

Visitors' report

Name of education provider	Swansea University
Programme name	BSc (Hons) Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	23 – 24 May 2017

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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 24 August 2017. At the Committee meeting on 24 August 2017, the programme was approved. This means that the education provider has met the conditions 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 an HCPC only visit. The education provider 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 and role of HCPC visitors	Robert Fellows (Paramedic) Matthew Catterall (Paramedic) Susanne Roff (Lay visitor)
HCPC executive officer (in attendance)	Rebecca Stent
Proposed student numbers	32 per cohort, 1 cohort per year
Proposed start date of programme approval	September 2018
Chair	Steve McVeigh (Swansea University)
Secretary	Sian Hoskins (Swansea University)

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 examiner reports for this programme prior to the visit 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 DipHE Paramedic Science 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 38 of the SETs have been met and that conditions should be set on the remaining 20 SETs.

Conditions are requirements that the education provider must meet before the programme can be 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 recommendation for the programme.

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 provide further evidence to demonstrate that the admissions information will give applicants all of the information they require so that they can make an informed choice about whether to take up a place on the programme.

Reason: Prior to the visit, the visitors reviewed the admissions requirements and entry criteria for the programme but they did not receive evidence of the information that applicants will receive. At the visit, the visitors reviewed a draft version of the website. However, from this evidence, the visitors could not see how applicants would be informed of all of the information they would need to know about the programme such as health checks, potential placement locations, and English requirements for those who do not have English as their first language. The visitors also noted the following statement: "Students may choose to exit at the appropriate progression points with a Higher education certificate in health care studies, or a Diploma in Paramedic Science. Only the BSc Paramedic Science will enable students to enter the HCPC register as a qualified paramedic." The visitors considered this statement to be confusing for applicants as the education provider runs other paramedic programmes, such as the DipHE in Paramedic Science, which give students eligibility to apply to the HCPC Register. As such, the visitors require further evidence to demonstrate that the admissions information will give applicants all of the information they require so that they can make an informed choice about whether to take up a place on the programme.

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

Condition: The education provider must provide further evidence to clarify the commissioning arrangements for this programme, and to demonstrate the commitment of the commissioner, the Welsh Government's Workforce, Education and Development Services (WEDS), to the funding of this programme.

Reason: Prior to the visit, the visitors received some information about the rationale for the new BSc programme and noted that there had been discussions with the commissioners regarding the development of this programme (page 3, BSc (Hons) Paramedic Science curriculum document). The visitors also understood from this document that the programme would start in September 2017. In discussions with the senior team, the visitors noted that the Welsh Government's Workforce, Education and Development Services (WEDS) negotiate with the Welsh Ambulance Services NHS Trust (WAST) and the education provider about commissioning numbers. They also noted that health commissioning was in transition in Wales which was having an impact on when WEDS would be able to confirm the commissioning for this programme. The senior staff stated that there is a commitment to the commissioning of the programme and that the commissioned numbers are guaranteed but it is a question of "when rather than if". The senior staff confirmed that it was therefore more likely that the programme will start in September 2018. However, the visitors did not receive any written evidence of the commissioning arrangements for this programme or a confirmation of this commitment. Therefore, the visitors were unable to determine if or when this programme would receive commissioned support in order to run. As such, the visitors

require documentary evidence to demonstrate that the programme has a secure place in the education provider's business plan, and that therefore this standard is met.

4.2 The programme must reflect the philosophy, core values, skills and knowledge bases as articulated in any relevant curriculum guidance.

Condition: The education provider must demonstrate how the programme reflects the philosophy, core values, skills and knowledge bases as articulated in the Quality Assurance Agency (QAA) benchmark statements and curriculum guidance from the College of Paramedics.

