

## Visitors' report

<b>Name of education provider</b>	University of East Anglia
<b>Programme name</b>	Diploma of Higher Education in Paramedic Science
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of visit</b>	26 – 27 March 2015

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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' 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 15 January 2016. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

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

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

## Visit details

Name and role of HCPC visitors	Vince Clarke (Paramedic) Nicholas Drey (Lay visitor) Glyn Harding (Paramedic)
HCPC executive officer (in attendance)	Amal Hussein
Proposed student numbers	40 per cohort
Proposed start date of programme approval	April 2016
Chair	Neil Cooper (University of East Anglia)
Secretary	Antonia Shorten-Marsh (University of East Anglia)
Members of the joint panel	Sandra Gibson (Internal Panel Member) Stephen Bennett (Internal Panel Member) David Thomas (Internal Panel Member) Melaine Coward (External Panel Member)

## Sources of evidence

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

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the BSc (Hons) 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:

1. a number of conditions are set on the programme, all of which must be met before the programme can be approved; and
2. that a further visit is required to make an appropriate assessment of the response to the conditions.

Due to the level of evidence required, the visitors also recommend that any further visit would need to focus on all of the SETs. This would include meetings with the programme team, the senior team, students, and practice placement providers and practice placement educators. The Committee is also asked to make a decision on the timescale for any further visit.

The visitors agreed that 21 of the SETs have been met and that conditions should be set on the remaining 37 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 recommendations 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 revise the programme documentation, in particular the advertising materials, to clearly state that the students can only study the programme on a full time basis.

**Reason:** From a review of the documentation, it was not clear to the visitors the modes of study available for this programme. Discussions with the senior team confirmed that the mode of study available for this programme is only the full time route. However, this is not reflected in the documentation. For example in the programme documentation, Volume A1, page 1, it states that "Route code...TBC". The visitors also noted throughout the documentation, that no reference was made to the mode of delivery for this programme. As such, the visitors require the programme team to revise the programme documentation, in particular advertising materials, to clearly state that students can only study this programme on a full time basis.

### **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 is required to provide further evidence of the advertisement material made available to potential applicants

**Reason:** Prior to the visit, the visitors considered documentation which detailed a two year Diploma of Higher Education in Paramedic Science programme, which is delivered in partnership by the University of East Anglia (UEA), who act as the education provider and the East of England Ambulance Service Trust (EEAST) acting as the 'employer'. However, the visitors learnt during discussions with the programme team that the programme has changed so that the education provider will deliver a one year programme at level 5. From these discussions, the visitors understood the intention of the education provider to keep the programme as close as possible to the original programme proposed in the documentation with the education provider taking an interest in the content and quality of provision for the pre – programme training delivered by the EEAST. However, the visitors did not see sufficient documentation to confirm this, or any new documentation that captures the change in the duration of the programme and any effect it may have on the programme. In addition, the visitors were unsure from the discussions at what point the admission procedures will begin as applicants will complete one year's training with EEAST and then using Accreditation of Prior Experiential learning (APEL) will join the one year programme delivered by the education provider. The visitors, therefore, require documentation detailing the admissions procedures for the Diploma of Higher Education in Paramedic Science in partnership with EEAST. In this way, both the education provider and the applicant can have the necessary information to make an informed choice about whether to take up or make an offer of a place on a programme. This condition is linked to other standards in SET 2.

### **2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.**

**Condition:** The education provider must provide further information about the admissions procedure for this programme and how it ensures that successful applicants meet the education provider's requirements regarding any language requirements

**Condition:** As part of the information provided prior to the visit the visitors were presented with examples of the literacy and numeracy tests that applicants had to successfully complete before they become employed as student ambulance paramedics for EEAST. From the discussions at the visit, it was clear that EEAST will manage the selection and entry criteria for employment of these student paramedics and therefore entry criteria for the programme. As part of these discussions, the visitors could not determine how UEA, as the education provider, retains overall responsibility for the admissions procedures and as such how they ensure that selection and entry criteria, including evidence of a good command of reading, writing and spoken English is applied to all applicants. It was also the case that the visitors were not provided with any overarching policies, systems and procedures for managing EEAST approach to selection and entry criteria. As such, the visitors were unclear how these procedures provide the education provider with the information they require as part of the process to offer an applicant a place on the programme. Therefore the education provider must provide further evidence regarding the admissions procedure for this programme and how the education provider ensures that successful applicants meet the relevant requirements, including evidence of a good command of reading, writing and spoken English.

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

**Condition:** The education provider must provide further information about the admissions procedure to detail how it ensures that successful applicants meet the education provider's requirements regarding Disclosure and Barring Service checks.

**Reason:** From the information provided in the documentation, the visitors were clear that all applicants must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to become employed with EEAST and access this programme. In discussions at the visit, it was clear that EEAST will be responsible for administering DBS checks, and would share the outcome with the education provider. However, the visitors were not provided with evidence of UEA's process, as the education provider, for overseeing this process. As such, the visitors could not determine how the procedures of EEAST will work with those of the education provider, and how any issues that may arise would be dealt with by the education provider to ensure that they are dealt with consistently to determine if any issue arising would prevent an applicant from completing the programme. In particular the visitors could not determine who makes the final decision about accepting a student onto this programme if any issue does arise as the information provided at the visit articulated that applicants would have already employed by EEAST. Therefore the visitors require further information about the DBS checks that are applied at the point of admission for this programme. In particular the visitors require further evidence of how EEAST's processes would work with the education provider's process, and clarification of who makes the final decision about accepting an applicant onto the programme if an issue arises.

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

**Condition:** The education provider must provide further information about the admissions procedure to detail how it ensures that successful applicants meet the education provider's health requirements.

