

Visitors' report

Name of education provider	University of Bedfordshire
Programme name	BSc (Hons) Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	9 – 10 December 2014

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 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 HCPC keep a register of health and care 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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 26 March 2015. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC 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. The education provider and the HCPC 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 HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Mark Nevins (Paramedic) Susan Boardman (Paramedic) Diane Whitlock (Lay visitor)
HCPC executive officer (in attendance)	Amal Hussein
Proposed student numbers	25 per cohort, two cohorts per year
Proposed start date of programme approval	April 2015
Chair	Juliet Fern (University of Bedfordshire)
Secretary	Richard Hearing (University of Bedfordshire)
Members of the joint panel	Humphrey Shaw (Internal Panel Member) Tim Gregory (Internal Panel Member) Peter Hannell (External Panel Member) Anthony Kitchener (External Panel Member) Catherine Cracknell (External Panel Member)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input 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"/>

The HCPC did not review external examiners' reports prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC 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"/>
Service users and carers	<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 (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the Operating department practitioner programme as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval the visitors must be satisfied 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 the relevant 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 34 of the SETs have been met and that conditions should be set on the remaining 24 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 number of recommendations

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

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 take up or make an offer of a place on a programme.

Condition: The education provider must submit the finalised admission procedures and information that will be given to applicants

Reason: From the information provided regarding the admission procedures, the visitors were unclear as to how the education provider ensures that applicants to the programme have all of the information they require in order to make an informed choice about taking up a place on the programme. During discussions with the senior team, it was revealed that the information given to applicants regarding the admission procedures has been updated since the time the documentation was submitted to the visitors. The visitors were provided with the updated admission information on the second day of the visit, but were unable to review this documentation due to time constraints. The visitors require the programme team to submit the finalised admission procedures and information that will be given to applicants. In this way the visitors can determine how the programme meets this standard by ensuring that applicants have all the information they require in order to make an informed choice about taking up a place on the programme.

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 take up or make an offer of a place on a programme.

Condition: The education provider must revisit programme advertising materials, to ensure that potential applicants are made aware of the costs of Disclosure and Barring Service checks associated with the programme on entry.

Reason: The visitors reviewed the 'Course and Unit Information Form' document which will be used to inform applicants about the programme. Discussions with the programme team revealed that students will be expected to pay for their own Disclosure and Barring Service (DBS) checks. However, the visitors were unable to determine from the documentation submitted how costs of DBS will be communicated to potential applicants. The visitors consider this to be essential information for applicants and therefore, require the education provider to review the programme documentation including advertising materials, to ensure that potential applicants are informed of any costs associated with DBS checks. In this way the visitors can determine how the programme can meet this standard by ensuring that applicants have all the information they require in order to make an informed choice about taking up a place on the programme.

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

Condition: The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's requirements regarding Disclosure and Barring Service checks.

Reason: From the information provided in the documentation and in discussion at the visit, the visitors were clear that all students must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to the programme. The visitors were provided with a statement regarding DBS checks in the Course and Unit Information Forms document (page 3), which states applicants must “undergo Disclosure and Baring Service Clearance”. From this information the visitors were unable to determine how the DBS check is applied and how policies are structured to deal with any issues that would arise as a result of the check. The visitors were provided with information regarding DBS checks on the second day of the visit but did not have sufficient time to review the evidence. As such, the visitors did not see evidence of the process in place for managing DBS checks. The visitors were also unable to determine who makes the final decision about accepting a student onto the programme if any issue does arise. Therefore, the visitors require further information about the DBS checks that are applied at the point of admission. In particular the visitors require further evidence of the education provider process and clarification of who makes the final decision about accepting an applicant onto the programme if an issue arises.

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

Condition: The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider’s health requirements.