Reason: In documentation provided prior to the visit, the visitors reviewed the rationale for the programme and noted that the education provider has stated that they have reflected curriculum guidance from the Quality Assurance Agency (QAA) benchmark statements and College of Paramedics (COP) (BSc (Hons) Paramedic Science curriculum document). At the visit, the senior team stated that they were enhancing the use of non-ambulance placements on the programme to reflect the changing role of the paramedic as highlighted in the Paramedic Evidence-based Education Project (PEEP) report commissioned by COP and to reflect the COP curriculum guidance. However, the visitors were unable to see how the non-ambulance placements in the third year were being utilised to support the delivery of the programme, as detailed under 5.2, and how this would reflect relevant curriculum guidance. Therefore, the visitors require further evidence to demonstrate how the new BSc programme reflects the philosophy, core values, skills and knowledge bases as articulated in any relevant curriculum guidance, particularly in relation to year three of the programme.

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

Condition: The education provider must demonstrate how integration of theory and practice will be central to the curriculum.

Reason: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme. The visitors could also see from the module descriptors that students would undertake clinical practice as well as theoretical learning as part of these modules. Although they received a year one placement planner in the Practice Placement Guide, the visitors were unclear about the pattern of placement delivery for the whole programme, and when these placements would take place in relation to theoretical elements. It was also unclear as to whether this planner was indicative of the BSc programme rather than the existing DipHE programme, as appendix 1 in the same document refers to the two-year structure of the DipHE programme. As such, the visitors were unable to determine whether the programme structure enables the integration of theory and practice throughout this programme. Therefore, the visitors require further evidence of the delivery pattern for theoretical and practical elements of the programme and how this ensures that integration of theory and practice will be central to the curriculum.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide documentary evidence to demonstrate that practice placements will be integral to the programme.

Reason: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme but they did not see any documentary evidence of agreements or a commitment to provide placements from practice placement providers. At the visit, the senior team stated that there is a placement agreement with the Welsh Ambulance Service NHS Trust (WAST) and an agreement with the commissioning body of WAST to provide ambulance placements for this programme. In discussions with the programme team and WAST, there were different statements about whether WAST would provide any third year placements on this programme. The senior team also stated that there is an agreement with a number of health boards for placements in non-ambulance settings. However, the visitors noted that, without seeing documentary evidence of this commitment to provide placements, they could not be certain that there would be practice placements in place to support the intended student numbers for this programme. As such, the visitors require further evidence that 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 education provider must provide evidence to demonstrate that the number, duration and range of practice placements, including third year placements, will be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme. The visitors also understood from the documentation that there will be two placement assessment themes in the third year of the programme - Advanced Life Support Adult and Advanced Life Support Paediatrics – with learning outcomes assessed during these placements. In discussions with the programme team at the visit, the visitors noted that the third year of the programme includes the development of critical thinking and practice consolidation while still addressing some core skills. The programme team also stated that the third year is not aimed at clinical objectives and that most of the SOPs are met in year one and two of the programme. From these discussions, the visitors were unclear about the purpose of the third year non-ambulance placements and whether they were intended for students to attend and observe only. They were therefore unclear about how these placements would be appropriate to support the delivery of the programme and the achievement of the learning outcomes, and require further evidence that this standard is met.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide further evidence to demonstrate how the system for approving all practice placements on this programme will ensure that all practice placement settings provide a safe and supportive environment.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement which includes a section on the indicators used to determine whether it is a “safe learning environment” (sample Education Clinical Audit, pages 12-17). However, the visitors were unclear about how this audit process works in practice, and how the education provider uses the information gathered to make a decision about whether a particular placement provides a safe and supportive environment. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure a safe and supportive environment in these settings. Therefore, the visitors require further evidence to demonstrate that all practice placement settings will provide a safe and supportive environment.

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

Condition: The education provider must provide further evidence to demonstrate that there is a thorough and effective system in place for approving and monitoring all practice placements.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice, and how the education provider uses the information gathered to make a decision about whether a particular placement is suitable. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used. Therefore, the visitors require further evidence to demonstrate that there is a thorough and effective system in place for approving and monitoring all placements.