**Condition:** From the information provided in the documentation, the visitors were clear that all applicants must complete a health declaration as part of the admissions process to the training employment programme delivered by EEAST. From the discussions and the documentation, it was clear that EEAST will be responsible for administering the health declaration, and would share the outcomes with the education provider. However, the visitors were not provided with evidence of UEA's process, as the education provider, to determine how any issues highlighted by these health checks would be dealt with. As such, the visitors could not determine how the education provider's own procedures to apply health checks, will work with EEAST. Nor could the visitors determine how the education provider will identify what adjustments could or could not reasonably be made if health conditions were disclosed, and how any issues that may arise would be dealt with consistently, since applicants would have already been accepted onto the training employment programme delivered by EEAST. In particular the visitors could not determine who makes the final decision about accepting a student onto the programme if adjustments would be required. Therefore the visitors require further information about how the health declarations that are applied at the point of admission to this programme are used by the education provider to determine if a student can take up a place on this programme. In particular the visitors require further evidence of how different EEAST's processes work with the education provider's process and clarification of who makes the final decision about accepting an applicant onto the programme if adjustments are required, at the point of entry onto this programme.

## **2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.**

**Condition:** The education provider must provide further information about the admissions procedure for this programme and how it ensures that successful applicants meet the education provider's requirements, including appropriate academic and / or professional entry standards.

**Reason:** As part of the documentation provided prior to the visit, the visitors were presented with EEAST selection criteria for employment with the trust. From this information the visitors were unclear as to how the education provider ensures that appropriate academic and / or professional entry standards will be applied as part of the entry criteria. From the discussions at the visit, it was clear that EEAST will manage the academic and professional selection and entry criteria for employment and therefore this would act as the entry criteria for the programme. From the discussions, the visitors could not determine how UEA, as the education provider, ensures that appropriate academic and / or professional entry standards are being applied and how any decisions to offer a place on the programme would be managed based on this criteria. The visitors did not see any overarching policies, systems and procedures for managing EEAST approach to academic and professional selection and entry criteria. As such, the visitors were unsure how the education provider, working with the employer, could apply selection and entry criteria for the programme, including appropriate academic



and / or professional entry standards. Therefore the education provider must provide further information about the admissions procedure for this programme and how it, as the education provider, ensures that successful applicants meet the education provider's requirements, including appropriate academic and / or professional entry standards.

## **2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.**

**Condition:** The education provider must provide further evidence of how the admissions procedure for this programme applies selection and entry criteria including accreditation of prior (experiential) learning and other inclusion mechanisms.

**Reason:** As part of the documentation provided prior to the visit, the visitors were presented with EEAST selection criteria for employment with the trust. From this information the visitors were unclear as to how the education provider ensures that appropriate accreditation of prior (experiential) learning and other inclusion mechanisms will be applied as part of the entry criteria. From the discussions at the visit, it was clear that EEAST will manage the academic and professional selection and entry criteria for employment and therefore this would act as the entry criteria for the programme. From the discussions, the visitors could not determine how UEA, as the education provider, ensures that appropriate accreditation of prior (experiential) learning and other inclusion mechanisms are being applied and how any decisions to offer a place on the programme would be managed based on these mechanisms. The visitors did not see any overarching policies, systems and procedures for managing EEAST approach to academic and professional selection and entry criteria. As such, the visitors were unsure how the education provider, working with the employer, could apply selection and entry criteria for the programme, including accreditation of prior (experiential) learning and other inclusion mechanisms. Therefore the education provider must provide further information about the admissions procedure for this programme and how it, as the education provider, ensures that successful applicants meet the education provider's requirements, through the use of appropriate accreditation of prior (experiential) learning and other inclusion mechanisms.

## **2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.**

**Condition:** The education provider must provide further information about the admissions procedure for this programme and how it ensures that it applies selection and entry criteria including accreditation of prior (experiential) learning (AP(E)L) and other inclusion mechanisms.

**Reason:** Prior to the visit, the documentation submitted indicated that the education provider would be involved in the training delivered in students' first year of employment at EEAST and that subsequently the students would be admitted to the education provider as students in accordance with UEA's AP(E)L policy to study the second year of the programme. As such the visitors were clear that the in-work-training that a student would undergo in their first year of employment would attract the equivalent of 120 academic credits at level 4 of an undergraduate degree and that are required by students who wish to start the second year at level 5. However, during the course of the visit, the visitors learnt that the education provider would not have any role in delivering the training to potential students in the first year of employment at EEAST and instead

would be responsible for a one year programme of study at level 5 for any of these potential students who successfully completed their year of training at EEAST. As such the programme subject to this approval would only be the one year programme at the education provider and will not include the previous year's training at the employer.

The visitors noted in the documentation a statement in volume A1, page 23 that says "Students apply [to the programme at the education provider] individually and submit a portfolio of evidence to map and substantiate their learning against the outcomes of year 1 of the BSc Programme and their claim for 120 credits at Level 4". This was clarified in discussions with the programme team and the visitors were made aware that all applicants would be individually assessed for AP(E)L onto the programme at the education provider using a mapping exercise. To demonstrate how this process would work the visitors were provided with "APEL mapping and example supporting document" (Volume A3). However, from a review of this mapping document the visitors were unable to get a clear understanding of how potential students' prior learning would be mapped against the necessary learning and achievement outcomes that would be needed to gain entry to the programme. In particular the visitors could not identify how this mapping could ensure that potential students would have undertaken and been assessed against the equivalent of the first year of an undergraduate degree programme. The visitors were also made aware that potential students will submit their portfolio to the education provider more than once, if they failed to meet the required outcomes and did not meet the admissions criteria for the programme. However, from discussions at the visit there was no consensus provided as to how many times an individual could submit their portfolio and as such how many times a prospective student could apply to the programme if they failed to meet the entry criteria first time.

