the requirement for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

**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.**

**Recommendation:** The education provider must review the policies and regulations regarding the appointment of external examiners within their assessment regulations.

**Reason:** During discussions with the programme team the visitors learnt that the education provider was in the process of appointing an external examiner to the programme. The visitors also learnt that the proposed individual was a lecturer practitioner from the education provider's partner institution. The visitors were concerned that this did not provide the level of independence or impartiality required by an external examiner and would therefore like to receive confirmation that the policies and regulations surrounding the appointment of external examiners are reviewed.

## Recommendations

**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 education provider should consider moving the programme information to the partner institution's "Blackboard" facility.

**Reason:** The visitors felt that as this facility was available to the programme team and as the students had access to the partner institution IT facilities it would be an enhancement to the student experience and would allow staff and students to interact more readily.

Mr Bob Fellows  
Ms Jane Topham  
Mrs Patricia Fillis



# Great Western Ambulance Service **NHS**

NHS Trust

Mandy Hargood  
Education Officer  
Health Professions Council  
Park House  
184 Kennington Park Road  
London  
SE11 4BU

RECEIVED 08 DEC 2008

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Chippenham  
Wiltshire  
SN15 1GG

Tel: 01249 858500  
Fax: 01249 850091

Date: 5<sup>th</sup> December 2008  
Our Ref: OR/PLK.Its

Mandy,

Further to our recent telephone conversation and exchange of emails I wish to confirm on behalf of the Trust our intention to withdraw from the HPC visit relating to the GWAS IHCD Paramedic course. I can confirm that the final students complete on the 12<sup>th</sup> December and no further courses are planned. We are continuing to run an IHCD Paramedic course for the RAF and I understand that this is the subject of a separate visit.

We will, of course, be working with you to ensure that an alternative course delivered in partnership with the University of West of England is in place as soon as possible.

Yours sincerely

Dr Ossie Rawstorne

Cc Kerry Pinker

## Withdrawal of approval for closed programme

There are 2 sections of this form which need to be checked/completed:

- Section 1 - About the programme
- Section 2 - Confirmation

**Please amend any details that are incorrect and add in any missing information.**

Section 1 – About the programme	
Name of education provider	Great Western Ambulance Service NHS Trust
Name of awarding/validating body	Institute of Health Care Development
Programme title	IHCD Paramedic Award
Mode of delivery	Full time
Date of commencement for first cohort	30 <sup>th</sup> July 2007
Date of commencement for final cohort	7 <sup>th</sup> July 2008

Section 2 – Confirmation	
I confirm that the programme detailed above is closed and that there are no further cohorts being recruited on to it.	X
I confirm that I provide consent to withdraw ongoing approval of the programme detailed above.	X

Name	Dr S Rawstorne
Job title	Clinical Director
Date	13/07/09
Signature	