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 further evidence to demonstrate how the system for approving all practice placements on this programme will ensure that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether a particular placement has equality and diversity policies in relation to students, particularly as there was no reference to this in the sample audit document. The visitors were also unclear from the

evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit and there was insufficient time available to review additional placement documentation provided at the visit as well as understand how this system will be used to approve and monitor placements. As such, the visitors could not see how the education provider ensures that all placement providers have equality and diversity policies in relation to students. Therefore, the visitors require further evidence to demonstrate that all placement providers will have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

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

Condition: The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff at all placement settings.

Reason: Prior to the visit, the visitors received a sample audit of an ambulance placement. At the visit and in the meeting with practice placement educators from the same ambulance station, the visitors received conflicting information about the number of educators available to support students at this station. Therefore, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether a particular placement has a sufficient number of appropriately qualified and experienced staff at the practice placement setting. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that there will be an adequate number of appropriately qualified and experienced staff in these settings. Therefore, the visitors require further evidence to demonstrate that the education provider will ensure that there will be an adequate number of appropriately qualified and experienced staff in all placement settings.

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

Condition: The education provider must demonstrate that practice placement educators at all placement settings have relevant knowledge, skills and experience.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether practice placement educators will have relevant knowledge, skills and experience. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that practice placement educators will have relevant knowledge, skills and experience. Therefore, the visitors require further

evidence to demonstrate that the education provider will ensure that practice placement educators will have relevant knowledge, skills and experience in all placement settings.

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

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether practice placement educators will be appropriately registered, unless other arrangements are agreed. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that practice placement educators will be appropriately registered. Therefore, the visitors require further evidence to demonstrate that the education provider will ensure that practice placement educators will be appropriately registered, unless other arrangements are agreed.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider must provide further evidence to demonstrate that there is regular and effective collaboration between the education provider and all practice placement providers.

Reason: Prior to the visit, the visitors were referred to the Practice Placement Guide and Practice Educator Preparation used to prepare practice placement providers and educators for placement. At the visit, the visitors met with practice placement providers and educators from the Welsh Ambulance Service NHS Trust (WAST). The visitors noted from the documentation and discussions with WAST that there were systems in place for communicating information between WAST and the education provider and that there was regular informal collaboration taking place. However, the visitors were unclear about how formal the collaboration is between the education provider and WAST and, as such, they could not be certain that this collaboration would continue to be regular and effective. Furthermore, the visitors did not meet with any placement providers for non-ambulance placements and they did not receive documentation to outline how regular and effective collaboration is between these placement providers and the education provider. Therefore, the visitors require further evidence to demonstrate that there is regular and effective collaboration between the education provider and all practice placement providers.

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 education provider must demonstrate how all placement providers, students and practice placement educators will be fully prepared for placement.

Reason: For this standard, the visitors were referred to several placement documents used to prepare students, practice placement providers and educators for placement. However, the visitors were unclear as to how this documentation would be used to prepare all practice placement providers and educators for placement, particularly non-ambulance placement providers and educators. In addition, in the Practice Placement Guide, the visitors noted several references to the existing DipHE programme throughout so they were unclear as to how this document had been adapted to prepare relevant groups for the BSc programme. At the visit, the visitors only met with the Welsh Ambulance Service NHS Trust and did not meet with non-ambulance placement providers so they were unable to ascertain how these placement providers and educators are prepared for non-ambulance placements. The programme team stated that all practice placement providers and practice placement educators will be fully prepared for placement including learning outcomes to be achieved. However, from the documentation provided, the visitors could not see how all placement providers, students and practice placement educators would be given accurate information for ambulance and non-ambulance placements and how this information would be disseminated. As such, the visitors require further evidence that students, all placement providers and practice placement educators will be fully prepared for placement, including non-ambulance placements.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must demonstrate how the assessment of practice will ensure that the student who successfully completes the programme has met the standards of proficiency (SOPs) for paramedics.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements, but they were unclear as to how these documents relate to the learning outcomes. The visitors also noted that the assessment documentation provided for the non-ambulance placements referred to the