From the evidence provided in the documentation and in discussions at the visit, the visitors were therefore unable to see how the AP(E)L process would be implemented to ensure that applicants from EEAST would have undertaken training equivalent to that of a full year of undergraduate study. In particular the visitors could not identify how the education provider could ensure that anyone admitted to the programme through this process would have met the required learning outcomes associated with the training programme at EEAST. Therefore the visitors require further evidence of the AP(E)L process that will be implemented by the education provider. This evidence should demonstrate how UEA, as the education provider, will ensure that prospective students will be consistently judged to determine how they have met the required learning outcomes for successful application to this programme, equivalent to those of a first year undergraduate degree.

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

**Condition:** The visitors require further evidence of the Memorandum of Agreement between the education provider and employer and further evidence of when it will be finalised.

**Reason:** The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement that will be detailed within a memorandum of agreement between the education provider and the employer. This memorandum of agreement will then provide a secure place for this programme in the education provider's business plan. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the

visit that the memorandum is still in the process of being agreed and finalised so that it is hopefully in place before the programme commences. In order to determine that this programme will have a secure place in the education providers' business plan, the visitors require further evidence of the detail and indicative content of the memorandum of agreement including confirmation of when it will be finalised and agreed. In this way the visitors can determine how the programme can meet this standard.

### **3.2 The programme must be effectively managed.**

**Condition:** The visitors require further evidence of the memorandum of agreement between the education provider and employer and further evidence of when it will be finalised.

**Reason:** The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement that will be detailed within a memorandum of agreement between the education provider and the employer. This memorandum of agreement will then provide template for the effective management of the programme, including the distinct responsibilities for the different aspects of the programme and how these will be managed by the partner organisations. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the visit that the memorandum is still in the process of being agreed and finalised so that it is hopefully in place before the programme commences. In order to determine this programme is effectively managed between the parties, the visitors require details of the indicative content of the memorandum of agreement which may include details of placement capacity or the process for either of the partner organisations to withdraw from the programme. In this way the visitors can determine how the programme can meet this standard.

### **3.2 The programme must be effectively managed.**

**Condition:** The education provider must provide further evidence of the programme management structure, highlighting the lines of responsibility of everyone involved in the day to day management of the programme.

**Reason:** Prior to the visit, the visitors were provided with staff curriculum vitae (CVs) for members of the team responsible for the delivery and management of the programme. However, from the information provided, it was not clear which members of the programme team would be responsible for which aspects of the programme management and who would be delivering specific areas of the programme. At the visit the visitors were informed that recruitment of staff for the programme was on-going and the majority of staff members are not yet in place. This meant that the visitors could not be provided with a clear indication of who was responsible for what areas of the programme and if some staff will be full time or part time members of the programme team. The visitors therefore require further information regarding the structure for the day to day management of the programme, the lines of responsibility of the teaching team, and how this is conveyed to students to ensure that they can refer to this information, and have a clear understanding regarding which members of the team will deliver each area of the programme. In this way the visitors can determine how the management of the programme will work in practice, and how students will be supported through the programme by members of the programme team.

### **3.3 The programme must have regular monitoring and evaluation systems in place.**

**Condition:** The education provider must provide further evidence of the regular monitoring and evaluation systems in place for this programme.

**Reason:** From the documentation provided prior to the visit, the visitors could not determine what regular monitoring and evaluation systems are in place for this programme. During the visit, the visitors discussed the monitoring and evaluation of several aspects of the programme with the programme team and received evidence that they will be in place when the programme commences. However from the evidence provided in the documentation and in the discussions the visitors were unclear about several aspects of the feedback systems. In particular, the visitors could not determine how student feedback will be considered by the programme team, how any changes initiated by this feedback will be implemented, and how any changes to the programme following feedback will be communicated to students. In addition, the visitors noted that as evidence to meet this standard the education provider's commented that the visitors should "See accompanying CD ROM as QA 1-3". However, the submission of documentation for this visit, did not include a CD ROM. As such, the visitors did not have any documentary evidence of the regular monitoring and evaluations systems in place for this programme to quality assure this programme. Therefore, the visitors require further evidence to clearly articulate the regular monitoring and evaluation systems in place for this programme, how these systems will be implemented and how they will be used to quality assure the delivery of this programme to ensure that this standard is met.

### **3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.**

**Condition:** The programme team must provide further evidence of a named person who has overall professional responsibility for the programme, and ensure that they are consistently referenced throughout the programme documentation.

**Reason:** The programme documentation submitted prior to the visit indicated that the recruitment of the programme team was still on-going. The visitors noted that currently there is 'pro tem' (temporary) programme leader in place. In addition the visitors noted that a number of CV's were submitted as evidence to meet this standard. These CV's included the head of department and the professional lead for the current paramedic science programme that is run by the education provider. From this information the visitors could not determine who the education provider had named as the person who will have overall professional responsibility for this programme, either currently, or until a permanent person is recruited. The visitors noted in discussion with the programme team that there was also a lack of clarity as to who had the temporary overall professional responsibility for the programme. The visitors therefore require further evidence of who the named person who has overall professional responsibility is, and require the programme team to revise the programme documentation to reflect this. In this way, the visitors can determine that this person is appropriately qualified and experienced and, unless other arrangements are agreed, from the relevant part of the HCPC Register.

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

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

**Reason:** From a review of the CV's submitted prior to the visit, the visitors noted that some that were included belong to staff members who were from the nursing and medical school of the education provider. In reviewing the CV's, the visitors were unable to determine who the teaching staff would be for this programme as the visitors were not provided with any information on how these staff members would be involved in delivering this programme. In addition, the visitors noted from discussions with the senior team, that plans to recruit an additional staff members have been agreed. However, the additional staff are yet to be recruited and some of these staff members will not be in post until students access the programme, a year after prospective students will commence their training at the employing organisation, EEAST. Furthermore, due to the lack of clarity in who would be delivering the different aspects of the programme, the visitors were unable to determine how, following the recruitment to these posts, there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is, or will be, an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

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

**Condition:** The education provider must provide details of the module leaders and where contributions made from external or associate tutors will be.

