Visitors' report

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

Contents

Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 29 September 2008to 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 30 October 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	☐	☒	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒
University of the West of England Evidencing work-based Learning Module Handbook	☒	☐	☐

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

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

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

Recommended outcome

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

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

The visitors agreed that 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

Visitors' report

Name of education provider	The College of Search and Rescue Medicine
Programme name	SAR Paramedic Training
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Part Time
Relevant part of HPC register	Paramedic
Date of visit	25-26 September 2008

Contents

Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 17 November 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 17 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 a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was 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 David Whitmore (Paramedic) Mr Bob Dobson (Paramedic)
HPC executive officer (in attendance)	Miss Paula Lescott
Proposed student numbers	2 cohorts per year with 12 students maximum per cohort
Proposed start date of programme approval	March 2009
Chair	Dr Antony S G Jones (UK Search And Rescue)
Secretary	Mr Ian Ellis (The College of Search and Rescue Medicine) Flight Lieutenant Linda Johnson (RAF Search and Rescue)

Sources of evidence

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

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

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

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

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

The HPC met with the managers of the programme, however no separate meeting was held for the Senior Team.

Recommended outcome

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

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

The visitors agreed that twenty of the SETs have been met and that conditions should be set on the remaining forty three SETs.

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

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

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

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

Conditions

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

Condition: The education provider must review the programme documentation and the advertising materials to detail the information supplied to applicants for all entry routes through the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to applicants to the programme. Whilst the visitors saw some evidence of what happens in terms of the RAF and some extent RN candidates, very little evidence was seen in terms of HM Coastguard students. In particular, they felt that information on selection criteria and entry requirements should be clearly stated in all programme documentation in order to ensure that all applicants understand any expectations of them, and are fully prepared for participation in the programme.

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

Condition: The education provider must review the programme documentation and the advertising materials to demonstrate that all candidates are subject to the same processes, requirements and policies throughout the course of the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to all applicants to the programme. Whilst the visitors saw some evidence of what happens in terms of the RAF and some extent RN candidates, very little evidence was seen in terms of HM Coastguard students. In particular, they felt that information must be provided to applicants to clarify that all candidates are required to follow the same procedures and will be dealt with in the same way by the education provider in order to prevent any confusion amongst students on the programme.

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

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

Reason: The documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, HPC

'approves' educational programmes. We do not 'accredit' or 'validate' programmes. It should also be made clear throughout all documentation that HPC approval of a programme does not automatically lead to HPC registration for those who complete the programme but rather to 'eligibility to apply for HPC registration' and that anyone who wishes to practice using the title paramedic must be on the HPC register. Finally, the term 'state registered' is no longer used by the professions we regulate and should not be incorporated into any materials relating to an HPC approved programme.

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

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

Condition: The education provider must detail the criminal conviction check policy in place and demonstrate that information on these requirements is supplied to all applicants for all entry routes through the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the Criminal Records Bureau check requirement and how this information is communicated to all applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

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

Condition: The education provider must detail the entry standards applicable for all routes on to the programme, and demonstrate that information supplied to applicants on these standards is clearly articulated within the programme documentation.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the entry criteria for all entry routes to the programme and how this information is communicated to applicants to the programme. The information on the academic and/or professional entry standards must be clearly stated so that applicants can make an informed choice about whether to join the programme.

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 provide the Accreditation of Prior Learning (APEL) policy that covers all entry routes to the programme, and demonstrate how this information is supplied to applicants.

Reason: From the programme documentation submitted and discussions with the programme team the visitors felt that the APEL policy for applicants was not

clear and currently did not adequately cover all routes through the programme. The visitors wished to see further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must provide details of how the equal opportunities and anti-discriminatory policies are implemented and monitored.

Reason: From the documentation provided and discussions with the programme team it was clear that the education provider has an equal opportunities policy. The visitors require evidence of how these policies are implemented and monitored, and how the information on both policies is communicated to students on the programme, to ensure that this standard is being met.

3.2   The programme must be managed effectively.

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

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate that key systems for the programme were established. In particular, the visitors wish to see evidence that illustrates that the following are in place and copies of documents relating to these processes:
- formal programme review processes, such as the student feedback process and the action plans resulting from this (possible documents could include recent minutes of steering committee meetings and annual reports which could detail items such as attrition rates and student satisfaction);
- practice placement audits and placement feedback process, evaluations and partnership meetings; and
- service level agreements or memoranda of understanding with placement providers.

3.3   There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

Condition: The education provider must provide a CV for the programme leader.

Reason: In the documentation provided by the education provider the CV for the programme leader was missing. The visitors require this to ensure that the programme leader is appropriately qualified.