Reason: From the information provided in the documentation and in discussion at the visit, the visitors were clear that all students must complete a health declaration as part of the admissions process to the programme. The visitors were provided with a statement regarding health clearance in the Course and Unit Information Forms document (page 3), which states applicants must “undergo Occupational Health clearance, including appropriate vaccinations”. From this information the visitors were unable to determine the education provider process for determining what adjustments could or could not reasonably be made if health conditions were disclosed. The visitors were provided with information regarding health declarations on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see evidence of the process in place for managing health declarations. From the initial documentation, the visitors could not determine how the admissions procedures apply the health declarations, how any issues that may arise would be dealt with. In particular the visitors could not determine who makes the final decision about accepting a student if adjustments would be required. Therefore the visitors require further information about the health declarations that are applied at the point of admission. In particular the visitors require further evidence about who makes the final decision about accepting an applicant onto the programme if adjustments are required.

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

Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: From a review of the documentation provided and during discussions with the senior management team at the visit, the visitors noted that plans to recruit an additional full time staff member have been agreed. However, from discussions with the senior team, it was clear that the additional full time staff member will not be in post until next year. Furthermore, the visitors were unable to determine how, following the recruitment to this post, there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must demonstrate that staff with specialist expertise and knowledge are in place to deliver the programme.

Reason: The education provider included staff curriculum vitae with the documentation. The visitors were satisfied that some of the staff have specialist expertise and knowledge to deliver this programme, however, they noted that only one staff member was an HCPC registered paramedic. During discussions with the senior team and the programme team, the visitors learnt that the education provider is planning to recruit another member of staff who will be a paramedic and will also consider employing visiting paramedic tutors for the delivery of this programme. With the current profile of paramedic experience in the staff group, the visitors were concerned about whether subject areas were being taught by staff with relevant specialist expertise and knowledge. The visitors therefore require information about any additional staff resources that are, or will be, in place to support the delivery of an effective programme, to include details of the visiting staff members of the programme team and their allocated areas of responsibility across the programme. This condition is in line with the condition for SET 3.5. The education provider should detail how they ensure that staff have relevant specialist expertise and knowledge to deliver the programme effectively.

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

Condition: The education provider must submit programme documentation that has been revised in line with any changes made to meet the conditions set as a result of this approval visit.

Reason: Through discussion at the visit, and from the final conclusions of the internal validation and external visiting panel it was clear that revisions will be made to programme documentation to meet conditions set by internal panel. The visitors consider the programme documentation that students routinely refer to as an important resource to support student learning. In particular, the conditions set by internal panel referred to amendments to module descriptors, the programme specification document and the student handbook. To ensure the programme meets this standard the visitors need to review revised documentation to ensure the resources to support student learning are effectively used. Therefore the visitors require the education provider to submit the revised programme documentation the students routinely refer to.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The programme team must provide evidence of the formal protocols to obtain informed consent from students when they participate as service users in practical and clinical teaching and for managing situations when students decline from participating.

Reason: From a review of the documentation, the visitors noted that the SETs mapping document (SET 3.14) submitted by the education provider stated that “the team are currently working on this protocol in preparation for the approval event”. The visitors were provided with a consent form on the second day of the visit but were unable to review this document due to time constraints. As such, the visitors did not see evidence of the formal protocols to obtain informed consent from students when they participate as service users and for managing situations when students decline from participating as service users in practical sessions. To ensure this standard is met, the visitors require evidence of any formal protocols for obtaining informed consent from students before they participated as a service user in practical and clinical teaching. They also require evidence that demonstrates how students are informed about the requirement for them to participate, how records are maintained to indicate consent had been obtained. In particular, the visitors require evidence to show what alternative learning arrangements will be put in place so there would be no impact on their learning where students declined from participation.

3.15 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 identify where students’ attendance is mandatory and how the attendance mechanisms are effectively communicated and monitored.

