

HCPC approval process report

Education provider	Staffordshire University
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Approval visit date	05 – 06 April 2018
Case reference	CAS-12249-G9M6G8

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Frances Ashworth	Lay
Timothy Hayes	Paramedic
Susan Boardman	Paramedic
Eloise O'Connell	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Helen Chapman	Independent chair (supplied by the education provider)	Staffordshire University
Andrea Jones	Secretary (supplied by the education provider)	Staffordshire University
Cassandra O'Connor	External Panel Member	Staffordshire University
Richard Hunter	External Panel Member	Staffordshire University
Holly O'Rourke	Student representative	Staffordshire University

Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2018
Maximum learner cohort	Up to 60
Intakes per year	2
Assessment reference	APP01849

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	Yes

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	We met with learners on the approved Foundation Degree in Paramedic Science offered at the education provider.
Senior staff	Yes	
Practice education providers	Yes	

Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 06 June 2018.

2.1 The admissions process 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 demonstrate that the admissions process will give the applicant the information they require to make an informed choice about whether the take up a place on a programme.

Reason: Prior to the visit, the visitors were not clear if there would be an interview process for applicants, as the documentation did not make reference to one. At the visit, the programme team clarified that there is an interview process and information is in the documentation that is provided to applicants. The programme team explained the interview process in detail, and the visitors heard from learners what their experience had been of the interview process for the Foundation Degree in Paramedic Science, full time. However, as the visitors have not seen this in the information provided, so they were unable to determine whether applicants are given all of the information they require to make an informed choice about the programme. Therefore, the visitors require further evidence to demonstrate that information about the interview process is made clear to potential applicants. In addition, the visitors read in the documentation that learners would be required to pay for their own boots that are required for the programme. However, the visitors were not clear if this information was made explicitly clear to potential applicants. In discussion with learners, the visitors heard that a learner had learned this information later than expected. The learner was not informed prior to accepting a place on the programme but was informed before starting the programme. As such, the visitors could not determine that all potential applicants would have the information they require in order to make an informed choice about whether to take up a

place on the programme. Therefore, the visitors require further information in order to make a judgement as to whether this standard is met.

2.3 The admissions process must ensure that applicants have a good command of English.

Condition: The education provider must revise documentation to demonstrate that the admissions process has appropriate requirements to ensure that applicants have a good command of English.

Reason: On review of the documentation, the visitors noted that the entry requirements in the programme specification document states “IELTS level 7 or equivalent for students whom English is not their first language”. However, the visitors noted that in the HCPC standards of proficiency for paramedics, standard 8.2 requires registrant paramedics to “be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5”. As the education provider has not set requirements for the minimum level in each element of the IELTS, the visitors could not determine how the admissions process ensures that all applicants have a good command of English. At the visit, the programme team agreed that this could be revised in the documentation. Therefore, the visitors require further evidence to determine whether this standard has been met.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate that the programme is sustainable and fit for purpose.

Reason: Prior to the visit, the visitors read in the programme specification, “Alternative practice-based placement areas are also included within the curriculum...These may include: care homes; hospice wards; hospital wards; GP surgeries; urgent care centres; critical care areas”. From the information provided, the visitors were not clear what arrangements were currently in place with the ‘alternative’ practice education providers. At the visit, the visitors heard that the alternative practice-based learning would be provided on a “one day per week” basis, during the academic period. The programme team confirmed that they had support agreed from some of the alternative practice education providers, however there are no formal arrangements in place with the providers. The visitors heard about how the programme team plans to incorporate the alternative practice-based learning within the curriculum, and were reassured about agreements with the providers. The visitors have not seen evidence of how the alternative placements have been incorporated into the curriculum, and there are no formal arrangements currently in place with alternative practice education providers. As such, the visitors could not determine that there are sufficient alternative practice based learning opportunities available for the learners on this programme or that the curriculum supports such placements. Therefore, the visitors could not determine whether this programme is sustainable and fit for purpose.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Condition: The education provider must demonstrate that there is regular and effective collaboration between the education provider and practice education providers.