**Reason:** The programme documentation submitted prior to the visit indicated module leaders have not yet been identified. During discussion at the visit it was highlighted recruitment for staff to the programme was on-going and the final arrangements as to the module leaders and module contributors were on-going. In order to be assured there is enough profession specific input to the programme to ensure subject areas will be taught by staff with the relevant specialist expertise and knowledge, the visitors require further evidence. The visitors therefore require details of the module leaders and where contributions made from external or associate tutors will be in order to determine how this standard can be met by the programme.

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

**Condition:** The education provider must provide HCPC with updated documentation, following the proposal to change the duration of the programme from a two year to a one year programme.

**Reason:** Prior to the visit, the visitors considered UEA's documentation, as the education provider, which described a two year Diploma of Higher Education in Paramedic Science programme, delivered in partnership with EEAST as the employer. However, the visitors learnt during discussions with the programme team on day two of

the visit that the education provider now only intends to be responsible for the delivery of a one year programme that equates to the second year, or level 5, of the initial programme. The equivalent to the first year of the original programme would be covered by in work delivered entirely by EEAST as the employing organisation and students would then have to apply to the education provider to access this programme and have their training assessed through an AP(E)L process. From these discussions, the visitors understood the intention is to keep the programme as close as possible to the programme originally proposed and articulated in the documentation provided prior to the visit. However, as a result of the change in the pattern of delivery the visitors did not see any programme documentation which detailed this revised programme, or any new documentation that captures the change in the delivery and duration of the programme and any effect it may have on how the programme. The visitors noted due to the change in the duration and delivery of the programme, that the programme documentation is not being effectively used to support the delivery of this programme as it still details the previous iteration of the programme. The visitors therefore, require the programme team to provide an updated programme documentation following the proposal to change the duration and pattern of the programme's delivery. In this way, the visitors can determine how the programme's documentation continues to be clear, accurate and appropriate to effectively support the delivery of the programme.

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

**Condition:** The education provider must revise all programme documentation to ensure the programme title is consistently referenced throughout.

**Reason:** From a review of the documentation, the visitors noted that the title of the programme was not consistently referenced throughout the documentation. For example, Volume A1 page 4 states "Diploma of Higher Education in Paramedic Science (Pre-registration)". Whereas, the Programme specification page 2 states "Diploma of Higher Education in Paramedic Science". During the visit, the programme team confirmed the title of the programme is "Diploma of Higher Education in Paramedic Science". However, this variation in the referencing of the title could potentially confuse students undertaking the programme as to the title of the award that they are studying. The visitors require the education provider to revise all programme documentation to ensure the programme title is consistently referenced throughout and thus ensuring that the resources to support student learning will be effectively used.

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

**Condition:** The education provider must provide further evidence demonstrating how resources to support student learning in all settings are effectively used.

**Reason:** The visitors reviewed the evidence provided by the programme team prior to the visit and noted the comment that they should see the "Accompanying CD ROM section R1- 6". However, the submission of documentation for this visit, did not include a CD ROM and as such the visitors could not scrutinise this evidence. In addition, the visitors heard during discussion with the programme team that additional equipment will be purchased to support this programme. However, the visitors were not provided with any information as to what this additional equipment would be and when it would be purchased in order to support the delivery of the programme. From the design of the

programme, the visitors noted that a number of cohorts will be going through this programme per year, as such the visitors require further information on how the programme team will ensure that all students undertaking this programme have access to sufficient resources they require in order to successfully complete this programme. In this way, the visitors can determine how the programme can meet this standard.

### **3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.**

**Condition:** The education provider must submit further evidence to show that resources in place effectively support the required learning and teaching activities for this programme.

**Reason:** The visitors reviewed the evidence provided by the programme team prior to the visit and noted the comment that they should see evidence in “As above [Accompanying CD ROM section R1- 6] – also see CVs in Volume E”. As no CD ROM was provided, the submission of documentation did not include evidence on the resources in place for this programme. Discussions with the programme team revealed that additional equipment will be purchased to support this programme. However, the visitors were not provided with any information as to what this additional equipment would be and when it would be purchased in order to support the delivery of the programme. From the design of the programme, the visitors noted that a number of cohorts will be going through this programme per year, as such the visitors require further information on how the programme team will ensure that the resources in place effectively support the required learning and teaching activities for this programme. In this way, the visitors can determine how this programme can meet this standard.

### **3.13 There must be a student complaints process in place.**

**Condition:** The education provider must provide further information regarding the student complaints process, and how students are clearly informed about the process.

**Reason:** The visitors reviewed the evidence provided by the programme team prior to the visit and noted the comment that they should, “See accompanying CD ROM, Academic Appeals and Complaints folder AA1- AA6”. However, the submission of documentation for this visit, did not include a CD ROM detailing the education provider’s complaint process. Therefore, the visitors did not see any documentation which defined the programme’s complaint process or how student raise any concerns about the programme. As a result of this, the visitors require documentation to allow them to consider whether this programme meets this standard of education and training. In this case, the visitors require further evidence to articulate the student complaints process in place as well as how this process is communicated to students. In this way the visitors will be able to consider how the programme can meet this standard.

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

**Condition:** The education provider must provide further information about the formal procedure for with dealing with concerns about students’ profession related conduct and how this works in tandem with the education provider’s fitness to practice procedure.