Reason: From a review of the documentation, the visitors could not identify the attendance requirements for students or how students were informed about the mandatory elements of the programme. In discussion with the students from the Operating department practitioner programme there was some confusion regarding understanding of the attendance policy and the associated monitoring mechanisms for this programme. The programme team highlighted that they expect full attendance at all times from students. However, the visitors were unable to see where in the documentation this requirement was communicated to students. Through discussion with the programme team, the visitors learnt that for in house lectures, attendance sheets are sometimes used to monitor attendance and that poor attendance would be followed up. The visitors were provided with information regarding the attendance policy on the second day of the visit, but did not have sufficient time to review the evidence. From the documentation sent prior to the visit and discussions at the visit, the visitors were unable to determine how students starting the programme would be informed of this attendance policy, how it would be enforced and what, if any, repercussions there may be for students who fail to attend. Therefore the visitors require further evidence of the attendance policy, what parts of the programme are mandatory and how this is communicated to students. They also require further evidence to demonstrate how students are made aware of what effect contravening this policy may have on their ability to progress through the programme

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must provide further detail of the formal procedure in place to deal with any concerns about students' profession related conduct and how the procedure would be implemented.

Reason: From reviewing the documentation provided prior to the visit, and from discussions with the programme team, practice placement team and the students, the visitors were clear that there are mechanisms in place to deal with any misconduct of students in the education setting. The visitors were unclear, however, how concerns about students' profession-related conduct while on placement are relayed to the programme team, or how any issues would be dealt with by the education provider. The visitors were also unclear how any non-academic conduct issues would be dealt with by the education provider, or whether the students are aware how any issues could impact on future registration. The visitors were provided with information on fitness to practice procedures on the second day of the visit, but did not have sufficient time to review the evidence. Therefore, the visitors require evidence of the formal mechanisms by which the education provider manage any concerns with students' profession-related conduct on placement and how this information will be communicated to students to ensure this standard is met.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The programme team must provide further information about how they ensure that a sufficient number, duration and range of placements are available for all students who undertake this programme.

Reason: In discussion with the programme team the visitors were made aware that there is a close working arrangement with the East of England Ambulance Trust. The visitors also noted from discussions with the placement providers and the programme team that East of England Ambulance Trust are responsible for providing suitable placements for students, rather than the staff team at the education provider. From the information provided the visitors could not determine how the programme team ensures that the number, duration and range of placements offered by the East of England Ambulance Trust will be sufficient for students to meet the learning outcomes for the programme. The visitors were provided with further information about placements on the second day of the visit, but did not have sufficient time to review the evidence. The visitors therefore require further information which articulates how the programme team ensure that there are a sufficient number, duration and range of placements to support the delivery of the programme and enable students to meet the relevant learning outcomes. In this way the visitors can determine how the programme may meet this standard.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The programme team must provide further clarification of the formal processes used to allocate placements and ensure that all students get the experience they require to achieve the learning outcomes.

Reason: Prior to the visit, the visitors were provided with a SOPs mapping document for the programme which linked the learning outcomes associated with practice placements to relevant standards of proficiency. However, from the evidence provided at the visit it was clear that East of England Ambulance Trust are responsible for providing suitable placements for students, rather than the staff team at the education provider. It was also highlighted in the meeting with the programme team that the outcomes of each of the placements is negotiated between the student and the placement provider at the first placement meeting. From the information provided the visitors could not determine how the programme team ensures that the placements undertaken by students will be sufficient for them to meet the learning outcomes required for successful completion of the programme. The visitors were provided with further information about placements on the second day of the visit, but did not have sufficient time to review the evidence. From the initial documentation provided, the visitors could not determine how the programme team ensures that the allocation of placements provide students with sufficient placement experience to meet the required learning outcomes and subsequently the SOPs. The visitors therefore require further evidence of how the allocation of placements work in practice and how the programme team ensure that the number, duration and range of these placements ensure that students can meet the required learning outcomes. In this way the visitors can determine how the programme may meet this standard.

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

Condition: The education provider must submit evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring all placements.