Reason: On review of the documentation prior to the visit, the visitors read that the education provider has a partnership agreement with the West Midlands Ambulance Service, and that there are consortium meetings with other higher education institutions (HEIs) in the region, HEI away days and working group meetings, and quarterly contract review meetings. However, in the documentation provided, the visitors could not see evidence that these meetings have taken place, or what the content of the meetings were. At the visit, the visitors heard from the practice education providers and the programme team about these meetings and what is discussed at the various meetings. The visitors heard that there appears to be regular and effective collaboration between the education provider and practice education providers, however the visitors have not seen evidence of this, or evidence that this will be regular and ongoing. Therefore, the visitors require further evidence from the education provider demonstrating what arrangements are in place to ensure that collaboration with practice education providers is regular and effective for continuously improving the programme, in order to determine whether this standard is met.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must demonstrate there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: On review of the documentation, the visitors could not see information on the process that is in place to ensure the availability and capacity of practice-based learning for all learners. In the SETs mapping document, the education provider referred to the 'West Midlands Ambulance Service NHS Foundation Trust Student handbook' and the 'Placement learning handbook' as evidence for this standard. However, from the information provided the visitors were unable to see evidence of a process to ensure the availability and capacity of ambulance based practice-based learning for all learners. In addition, the visitors noted that the education provider will offer 'alternative practice-based placements' in non-ambulance settings. From the information provided, the visitors could not see that there is a process in place to ensure the availability and capacity of the alternative practice-based learning for all learners. At the visit, the practice education providers from the ambulance service described the process in place that ensures the availability and capacity of practice based learning. They also talked about the numbers of mentors available and how provision of practice education for all education providers in the region, is organised. The practice education providers talked about the system for mapping learners at all education providers in the region against practice educators through a roster system, to ensure capacity. The programme team also confirmed that they had made some verbal agreements with potential alternative practice education providers, however no formal arrangements are currently in place. As the visitors were unclear that the roster system would ensure capacity at ambulance placements, and because the education provider does not currently have formal arrangements in place with providers of 'alternative' practice-based learning, the visitors could not determine that the education provider has an effective process in place to ensure the availability and capacity of practice-based learning for all learners. Therefore, the visitors require further information in order to make a judgement as to whether this standard is met.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must revise programme documentation to ensure that information is accurate and consistent in relation to the delivery of the programme.

Reason: Prior to the visit, the education provider had requested for a part-time, full-time and apprenticeship route for the BSc (Hons) Paramedic Science programme to be considered for approval by HCPC. At the visit, the education provider confirmed that they are currently seeking approval for the full-time BSc (Hons) Paramedic Science programme only. The visitors noted that some of the documentation provided prior to the visit included reference to a part-time and apprenticeship route through the BSc (Hons) Paramedic Science programme. As such, the visitors require the education provider to revise documentation to remove reference to a part-time or apprenticeship route, as the HCPC has not considered these programmes for approval. In addition, at the visit, the visitors were provided with a 'course planning form' that refers to the current foundation degree programme, and does not appear to have correct information relating to modules for the proposed new BSc programme. Therefore, the visitors require evidence that demonstrates the education provider has revised their programme documentation to ensure it reflects accurate and consistent information in relation to the proposed new programme, to ensure the resources to support learning in all settings are effective and appropriate to the delivery of the programme.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate that the learning outcomes will ensure that learners meet the standards of proficiency for paramedics.

Reason: This condition relates to the conditions set against standards 4.2, 4.3 and 4.4. On review of the documentation provided, the visitors read information about the currently approved programme and the new programme. It was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. During the programme team meeting the programme team went over each module and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. As the visitors have not seen the final version of the modules for the proposed programme, the visitors could not determine that the learning outcomes would ensure that learners who successfully complete the programme meet the standards of proficiency for paramedics. Therefore, the visitors require further information to determine whether this standard is met.

4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Condition: The education provider must demonstrate that the learning outcomes will ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Reason: On review of the documentation provided, the visitors read information about the currently approved programme and the new programme. It was not clear from the

modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. During the programme team meeting the programme team went over each module and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. As the visitors have not seen the final version of the modules for the proposed programme, the visitors could not determine that the learning outcomes would ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics on successful completion of the programme. Therefore, the visitors require further information to determine whether this standard is met.

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

Condition: The education provider must demonstrate that the programme reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: On review of the documentation provided, the visitors read information about the currently approved programme and the new programme. It was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. During the programme team meeting the programme team went over each module and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. As the visitors have not seen the final version of the modules for the proposed programme, the visitors could not determine that the programme will reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance. Therefore, the visitors required further evidence which demonstrates that this standard is met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must demonstrate that curriculum remains relevant to current practice.

Reason: On review of the documentation provided, the visitors read information about the currently approved programme and the new programme. It was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. During the programme team meeting the programme team went over each module and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. As the visitors have not seen the final version of the modules for the proposed programme, the visitors could not determine that the programme curriculum is relevant to current practice. Therefore, the visitors require further information to determine whether this standard is met.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Condition: The education provider must demonstrate that learners are able to learn with professionals and learners in other relevant professions.