**Reason:** In discussions at the visit and from the documentation, the visitors were made aware that there are processes in place which deal with concerns about students' profession-related conduct. For example, "Student Early Warning Support and Intervention System (SWESIS)". However, the visitors were unable to determine a clear, definitive, formal procedure for dealing with issues around student professional conduct to ensure that issues of this kind are dealt with clearly and consistently. They were also unclear how this process links into the established fitness to practice procedure in place at the education provider. As a result the visitors could not determine what criteria are used to determine when an issue around students' profession-related conduct is referred to the fitness to practice procedure and how this is communicated to students, staff and placement educators to ensure consistency. Therefore the visitors require clear evidence of the formal procedure in place to deal with issues around students' profession-related conduct and how this procedure fits with the fitness to practice processes in determining if students can continue on the programme. This evidence should also highlight explicit information for students and placement educators around this process so that visitors can determine how this standard is being met.

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

**Condition:** The education provider must submit further evidence regarding the plans for continued service user and carer involvement within the programme.

**Reason:** From the documentation provided, the visitors were sign-posted to how service users and carers will be involved in the programme. Discussions with the programme team at the visit indicated that the dedicated service users and carers who contribute to the BSc (Hons) Paramedic programme will also contribute to this programme in a similar way. However, in discussions with the dedicated service user and carers that are involved in the BSc (Hons) Paramedic Science it was made clear that they were not aware that the education provider was intending to deliver this programme and had not been approached to be involved in this programme. The visitors recognised that the involvement of service users and carers is still at the early stages for this programme and that there is an intention to develop a bank of service users and carers to be involved in the programme in the future. However, the visitors were provided with limited information regarding how this group would be developed, and how service users and carers would be involved in the programme in the future. The visitors were therefore unable to determine from the evidence provided that a plan is in place on how service users will be involved in the programme. In order to determine that this standard is met the visitors require further evidence demonstrating the plans for service user and carer involvement in this programme.

### **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 demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the SOPs mapping made very broad references, rather than specific references to the modules and did not map onto the learning outcomes. Therefore, the visitors were unclear how each of the



module learning outcomes linked to each of the SOPs, to ensure that a student completing the programme can meet the SOPs for paramedics. From discussions with the programme team the visitors heard that the necessary learning outcomes had been determined but the programme documentation had yet to be finalised. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore require further documentation to clearly evidence how the learning outcomes that will ensure that students can meet the relevant SOPs on successful completion of the programme. The visitors require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the learning outcomes associated with all aspects of this programme and how these outcomes will ensure that students completing the programme can meet all of the relevant SOPs for paramedics.

**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 further evidence of the range of placement settings that a student will be required to experience in order to support the delivery of the programme and the achievement of the learning outcomes.

**Reason:** From the documentation provided the visitors understood that the majority of placements that a student would undertake as part of this programme would take place in an ambulance service setting. This was confirmed in meetings with the programme team for the education provider, UEA, and the employing organisation, EEAST. These discussions also clarified that students would have the opportunity to experience placements in alternative settings, such as the accident and emergency department of a hospital or other settings such as a care home. However, the visitors could not identify, from the documentation provided, how these settings would be sourced, allocated to students and undertaken as part of this programme. In a meeting with the placement providers it was highlighted that students were required to achieve 150 hours of supernumerary (acting as a student and not as a member of ambulance staff) placement, but it was unclear in which placement setting, either in an ambulance or elsewhere, that these hours would be need to be achieved by a student. The visitors were unable to gain a clear understanding of the different placement settings that were on offer to students and which of these settings students would be required to attend and those that would be optional and how students would be made aware of these requirements. Therefore, the visitors require further evidence which clearly articulates where students are required to achieve their supernumerary hours and how the full range of placements, required and optional, are appropriate to supporting the delivery of the programme, and the achievement of the learning outcomes.

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

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

**Reason:** Prior to the visit, the visitors were provided with a SOPs mapping document for the programme which linked the learning outcomes associated with practice

placements to relevant standards of proficiency. However, from the evidence provided at the visit it was clear that the employing organisation, EEAST, are responsible for providing suitable placements for students, rather than the staff team at the education provider. It was also highlighted in the meeting with the programme team that the outcomes of each of the placements is negotiated between the student and the placement provider at the first placement meeting. From the information provided the visitors could not determine how the education provider ensures that the employing organisation will provide placements to students that will be of sufficient quality, length and variety for them to meet the learning outcomes required. From the documentation provided, the visitors could also not determine how the education provider will ensure that the allocation of placements will be equitable and provide all students with sufficient placement experience to meet the required learning outcomes and subsequently the SOPs. The visitors therefore require further evidence of how the allocation of placements work in practice and how the education provider will ensure that the number, duration and range of these placements ensures that all students will be provided with the opportunity to meet the required learning outcomes. In this way the visitors can determine how the programme may meet this standard.

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

**Condition:** The education provider must provide further evidence to clearly articulate the mechanisms which will be in place to ensure a safe and supportive environment at all placement settings.

**Reason:** The visitors reviewed the evidence provided prior to the visit and noted the comment made by the education provider that they should refer to the, “Educational audit document – hard copy on accompanying CD ROM Placement audit folder” for evidence as to how this standard is met. However, the submission of documentation for this visit, did not include a CD ROM, therefore, the visitors did not see any documentation which defined the programme’s process for ensuring that all placements are safe and supportive. From the discussions with the programme team, the visitors heard that not all placements that the education provider, UEA, will send students to will be approved by them. This is because, depending on the locality of the placement, they may have been approved by staff from University Campus Suffolk. If this were to happen the visitors were informed that any data gathered by University Campus Suffolk would be shared with the education provider. But, based on the evidence provided, the visitors were unsure what data would be shared with the education provider, or what the approval criteria staff from University Campus Suffolk would use to ensure that placements are safe and supportive for students from this programme. The visitors were therefore could not determine what the education provider’s system for approving and monitoring placements are and how, through using this system, and that of another organisation, will ensure that all practice placement settings provide a safe and supportive environment for students to learn in. To ensure this standard is met, the visitors require further evidence to show what steps the education provider takes to ensure that practice placement settings provide a safe and supportive environment for students.