Reason: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the initial documentation submitted and discussions held at the visit, the visitors could not find any evidence of overarching policies, systems and procedures in place regarding the approval and monitoring of placements used by the programme. From discussions with the programme team, it was unclear how the education provider would maintain responsibility for the approval and monitoring of practice placements. The visitors could not determine the criteria used by the programme team to assess a placement and the overall process undertaken to approve it, as well as how activities such as the practice educator and student questionnaires feed into this. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of placements, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence of the criteria used to approve placement providers and settings, the overall process for the approval and ongoing monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience is

considered and acted upon. Any such evidence should articulate what the process in place is and how this supports the review of the quality of a placement.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide evidence of how they ensure equality and diversity policies are in place within practice placements.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's equality and diversity policy under SET 6.6. Upon reviewing the web link, the visitors were unable to determine how the education provider's "equality and diversity policy and strategy covering all staff, students and stakeholders" will ensure equality and diversity policies are in place within practice placements. From a review of the initial documentation and discussions with the placement provider, the visitors noted that the East of England Ambulance Trust secure practice placements for students. The visitors could not find evidence of any formal mechanisms in place to ensure the quality of practice placements before they are used. From discussions with the programme team and practice placement providers the visitors noted that a number of informal mechanisms are used to check and monitor the equality and diversity policies are in place. The visitors highlighted that formal arrangements should be in place so that the education provider is able to ensure that practice placements have equality and diversity policies in place. The visitors therefore require the education provider to provide evidence that demonstrates how the programme ensures equality and diversity policies are in place within practice placements.

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

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. For this standard, the education provider referenced the "Mentor registers held by Trust" in their SETs mapping document, but the visitors were unclear how this statement ensured this standard was met. From discussions with the programme team and the practice placement provider, the visitors learnt that the East of England Ambulance Trust hold a database of staff. Also, the visitors were told that local and regional work is currently on going to ensure that there are an adequate number of appropriately qualified and experience staff at practice placement setting via the East of England Paramedic Partnership Group meetings. The visitors acknowledge that the Partnership group is still at early development stage. However, it was unclear how the education provider would maintain responsibility for ensuring all placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this

standard is met, and require information which demonstrates how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience.

Reason: From the documentation provided, the visitors could not determine how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience. For this standard, the education provider referenced the “Mentor registers held by Trust” in their SETs mapping document, but the visitors were unclear how this statement ensured this standard was met. From discussions with the programme team and the practice placement provider, the visitors learnt that East of England Ambulance Trust are currently working with the University of East Anglia to develop a mentorship programme. The visitors learnt that the education provider can feed into this development programme, and that all practice placement educators will be expected to undergo the mentorship programme. From the discussions and initial documentation, it was unclear how the education provider would maintain responsibility for ensuring practice placement educators have the relevant knowledge, skills and experience. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. The visitors were therefore unable to make a judgment about whether this standard is met, and require further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The programme team must provide further evidence to demonstrate how they ensure that practice placement educators have undertaken the appropriate placement educator training.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators undertake appropriate practice placement educator training. During discussions with the programme team, the visitors learnt that there are practice educators training options that are offered to practice educators including a 15 credits Mentorship & Support for Professional Practice course. The visitors acknowledged that there are training opportunities and workshops provided by the education provider for practice placement educators but were unable to see how each individual placement educator’s training is monitored, or how the requirements for training feeds into partnership agreements with the providers. The visitors were also unclear about the steps taken by the education provider to ensure that suitably trained placement educators were in place for students. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. To ensure this standard is met, the visitors require the education provider to clearly articulate the training requirements for placement