Reason: On review of the documentation, the visitors read that learners will be taught by both experienced lecturers with a background in paramedic science and lecturers from a range of inter-professional backgrounds. The programme specification states, “the programme will take a multi-professional approach and the inclusion of learners and tutors from other relevant professions”. From the information provided, the visitors could see where learners would learn from professionals in other relevant professions. However, they were not clear how learners would be able to learn with learners in other relevant professions. At the visit, the programme team talked about ways that learners would learn with other relevant professions, including an example where midwifery and paramedic learners would work and learn with, and from each other on a scenario situation that is given after a lecture has been delivered. The visitors heard ways that the programme team intended to ensure that learners are able to learn with other learners and professionals in relevant professions, however the visitors have not seen evidence of how this would form part of the planned curriculum within the documentation. Therefore, the visitors require further information in order to determine whether this standard is met.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

Condition: The education provider must demonstrate there are effective processes in place for obtaining appropriate consent from service users and learners.

Reason: On the SETs mapping document, the education provider referred to the programme specification, course handbook, and west midlands ambulance service student handbook to demonstrate meeting the standard. The documentation states “please bear in mind that during clinical skills sessions and scenarios you may be requested to take on the role of service users/patients to support your learning”. From the information provided, the visitors could not see a process in place that obtains the learners consent for participation in clinical skills sessions and scenarios, or how the education provider would obtain consent from service users. The visitors were also unable to determine the process in place should a learner opt not to consent to participating. At the visit, the visitors heard from the programme team that learners sign a document, which requests their consent, during their first week on the programme. However, the visitors have not seen evidence of this, or evidence of consent procedures for service users. Therefore, the education provider must demonstrate there are effective processes in place for obtaining appropriate consent from service users and learners in order to for the visitors to make a judgement as to whether this standard is met.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must clarify the attendance requirements for the programme, and demonstrate that this is communicated to learners.

Reason: On review of the documentation prior to the visit, the visitors read in the programme specification “100% of attendance is required for theory and practice”. From the information provided, the visitors were not clear how attendance would be monitored, or what the consequence would be for learners that did not have 100 percent attendance. At the visit, the programme team confirmed that they will be revising the attendance requirement, to be 80 percent attendance for theory and practice. The programme team explained the process in place for monitoring attendance and the process for learners who fall below the threshold requirement for attendance. The visitors were satisfied that there are effective monitoring processes in place. Although the visitors understood that learners must attend 80 per cent of the programme they were still unclear about which elements of the programme learners must attend. As such, because the visitors have not seen the revised attendance requirements in the programme documentation, or which elements of the programme require compulsory attendance, the visitors could not determine how the education provider has identified and communicated to learners the parts of the programme where attendance is mandatory. Therefore, the visitors require further evidence to determine whether this standard is met.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate that the structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Reason: On review of the documentation prior to the visit, the visitors reviewed the structure, duration and range of practice-based learning for the programme. However, as mentioned previously in the report, the visitors have not seen the final version of the module descriptors and learning outcomes for the programme. As such, while the structure, duration and range of practice-based learning appears to be appropriate, the visitors could not make a judgement as to whether this will support the achievement of the learning outcomes and the standards of proficiency, as the visitors have not seen the final version of the modules. Therefore, the visitors require further evidence to determine whether this standard is met.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate there is a thorough and effective system for approving and ensuring the quality of practice-based learning.

Reason: In the SETs mapping document the education provider referred to the placement learning handbook, and liaison with west midlands ambulance service organisational development team; through working group meeting, consortium meetings and quarterly review meetings. From the information provided, the visitors were not clear what process is in place to approve and ensure the ongoing quality of the practice-based learning environment, as this was not referred to in the documentation. In addition, the visitors have not seen evidence of the meetings that were referenced in the mapping document, and therefore do not know the content of these meetings. At the

visit, the practice education providers talked about the way in which the education provider approves and monitors the ongoing quality of practice-based learning, including a system that is agreed between education providers across the region. At the visit, the programme team provided a document to demonstrate this standard. On review of the document, the visitors noted it was a west midlands ambulance service 'profile' and did not provide information relating to approving or monitoring of placements. Additionally, the visitors did not see the process in relation to approval and monitoring of 'alternative' placements. Therefore, visitors were unclear about how the education provider is able to ensure that all practice-based learning environments are approved and monitored using criteria which they deem appropriate for ensuring the quality of all placements. As such, the visitors require evidence that demonstrates the education provider's thorough and effective system for approving and ensuring the quality of all practice based learning, including for 'alternative' placements.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate there is a process in place to ensure the practice-based learning environment is safe and supportive for learners and service users.