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

Condition: The education provider must review the programme documentation to demonstrate that all students are subject to the same processes, requirements and policies throughout the full course of the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine that all students on the programme would be expected to follow the same procedures and will be dealt with in the same way by the education provider regardless of whether their background is RAF, RN or HM Coastguard. In particular, they felt that this needs to be clarified within all programme documentation in order to prevent any confusion amongst students on the programme.

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

Condition: The education provider must demonstrate the process which is utilised to ensure that resources in all clinical module placements are adequate and therefore that there is equality in the provision for all students on the programme.

Reason: From the documentation and the tour of the facilities the visitors were happy that learning facilities and resources on site were sufficient. However, there was no evidence to demonstrate whether this was the case whenever students were on clinical module placements. The visitors therefore require further evidence to ensure that this standard is being met.

3.8   The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.

Condition: The education provider must demonstrate how information on the facilities provided for student welfare and well being is communicated to the students on the programme.

Reason: From the documentation and information received at the visit the visitors could not see evidence of how details of the support facilities and systems available to students, both while they were onsite and offsite at clinical module placements were communicated to students. The visitors require further evidence to ensure that this standard is being met.

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

Condition: The education provider must provide the policy on student consent and ensure that the protocols used to gain consent are clearly articulated to students on the programme.

Reason: From the programme documentation and the information supplied at the visit the policy for obtaining consent from students was unclear. The visitors need to receive further evidence in the form of a consent policy and the method of obtaining consent (such as a consent form) to ensure that this standard is being met.

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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 the attendance policy for the programme and demonstrate how this is clearly communicated to the students.

Reason: From the documentation and discussions with the programme team it was clear that there was an expectation for the students to attend all onsite training. The visitors did not see evidence of an attendance policy covering all elements of the programme including clinical module placements, the associated monitoring mechanisms or how the requirements for attendance are communicated to students on the programme. Therefore the visitors need to see evidence of these to ensure that this standard is being met.

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 submit documentation to show how HPC standards of proficiency are delivered in the programme (this may include an amended HPC standards of proficiency mapping to assist the visitors).

Reason: In the documentation submitted by the education provider the visitors found it difficult to see how the HPC standards of proficiency were clearly being delivered in the curriculum and learning outcomes of the programme modules. They were assured that the HPC standards of proficiency are considered in the programme however this needs to be made more explicit within the documentation so that the visitors can verify that this standard is being met. In particular the visitors would benefit from the following to be included in the mapping:
- learning outcomes of clinical module placements;
- all standards of proficiency to be included in referencing; and
- specific guidance of where standards of proficiency are met.

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

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

Reason: It was not clear from the documentation submitted where issues of law, ethics, professional aspects of practice and research were taught within the programme. The education provider must demonstrate where HPC standards of proficiency that relate to the philosophy and values in the curriculum guidance are covered in the programme.

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

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

Reason: From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors require further evidence to ensure that this standard is being met. It is suggested that the production of this evidence is directly linked with the condition under SET 5.5 regarding placements in the programme. In particular the visitors need to be assured that Ambulance Service placements ensure that students experience and are assessed on the range of patients expected of a paramedic.

4.4   The curriculum must remain relevant to current practice.

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

Reason: From the documentation and discussions with the programme team the visitors could not identify the processes in place to ensure the programme remains relevant to current practice. The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The education provider must clearly articulate how autonomous practice, reflective thinking and evidence based practice is developed by students within the programme.

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

5.1   Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that there are key systems in place to illustrate that clinical module placements are managed effectively in the programme, to ensure parity of experience for all students.

Reason: From the documentation and discussions with the programme team and placement providers the systems and processes surrounding practice placements on the programme were unclear. In order to determine that this standard is met the visitors need evidence of these systems, in particular details are required regarding:
- placement audits;
- training for practice placement staff;
- service level agreements or memoranda of understanding with practice placements; and
- the model of supervision on practice placements.

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

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the sufficiency of placement staff.

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

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

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

5.3.1   The practice placement settings must provide a safe environment.

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wish to see evidence of the audits 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 provide evidence of the audits that clinical module placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wish to see evidence of the audits in

order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

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

Condition: The education provider must demonstrate how learning, teaching and supervision at clinical module placements is designed to encourage safe and effective practice, independent learning and professional conduct.

Reason: In the documentation supplied by the education provider information about placements was limited. The visitors could not establish the supervision model that students would be working under at clinical module placements or how students learn about the behaviour expected of them at these placements. The visitors require further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must provide evidence that the range of clinical module placements that students undertake enables the achievement of the required learning outcomes.