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

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

**Reason:** The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the programme documentation and discussions held at the visit, the visitors could not find sufficient evidence of any overarching policies, systems and procedures in place regarding the approval and monitoring of placements. When this was discussed with the programme team, the visitors remained unclear as to how the education provider would maintain overall responsibility for the approval and monitoring of practice placements, particularly if other organisations were responsible for auditing and monitoring placements. The visitors could not determine the criteria used by the programme team to assess a placement and what the overall process would be to approve it, as well as what activities such as the participant questionnaires would feed into any quality monitoring of placements. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of placements, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence of the criteria used to approve placement providers and settings, the overall process for the approval and on-going monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience is considered and acted upon.

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

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

**Reason:** The documentation submitted prior to the visit included the procedures for approving and monitoring practice placement providers, as well as East of England Ambulance Service Trust (EEAST) equality and diversity policies. The visitors reviewed this information but were unable to determine from this how the education provider ensures that practice placement providers have equality and diversity policies in place in relation to students. Discussions with the programme team indicated that there is a process in place to ensure practice placement providers have equality and diversity policies in place, but the visitors were unsure what these processes were and how this process formed part of the auditing and approving of all placements. In order to determine how the programme continues to meet this standard the visitors require the education provider to provide evidence to demonstrate how they ensure practice placement providers have equality and diversity policies in place.

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

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

**Reason:** From the initial documentation and information provided regarding the approval and monitoring of placements, the visitors could not determine how the education provider ensures that practice placements have an adequate number of

appropriately qualified and experienced staff. In scrutinising evidence, such as volume A1 of the documentation provided and in discussions with the programme team and the practice placement provider, the visitors learnt that the employer, EEAST, hold a database of staff that can act as placement educators. Also, the visitors were told that via the East of England Paramedic Partnership Group meetings work is on-going to ensure that there will consistently be sufficient qualified and experience staff at practice placement settings, but that the work of the partnership group is at an early stage. Due to the evidence provided and the development of the regional partnership group the visitors were unclear how much responsibility the education provider has and would continue to have for ensuring that the placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff in place. The visitors were therefore unable to make a judgment about whether this standard is met, and requires further evidence as to how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff.

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

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

**Reason:** From the initial documentation and information provided regarding the approval and monitoring of placements, the visitors could not determine how the education provider ensures that practice placement educators have relevant knowledge, skills and experience to supervise students from this programme. In scrutinising evidence, such as volume A1 of the documentation provided and in discussions with the programme team and the practice placement provider, the visitors learnt that a mentorship programme has been developed by EEAST in partnership with the education provider. The visitors learnt that all placement educators will be expected to undergo the mentorship programme prior to supervising a student undertaking this programme. The visitors were also aware that there is on offer a variety of training courses for placement educators once they have undertaken this initial mentorship training. However the visitors were informed that the mentorship programme will be delivered locally and as such they were unclear as to how the education provider, UEA, would play a role in this local delivery to ensure that the delivery of this programme would ensure that practice placement educators have the relevant knowledge, skills and experience having undergone the programme. The visitors were also made aware that the education provider will not hold a register of practice placement educators and the training that they have undertaken, this will be held instead by the employer, EEAST. The visitors therefore had insufficient evidence to make a judgment about whether this standard is met, and require further information to demonstrate how the education provider will ensure all practice placement educators have the relevant knowledge, skills and experience to supervise students from this programme.

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

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

**Reason:** From the initial documentation and information provided regarding the approval and monitoring of placements, the visitors could not determine how the education provider ensures that practice placement educators have relevant knowledge, skills and experience to supervise students from this programme. In scrutinising evidence, such as volume A1 of the documentation provided and in discussions with the programme team and the practice placement provider, the visitors learnt that a mentorship programme has been developed by EEAST in partnership with the education provider. The visitors learnt that all placement educators will be expected to undergo the mentorship programme prior to supervising a student undertaking this programme. The visitors were also aware that there is on offer a variety of training courses for placement educators once they have undertaken this initial mentorship training. However the visitors were informed that the mentorship programme will be run by EEAST and as such they were unclear as to how the education provider, UEA, could be sure that the delivery of this programme would ensure that practice placement educators have the relevant knowledge, skills and experience having undergone the programme. The visitors were also made aware that the education provider will not hold a register of practice placement educators and the training that they have undertaken, this will be held instead by the employer, EEAST. The visitors therefore had insufficient evidence to make a judgment about how the education provider would ensure that practice placement educators would have undertaken appropriate practice placement educator training and any relevant training after the initial mentoring training delivered by EEAST. Therefore the visitors require further evidence to demonstrate how the programme can meet this standard.

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

**Condition:** The education provider must provide further evidence of their processes to ensure placement educators are appropriately registered.

**Reason:** The visitors reviewed documentation provided prior to the visit and noted the comment made by the education provider that they should refer to the “Education Audit-Accompanying CD ROM, Placement Audit Folder (PA1-2)”. However, the submission of documentation for this visit, did not include a CD ROM. The visitors were also sign-posted to document “Volume F, Role of the Placement Mentor”. From this evidence the visitors could not determine what process the education provider had in place to ensure that all placement educators will be appropriately registered and what other arrangements would be agreed if this was not possible. During discussions at the visit, the visitors heard that a register of all practice placement educators will be held by the employer EEAST and that this register will record the practice placement educators’ registration status. However, the visitors were unclear as to how the education provider would maintain responsibility for ensuring placement educators are appropriately registered if the registration of practice educators are held by the Trust. They were also unclear as to the role of the education provider in agreeing other arrangements should appropriately registered practice placement educators not be available at certain placement sites, particularly those in a non-ambulance setting. To ensure that this standard is met, the visitors require further evidence of the process in place in ensuring placement educators are appropriately registered and what arrangements will be put in place should registered placement educators not be available.

