![hpc health professions council logo]

Visitors' report

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

Contents

## Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 20 May 2009. At the Committee meeting on 20 May 2009, the ongoing approval of the programme was re-confirmed. 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 HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider and validating/awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

**Visit details**

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

## Sources of evidence

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

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

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

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

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

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

## Recommended outcome

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

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

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

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

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

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

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

Conditions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

**Condition:** The education provider must provide the Accreditation of Prior Learning (APEL) policy that covers all entry routes to the programme, and demonstrate how this information is supplied to applicants.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

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

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

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The education provider must submit documentation to show how HPC standards of proficiency are delivered in the programme (this may include an amended HPC standards of proficiency mapping to assist the visitors).

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

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

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

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

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

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

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

**4.4     The curriculum must remain relevant to current practice.**

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

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

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

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

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

**5.1     Practice placements must be integral to the programme.**

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

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

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

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

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

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

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

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

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

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

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

**5.3.2   The practice placement settings must provide safe and effective practice.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Condition:** The education provider must clearly articulate how professional aspects of practice are assessed in both the education setting and practice placements.

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

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

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

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

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

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

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

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

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

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

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

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

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

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

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

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

## Recommendations

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

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

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

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

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

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

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

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

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

Mr David Whitmore
Mr Bob Dobson