existing DipHE programme. Furthermore, as detailed under SET 5.2, the visitors were unclear about the purpose of the third year non-ambulance placements and whether they were intended for students to attend and observe only rather than achieve certain learning outcomes. As such, the visitors were unable to ascertain which assessment documents were being used for ambulance and non-ambulance placements for this programme. Furthermore, they were unclear about how and whether all non-ambulance placements are assessed and, consequently, how the assessment would ensure that students have met the SOPs for paramedics. Therefore, the visitors require further evidence to demonstrate that the assessment of practice will ensure that the student who successfully completes the programme has met the SOPs for paramedics.

6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Condition: The education provider must provide further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Reason: For this standard, the visitors were referred to the curriculum document, module descriptors, clinical practice assessment documents and the HCPC SOPs. However, the visitors were unable to determine from this evidence, how the learning outcomes are assessed at BSc level, particularly in year three of the programme. As such, the visitors require further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

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

Condition: The education provider must articulate how the assessment strategy ensures that aspects of professional practice are integral to the assessment procedures in the practice placement setting.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students. In particular, the visitors saw a Clinical Placement Booklet for reflecting on behaviours of the student and mentor at placement but they were unclear from discussions at the visit as to how this document would be utilised and integrated within the assessment of practice. Furthermore, the visitors could not determine whether third-year non-ambulance placements were being assessed or whether they were intended for students to attend and observe only. Due to a lack of clarity in relation to the assessment of practice, particularly non-ambulance placements, the visitors were unclear about how professional aspects of practice are integrated in the assessment of practice and require further evidence that this standard is met.

6.4 Assessment methods must be employed that measure the learning outcomes.

Condition: The education provider must demonstrate that the assessment methods employed measure the learning outcomes.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. As such, the visitors were unable to judge whether all assessment methods employed measure the learning outcomes. Therefore, the visitors require further evidence regarding the assessment of practice and how this measures the learning outcomes in order to determine whether the assessment methods employed are appropriate.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must demonstrate how the measurement of student performance at placement is objective and ensures fitness to practise.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. Due to a lack of clarity in relation to the assessment of practice, particularly non-ambulance placements and the third year of the programme, the visitors were unable to determine whether the measurement of student performance will be objective and ensure fitness to practice. Therefore, the visitors require further evidence that the measurement of student performance will be objective and ensure fitness to practise at placement.

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

Condition: The education provider must demonstrate how staff and students will be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements.

Reason: For this standard, the visitors were referred to the university assessment regulations. The visitors also noted from the mapping document and guidance about core modules provided prior to the visit that "All modules within the programme are core and all assessments must be passed by students in order to successfully complete the programme." At the visit, the visitors received additional assessment documentation, including documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. The visitors also noted that the assessment documentation provided for the non-ambulance placements referred to the existing DipHE programme. Furthermore, as detailed under SET 5.2, the visitors were unclear about the purpose of the third year non-ambulance placements

and whether they are intended for students to attend and observe only rather than achieve certain learning outcomes. As such, the visitors were unable to see how students and staff would be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements. Therefore, the visitors require further evidence to demonstrate that staff and students will be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements.

Recommendations

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

Recommendation: If the education provider decides to increase the number of students, they must decide how best to engage with HCPC to identify how this will change how the programme continues to meet the standards.

Reason: The visitors were satisfied that there is a sufficient number of staff and resources in place for a cohort of 32 students per year. However, the programme team mentioned that the commissioned numbers may double for the second year of the programme. The visitors noted that, if the programme does increase student numbers, the education provider must identify how this will impact on the availability of resources, placement provision and staffing and how best to engage with the HCPC regarding any changes.

Robert Fellows
Matthew Catterall
Susanne Roff