Reason: From the programme documentation and the information received at the visit it was difficult to get a complete picture of the placement experience that is available to students on this programme due to the variation in the sequence that students can take the clinical modules. In order to determine if the range and duration of placements are appropriate to the achievement of the learning outcomes the visitors need to see further evidence relating to this. The visitors felt that a possible method of presenting this information would be to produce an example timeline that indicates the most likely route through the clinical modules part of the paramedic programme, demonstrating the type and duration of placements attached to each module and the learning outcomes that are attributed to each placement. The education provider should also provide a list of all the specific placements that are utilised throughout the UK.

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

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. The visitors wish to see evidence of the audits and related processes in order to ensure that this standard is being met.

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

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

Reason: From the documentation submitted by the education provider information regarding the learning outcomes expected to be achieved at the specific practice placements on the clinical modules element of the paramedic programme was not evident. To ensure that this standard is being met the visitors wish to receive details of the learning outcomes (as detailed under the condition for SET 5.5), and the processes in place to ensure that these are clearly communicated to students and practice placement educators.

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

Condition: The education provider must provide evidence of how information regarding the clinical module placements is communicated effectively to both students and practice placement educators.

Reason: From the documentation submitted by the education provider information regarding the specific practice placements on the clinical modules element of the paramedic programme was not evident. To ensure that this standard is being met the visitors wish to receive further details of these placements (as detailed under the condition for SET 5.5) and how this information is clearly communicated to students and practice placement educators.

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

Condition: The education provider must demonstrate where students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was unclear where information is given to students around professional conduct and specifically the requirement to follow the HPC Standards of conduct, performance and ethics. The visitors require further evidence to ensure that this standard is being met.

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

Condition: The education provider must provide the assessment and failure policy for the programme and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided by the education provider the assessment and failure policy was not clear. The visitors require details of this policy and information on the related processes. The visitors also need to see evidence of how information on the assessment and failure policy is conveyed to students to demonstrate that this standard is being met.

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

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience, was not provided. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff.

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

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators are appropriately registered, was not provided. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff.

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

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators have received appropriate training.

Reason: In the documentation supplied by the education provider information about placements, and how the programme team ensures that practice placement educators have received appropriate mentor training, was not provided. The visitors wish to see evidence of the mechanisms in place to ensure the required standards of placement staff.

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

Condition: The education provider must provide evidence of the collaboration that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider information regarding the nature and frequency of the communication between the education provider and placement providers was not supplied. The visitors require further information (such as recent minutes of meetings between the two parties) to demonstrate that this standard is being met.

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

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

Reason: From the documentation submitted by the education provider information regarding the transfer of information between the education provider and placement providers was not supplied. The visitors require further evidence, including the nature of information communicated and the format of this communication (such as a practice placement handbook), to demonstrate that this standard is being met.

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

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

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

5.12   A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

Condition: The education provider must provide evidence of how the learning and teaching methods used during the clinical module placements respect the rights and needs of patients, clients and colleagues.

Reason: From the documentation submitted the demonstration of how the learning and teaching methods of the practice placements respect the needs of

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patients, clients or colleagues was not supplied. The visitors require further evidence relating to this, including how patient confidentiality is protected, to ensure that this standard is being met.

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

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

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placements have the required policies in place, was not provided. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers.

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

Condition: The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice. They must provide the assessment and failure policy for the programme and demonstrate how this information is clearly communicated to the students.

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

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

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

Reason: From the documentation provided the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the standards of proficiency would be met. The visitors therefore require further evidence (which could include HPC standards of proficiency mapping and the information detailed under the condition for SET 5.5) to determine whether the assessment methods measure the learning outcomes and skills that are required to practise safely and effectively.

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 professional aspects of practice are assessed in both the education setting and practice placements.

Reason: From the documentation the visitors were unable to clearly link professional aspects of practice with the learning outcomes and assessment procedures of the programme. The visitors therefore require further evidence (including the information detailed under the condition for SET 5.5) to determine whether professional aspects of practice are integral to the assessment.

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

Condition: The education provider must provide the assessment and failure policy for the programme and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that they are aware of what is expected of them throughout the stages of the programme. The visitors therefore require further evidence to ensure that this standard is being met.

6.7.2   Assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.

Conditions: The education provider's assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that it is clear that only on completion of the paramedic part of the programme would students be eligible to apply to the Register, and that awards on the different routes through the programme would not provide this eligibility. The visitors therefore require further evidence to ensure that this standard is being met.