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

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

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

**Reason:** The visitors could not determine from the evidence provided how the education provider ensures that students, practice placement providers and educators are fully prepared for placement. In particular they could not identify how they were made aware of the students' ability and expected scope of practice while on placement and what the expectations of both the students and practice placement educators should be at each individual placement to ensure that students gain the experience they require. At the programme team meeting, the visitors were made aware that students will be prepared for placements by undergoing a placement induction similar to the BSc (Hons) Paramedic Science programme. Discussions with the BSc (Hons) Paramedic Science students revealed a varied experience of placement induction and also a varied impression regarding how well they felt prepared for placement. The visitors therefore require information about the mechanisms in place, which demonstrate how the education provider ensures students are fully prepared for placement. In particular this should demonstrate how practice educators are made aware of students' experience and expected scope of practice for each placement and how the expectation of both the students and practice placement educators at placement are managed to ensure that students get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how placement providers, practice placement educators and students will be prepared for placements by the education provider.

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

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

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

**Reason:** The visitors noted from the discussions with the programme team that there will be placements in non-ambulance service settings, such as those in hospital or care home settings. From the course handbook it was clear that EEAST will be providing the core, ambulance service based, placements and that these placements will provide students with the experience of working as a paramedic in rural and urban areas. The visitors noted that these placements had been used for a number of years and on other programmes and as such the arrangements in place to prepare students and practice placement educators for ambulance service based placements was clear and well established. However, the visitors could not find information about how students and practice placement educators will be prepared for placements that take place outside the ambulance service. In particular the visitors could not determine where and when student and practice placement educators in non-ambulance service settings integrated with the programme, what learning outcomes need to be met at each placement and what associated assessments there may be to ensure that students on these placements meet the required learning outcomes. The visitors therefore require further evidence that the students and placement educators in non-ambulance placement settings are given sufficient information to understand the learning outcomes to be achieved, and are therefore fully prepared for placement in non-ambulance settings.

**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 assessments of learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessment procedures for the programme will ensure that students who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references to the modules and did not map on to the learning outcomes. Therefore, the visitors were unclear how each of the assessment of modules and the associated learning outcomes were linked to each of the SOPs, to ensure that a student completing the programme has demonstrated that they meet the SOPs for paramedics. From discussions with the programme team the visitors heard that the necessary learning outcomes and associated assessments were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore require further documentation to clearly evidence how the assessment of the learning outcomes that will ensure that students meet the relevant SOPs on successful completion of the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the assessment of students associated with all aspects of this programme and how these assessments will ensure that students completing the programme have demonstrated that they have met all of the relevant SOPs for paramedics.

**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 demonstrate how the professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting.

**Reason:** Prior to the visit the programme team submitted documentation for the programme including the SETs mapping document in which the education provider has made reference to the “Programme Specification”, “Programme handbook”, and “Practice assessment document (PAD)” about how this standard is met. Having scrutinised the evidence provided the visitors could not determine how students on this programme were expected to justify their independent decisions through the adherence to the values and ethics expected of a professional or understand the nature of being a professional subject to regulation. This was also explored through discussion with the programme team and practice placement providers at the visit, however, the visitors could still not determine how the adherence to the PAD would ensure that students demonstrated these qualities. The visitors therefore require further evidence to show how the education provider ensures that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting. In this way the visitors can determine how the programme may meet this standard.

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

**Condition:** The education provider must revise the documentation to further evidence that the assessment methods employed will measure the learning outcomes.

**Reason:** The visitors reviewed the programme module descriptors prior to the visit. They noted that for several modules, the assessments employed did not appear to measure the learning outcomes as specified in the relevant section of the module descriptor. From discussions with the programme team the visitors heard that the necessary learning outcomes and associated assessments were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. As such, the visitors were unable to determine how this standard will be met. They therefore require the programme team to ensure that the assessment methods employed will appropriately measure all of the learning outcomes. In this way the visitors should be able to determine how the programme may meet this standard.

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

**Condition:** The programme team must provide further evidence that the assessment of student performance in practice placements is objective, consistent and ensures fitness to practise.

**Reason:** From the documentation received, the visitors could not determine how the education provider ensured students will be assessed while they are at placements and how competencies will be assessed. During the programme team meeting, the visitors were told that the education provider is currently finalising criteria for assessing students whilst they are on placement. As these criteria were still in development the visitors were unable to scrutinise any information as to what these criteria would be or how students will be assessed once the criteria are finalised. The visitors therefore require evidence of the criteria and how they will be used to ensure student



performance in practice placements is objective, consistent and ensures fitness to practise. The visitors will also need to see evidence as to how the education provider will communicate these criteria to students and practice placement educators. In this way the visitors will be able to determine how the programme may be able to meet this standard.

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

**Condition:** The education provider must submit appropriate programme documentation to clearly demonstrate how they have effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

**Reason:** The visitors reviewed the evidence provided prior to the visit and noted that a web link to the education provider's regulation and procedures was provided as evidence to demonstrate that the programme meets this standard. Upon reviewing the web link, the visitors were unable to locate the appropriate information that demonstrates how the education provider ensures that there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment of students on this programme. In addition, the visitors noted a comment made in the documentary provided prior to the visit that they should "See accompanying CD ROM, Assessment Folder A1 – A5" as evidence as to how this standard could be met by the programme. However, the submission of documentation for this visit, did not include a CD ROM therefore the visitors did not see the documentation which defined the programme's assessment regulations. As a result of this, the visitors require further evidence of the relevant documentation which outlines the effective monitoring and evaluation systems in place for this programme that ensure appropriate standards in the assessment of students is being maintained. In this way the visitors will be able to consider how the programme can meet this standard

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

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

**Reason:** Prior to the visit, the documentation submitted indicated that the education provider would be involved in the training delivered in students' first year of employment at EEAST and that subsequently the students would be admitted to the education provider as students in accordance with UEA's AP(E)L policy to study the second year of the programme. As such the visitors were clear that the in-work-training that a student would undergo in their first year of employment would attract the 120 academic credits that would normally be associated with the first year, or level 4, of an undergraduate degree that is required by students who wish to start the second year at level 5. However, during the course of the visit, the visitors learnt that the education provider would not have any role in delivering the training to potential students in the first year of employment at EEAST and instead would be responsible for a one year programme of study at level 5 for any of these potential students who successfully completed their year of training at EEAST. As such the programme subject to this approval would only be the one year programme at the education provider and will not include the previous year's training at the employer.