educators and the processes in place for ensuring these requirements are met and monitored in practice placement setting.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must provide further evidence of their processes to ensure placement educators are appropriately registered, or agree other arrangements.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators are appropriately registered, or agree other arrangements. For this standard, the education provider referenced “mental health placements – with NMC Registered Mental Health nurses, Maternity placements – with NMC Registered Midwives”. From this, the visitors were unclear of the process in place in ensuring placement educators are appropriately registered. From discussions with the programme team, the visitors learnt that the “Mentor register held by Trusts” will record practice educator registration. From the discussions and documentation, it was unclear how the education provider would be involved in maintaining responsibility for ensuring placement educators are appropriately registered if the registration of practice educators are held by the Trust. The education provider tabled documentation on the second day of the visit with information about practice placement educators, but the visitors were unable to review this documentation due to time constraints. To ensure that this standard is met, the visitors require further evidence of the process in place in ensuring placement educators are appropriately registered, or agree other arrangements.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The programme team must provide further information on the learning outcomes for non-ambulance service placements, including methods of assessment, and any alignment to academic modules.

Reason: The visitors noted from discussions with the programme team that there will be placements in non-ambulance service settings. From the course handbook it was clear that the East of England Ambulance Trust will be providing the core placements for this programme but students will also experience working as a paramedic in an urban area. The visitors noted the importance of ensuring students have sufficient exposure to a variety of situations such as within hospital settings and other non NHS placements. However, the visitors could not find further detail in the documentation to support these placement experiences, specifically regarding how these placements will be integrated with the programme, or information of the learning outcomes and associated assessments. The visitors therefore require further evidence that the students and placement educators in non-ambulance placement settings are given

sufficient information to understand the learning outcomes to be achieved, and are therefore fully prepared for placement in non-ambulance settings.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The programme team must provide further information as to how the education provider ensures placement educators and students are fully prepared for placements.

Reason: The visitors could not determine from the practice placement handbook how the education provider ensured students, practice placement providers and educators are fully prepared for each individual placement particularly regarding the students' scope of practice and expectations of both the students and practice placement educators at each individual placement. At the programme team meeting, the visitors were made aware that students will be prepared for placements by undergoing a placement induction. Discussions with the students revealed a varied experience of placement induction and also a varied impression regarding how well they felt prepared for placement. The visitors therefore require information about the mechanisms in place which demonstrates how the education provider ensures students are fully prepared for placement and practice educators are made aware of students' scope of practice for each placement and expectation of both the students and practice placement educators at placement. This condition is linked to the other condition placed on SET 5.11 above. Therefore, the visitors require further evidence to support the way the placement educators and students will be prepared.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Condition: The education provider must provide further evidence of how they ensure a range of learning and teaching methods that respect the rights and needs of service users and colleagues are in place throughout practice placements.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted under SET 5.13 that the education provider has stated "To be discussed at approval event". From the discussions with the programme team, the visitors were unable to determine whether there is a process in place throughout practice placement that ensures the learning and teaching methods respect the rights and needs of service users and colleagues. Therefore, the visitors, require further evidence that there is a system in place that ensures, where possible, service users are aware that students are involved and appropriate consent has been sought. In this way the visitors can determine how the education programme can meet this standard.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider must ensure there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment of students.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.6. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that demonstrates how the education provider ensure that there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment of students. The visitors were provided with information on the mechanisms in place on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation that defined the programme's assessment regulations for this standard. Therefore, the visitors require evidence that the education provider has effective monitoring and evaluation mechanisms in place to ensure appropriate standards in assessment of students. In this way the visitors can determine how the education programme can meet this standard.