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

Conditions: The education provider's assessment regulations must clearly specify requirements for aegrotat awards not to provide eligibility for inclusion onto the Register and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The education provider must provide the assessment and failure policy for the programme and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme, including the appeal procedure, and how this information is conveyed to students. The visitors therefore require further evidence to ensure that this standard is being met.

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's assessment regulations must clearly specify the requirement for the appointment of at least one external examiner from the relevant part of the HPC Register or for alternative arrangements to be made.

Reason: From discussions with the programme team it was apparent that an external examiner has been recruited for the programme. The visitors require evidence that demonstrates the assessment regulations clearly state the policy regarding external examiners to show that this standard is being met.

Recommendations

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

Recommendation: The visitors recommend that the education provider works in conjunction with a Higher Education Institution to develop the programme policies and revising the documentation.

Reason: The visitors wished to support the continuing development of the programme documentation by encouraging that the various programme policies, such as APEL, attendance, assessment and failure policies), and programme documents, such as the student handbook are developed through communication with a Higher Education Institution. The visitors recognise the enthusiasm and work that has gone in to the development of the programme to the current stage and felt that future developments may be aided by developing relationships with Higher Education Institutions.

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

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

Reason: In the documentation submitted by the programme team the student handbook contained minimal information. The visitors felt that by including more information in the handbook on policies (such as APEL, attendance and assessment and failure policies), course information and the welfare and support available to students, that this would aid the students' understanding of the programme.

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

Recommendation: The visitors wished to recommend that the programme team produce a practice placement handbook for students and for practice placement educators that would aid understanding of the clinical modules placements, and give all parties involved further information to guide them through the placement elements of the programme.

Reason: The visitors felt that the students and practice placement educators would benefit from receiving a placement handbook containing information such as the learning outcomes to be achieved, timings and duration of any placement experience, expectations of professional conduct and assessment regulations to enhance the understanding of all parties involved in placements on the programme.

Mr David Whitmore
Mr Bob Dobson

Visitors' report

Name of education provider	Manchester Metropolitan University
Programme name	MSc Applied Biomedical Science
Mode of delivery	Full time
Relevant part of HPC register	Biomedical Science
Date of visit	7 – 8 October 2008

Contents

Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until Friday 21 November 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 Tuesday 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 Friday 14 November 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Tuesday 2 December 2008.

Introduction

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

This visit was 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 Thomas Cavanagh (Biomedical Scientist) Dr Phil Mandy (Podiatrist)
HPC executive officer(s) (in attendance)	Ms Mandy Hargood
HPC observer	Mr Roy Dunn
Proposed student numbers	10
Proposed start date of programme approval	January 2009
Chair	Mr Michael Jeffrey (Manchester Metropolitan University)
Secretary	Mrs Barbara Furnival (Manchester Metropolitan University)

Sources of evidence

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

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

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

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

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

The HPC met with students from the MSc Biomedical Science and BSc (Hons) Biomedical Science, co-terminus route, 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 assured that the programme meets all of the SETs and that those who complete the programme meet our SOPs for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a condition is set on the programme, which must be met before the programme can be approved.

The visitors agreed that 62 of the SETs have been met and that conditions should be set on the remaining SET.

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

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

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval.

The visitors have also made a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

Condition

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

Condition: The programme specification provided as part of the admission
procedures must clarify that the title MSc Applied Biomedical Science allows
students on successful completion of the programme to be eligible to apply for
registration with the HPC.

Reason: In the visitors reading of the documentation prior to the visit it was not
clear in the programme specification provided that the title MSc Applied
Biomedical Science would allow students on successful completion of the
programme to be eligible to apply for registration with the HPC. As this
document is provided as part of the admission procedures, the visitors would like
to receive documentation that explicitly defines that the MSc Applied Biomedical
Science would allow students on successful completion of the programme to be
eligible to apply for registration with the HPC.

Commendations

The visitors wish to commend the following aspects of the programme,

Commendation: The visitors wished to congratulate the programme team on their partnership working with the clinical placements providers, the strategic health authority and the Primary Care Trusts.

Reason: During the meeting with the placement providers and the senior team the visitors were impressed by the obvious close collaboration between the programme team and the placement providers, strategic health authority and the Primary Care trusts and the extraordinary support that the programme team received from these groups. This is unique to Manchester Metropolitan University and this was seen as best practice.

Commendation: The visitors wished to congratulate the education provider in its research and laboratory functions associated with the programme, particularly the collaboration with the Institute for Biomedical Research into Human Movement and Health (IRM).

Reason: The visitors were impressed with the research facilities as this would feed into the MSc Applied Biomedical Science programme and would allow students access to service users as the IRM will be setting up clinics for patients. This was seen as innovative and best practice.

Mr Thomas Cavanagh
Dr Phil Mandy