The visitors noted in the documentation a statement in volume A1, page 23 that says “Students apply [to the programme at the education provider] individually and submit a portfolio of evidence to map and substantiate their learning against the outcomes of year 1 of the BSc Programme and their claim for 120 credits at Level 4”. This was clarified in discussions with the programme team and the visitors were made aware that all applicants would be individually assessed for AP(E)L onto the programme at the education provider using a mapping exercise. The visitors were also made aware that potential students will submit their portfolio to the education provider more than once, if they failed to meet the required outcomes and did not meet the admissions criteria for the programme. However, from discussions at the visit there was no consensus provided as to how many times an individual could submit their portfolio and as such how many times a prospective student could apply to the programme if they failed to meet the entry criteria first time.

Due to the changes made to the proposed programme the visitors did not see documentation that articulates the currently proposed duration of the programme. The visitors also could not see how the variations proposed to the programme, which affect how students’ progress through this programme in the documentation provided. Therefore, the visitors require the programme team to provide further information which will articulate clearly how students should expect to progress through this programme and how they can achieve what they are required to within this varied method of delivery. The visitors also require further information about how this information will be communicated to students. In this way the visitors can determine how this standard may be met by the programme.

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

**Condition:** The education provider must submit further evidence to clearly demonstrate that the assessment regulations and programme documentation clearly specify what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

**Reason:** The visitors reviewed the documentation provided prior to the visit and noted a web link to the education provider’s regulation and procedures that was provided as evidence to meet this standard. Upon reviewing the web link, the visitors were unable to locate the appropriate information that demonstrates any requirement for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award. The visitors therefore, require evidence that the assessment regulations and programme documentation clearly specify what awards confer eligibility to apply to the HCPC Register and those exit awards which do not. In particular, the visitors require evidence of how this information would be communicated to students so that they can consider how the programme can meet this standard.

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

**Condition:** The education provider must clearly articulate that any aegrotat award conferred on a graduate of this programme will not lead to eligibility to apply for HCPC registration.

**Reason:** The visitors reviewed the documentation provided prior to the visit and noted a web link to the education provider's regulation and procedures. Upon reviewing the web link, the visitors were unable to locate the information that clearly articulates an aegrotat award will not lead to eligibility to apply for HCPC registration. As this was the only information provided the visitors could not determine any clear statement regarding aegrotat awards. As such the visitors could not determine how the programme team ensured that students understood that aegrotat awards conferred by the education provider would not enable those students to be eligible to apply to the Register. The visitors therefore require further evidence of the assessment regulation around this standard and that there is a clear statement included in the programme documentation regarding aegrotat awards and that this is accessible to students.

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

**Condition:** The education provider must submit further evidence to clearly demonstrate that the assessment regulations and programme documentation clearly specify requirements for a procedure for the right of appeal for students.

**Reason:** The visitors reviewed the mapping document provided prior to the visit and noted the comment made by the education provider in the mapping document "See accompanying CD ROM–Academic Appeals and Complaints Folder – items – AA1 AA6". However, the submission of documentation for this visit, did not include a CD ROM detailing the education provider's regulation and procedures for the right of appeal for students. Therefore, the visitors did not see any documentation which defined how the programme could meet this standard. As a result of this, the visitors require documentation to allow them to consider whether this programme meets this standard. The visitors therefore require evidence that the assessment regulations or programme documentation clearly specifies the requirements for a procedure for the right of appeal for students and how this procedure will be communicated to students. In this way the visitors will be able to consider how the programme can meet this standard.

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

**Condition:** The education provider must provide further evidence of appropriate programme documentation which clearly specifies that at least one external examiner for the programme will be from the relevant part of the HCPC Register.

**Reason:** The visitors reviewed the mapping document provided prior to the visit and noted the comment made by the education provider in the mapping document, "See accompanying CD ROM, Assessment Folder – A5 – code of Practice for External Examiner". However, the submission of documentation for this visit did not include a CD ROM detailing the education provider's regulations and the procedures for the recruitment of external examiners. Therefore, the visitors did not see any documentation which defined the programme's assessment regulations for this

standard. As a result of this, the visitors require documentation to allow them to consider whether this programme meets this standard. The visitors therefore require evidence that the assessment regulations and programme documentation clearly specify that at least one external examiner for the programme will be from the relevant part of the Register, or that other arrangements will be agreed. In this way the visitors will be able to consider how the programme can meet this standard.

## Recommendations

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

**Recommendation:** The education provider should consider reviewing the role-play consent form so that the information provided is clear and easy to understand.

**Reason:** Documentation submitted and discussion at the visit indicated the programme uses a range of teaching methods including role-play based scenarios and sharing of personal information. Discussions with the students indicated that they were aware of the implications of consenting to participate. They outlined that if a student declined to participate then this would be discussed with the personal tutor or the module leader and if needed additional measures would be put in place to ensure there is no detrimental effect to learning. The visitors were satisfied that the programme therefore meets this standard. However, they recommend that further clarification could be provided in the consent form to clearly articulate to students how they may be expected to participate as a service user in a practical and clinical teaching.

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