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

Condition: The programme team must clarify the requirements for student progression and achievement within the programme, and how this information will be communicated to students.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.7. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that demonstrates the requirements for student progression and achievement within the programme. From the discussions with the programme team, the visitors were not clear how the programme team assess students to make sure that they continue to progress within the programme and how this information would be communicated to students. The visitors were unable to see how the assessment regulations regarding student progressions and achievements would be made clear to students so they can understand what is expected of them at each stage of the programme. The visitors were provided with information on student progression and assessment regulations on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation that defined the programme's assessment regulations for this standard. The visitors therefore, require the programme team to specify requirements for student progression and achievement within the programme, in particular how this information will be communicated to students.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Condition: The programme team must provide evidence that they have regulations or policies in place that ensure that any interim award made available to students will not provide eligibility to apply for HCPC registration, and that the programme documentation clearly articulates this.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.8. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that demonstrates requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award. Discussion with the programme team revealed that currently there is no interim award, however, the programme team are in discussion to introduce a non-titled exit award. The visitors require evidence that final arrangements for the provision of exit awards are made in line with HCPC requirements to be satisfied that this standard is met. The visitors were provided with additional information around this standard on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation which defined the programme's assessment regulations for this standard. The visitors require evidence that demonstrates the education provider has regulations or policies in place that ensure that any interim award made available to students will not provide eligibility to apply for HCPC registration, and that the programme documentation clearly articulates this.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must clearly articulate an aegrotat award will not lead to eligibility to apply for HCPC registration.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.9. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that clearly articulates an aegrotat award will not lead to eligibility to apply for HCPC registration. The visitors could not determine where there was a clear statement regarding aegrotat awards. The visitors were provided with additional information around this standard, on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation which defined the programme's assessment regulations for this standard. The visitors could therefore not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence of the assessment regulation around this standard and that there is a clear statement included in the programme documentation regarding aegrotat awards and that this is accessible to students.

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

Condition: The education provider must provide further evidence to demonstrate there are procedures in place for the right of appeal for students.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.10. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that demonstrates that there are procedures in place for the right of appeal for students and how this information would be communicated to students. Discussions with the programme team revealed a university wide process in place for dealing with rights of appeals for students. The visitors were provided with additional information around this standard on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors also did not see documentation which defined the programme's assessment regulations for this standard. The visitors therefore require further information that clarifies the appeals procedure for students and details how students are told about the right to appeal to ensure this standard is met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must include a clear statement in the programme documentation that at least one external examiner for the programme will be from the relevant part of the Register, or agree other arrangements.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted a web link to the education provider's regulation and procedures under SET 6.11. Upon reviewing the web link, the visitors found it hard to navigate through the site and locate the appropriate information that clearly specify requirements for the appointment of at least one external examiner being appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register. The visitors were provided with additional information around this standard on the second day of the visit, but did not have sufficient time to review the evidence. As such, the visitors did not see documentation which defined the programme's assessment regulations for this standard. This standard requires that the assessment regulations of the programme state that at least one of the external examiners appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HCPC requirements regarding the appointment of external examiners to the programme have been included in the relevant documentation to ensure that this standard is met.

Recommendations

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend the programme team consider further strengthening the current and future plans for service user and carer involvement.

Reason: The visitors were satisfied that the service users and carers are involved in the programmes and are therefore satisfied that this standard is met. However, during discussions with the programme team, the visitors learnt that the service users and carers group that contribute to other health programmes at the education provider, will also be involved with this programme. The programme team indicated that there are planned future developments with this group and that they will be involved in different aspects of the programme. However, the programme team provided limited detail about how this would be done, or how the involvement of this group of service users and carers will directly impact this programme. The visitors therefore recommend that the programme team consider further strengthening the current and future plans for service user and carer involvement. The visitors suggest that any developments, such as those mentioned, may lead to more robust service user and carer involvement in the programme, may provide a greater depth to students' learning, and other aspects of the programme.

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

Recommendation: The visitors suggest the education provider considers engaging with current and other placement providers to ensure that the number of appropriately qualified practice educators is adequate for the student numbers.

Reason: From the evidence provided in the programme documentation and the programme team meeting at the visit, this recommendation is linked to the condition set on 5.6. Discussions with the programme team revealed, that in certain practice placement settings, the level of support provided to students by mentors will vary because the placement providers will provide students' placements for other programme. This may result in mentors taking on more than one student at a time. Therefore, visitors recommend that the education provider considers working closely with current and other placement providers to ensure the number of appropriately qualified practice educators is adequate for the student numbers.

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