Reason: On review of the documentation, the visitors were not clear what processes the education provider has in place to approve and monitor the ongoing quality of the practice-based learning environment. At the visit, the practice education providers talked about the way in which the education provider approves and monitors the ongoing quality of practice-based learning, including a system that is agreed between education providers across the region. At the visit, the programme team provided a document to demonstrate this standard. On review of the document, the visitors noted it was a west midlands ambulance service 'profile' and did not provide information relating to approving or monitoring of placements. The visitors saw no evidence of the process related to 'alternative' placements. As the visitors have not seen that the education provider has a process in place to approve and monitor the ongoing quality of all practice-based learning environments, the visitors could not determine whether all practice-based learning environments are safe and supportive for learners and service users.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate there is an adequate number of appropriately qualified and experienced staff involved in alternative practice-based learning.

Reason: In the SETs mapping document, the education provider referred to the west midland ambulance service student handbook, the placement learning handbook and programme specification to demonstrate meeting this standard. On review of this information, the visitors found some information about the practice-based learning on the programme, and that the education provider works closely with the west midlands ambulance service, and that there will be alternative practice-based learning included in the programme. However, from the information provided, the visitors were not clear what number of practice educators would be available for the number of learners on the programme, or how the education provider ensures the practice educators are

appropriately qualified and experienced. At the visit, the visitors heard from the practice education providers about the number of practice educators there are for learners in the region, and how the education provider intends to ensure that the practice-based learning staff are appropriately qualified and experienced. The programme team also confirmed that they had made some verbal agreements with some of the potential alternative practice education providers, however no formal arrangements are currently in place. As such, the visitors have not seen who the practice educators will be, or the number of practice educators for practice-based learning. Therefore, the visitors require further information about how the education provider will ensure there will be an adequate number of appropriately qualified and experience staff involved in practice-based learning, in order to determine whether this standard is met.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate that practice educators for alternative practice-based learning, have relevant knowledge, skills and experience to support safe and effective learning.

Reason: On review of the documentation, the visitors note the education provider will offer 'alternative practice-based placements' in non-ambulance settings. At the visit, the programme team confirmed that they had made some verbal agreements with some of the potential alternative practice education providers, however no formal arrangements are currently in place. The visitors were not provided further information on what knowledge, skills and experience the education provider requires practice educators to have or how the education provider ensures that practice educators meet those requirements. As the visitors have not seen information on the practice educators for alternative practice-based learning settings, the visitors could not determine whether the practice educators will have the relevant knowledge, skills and experience to support safe and effective learning. Therefore, the visitors require further information in order to make a judgement as to whether this standard is met.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must demonstrate that practice educators for alternative practice-based learning undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Reason: On review of the documentation, the visitors note the education provider will offer 'alternative practice-based placements' in non-ambulance settings. At the visit, the programme team confirmed that they had made some verbal agreements with some of the potential alternative practice education providers, however no formal arrangements are currently in place. The visitors were not provided further information on how the education provider plans to ensure practice educators in the alternative practice-based learning setting undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme. Therefore, the visitors require further information in order to make a judgement as to whether this standard is met.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate that the assessment strategy and design will ensure that those who successfully complete the programme meet the standards of proficiency for paramedics.

Reason: On review of the documentation provided, the visitors read information about the currently approved foundation degree in paramedic science programme and the proposed new programme. It was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. At the visit, during the programme team meeting the programme team went over each module for the proposed new programme, and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. The practice assessment documents for years one and two were tabled at the visit, however the visitors did not have sight of the year three document. As the visitors did not have sight of the module descriptors and all of the practice assessment documents for this programme, they were unable to determine the following:

- the module content for this programme;
- which learning outcomes are contained in each module; and,
- how those learning outcomes would be assessed.

As the visitors have not seen the final version of the modules for the proposed programme, the visitors were not clear how the final version of the learning outcomes would be assessed. As such, the visitors could not determine how the assessment strategy and design would ensure that those who successfully complete the programme will meet the standards of proficiency for paramedics.

6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Condition: The education provider must demonstrate that assessment throughout the programme will ensure that learners will demonstrate that learners are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Reason: This standard relates to 4.2. On review of the documentation, the visitors noted that part of the assessment strategies include a 'Clinical Practice Assessment Document (PAD)' which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass / refer / fail mark. The PAD document for year one, two or three was not provided as part of the education provider's documentary submission. At the visit, the programme team were able to provide the PAD document for years one and two, and noted that the year three document was currently still in the draft stage and had not been finalised. As the visitors have not seen what the clinical practice assessment document will be, they could not make a judgement that the assessment throughout the programme will ensure that learners

demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics. Therefore, the visitors require further information in order to determine whether this standard is met.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

Condition: The education provider must demonstrate that the assessments will provide an objective, fair and reliable measure of learners' progression and achievement.

Reason: On review of the documentation the visitors note that part of the assessment strategies include a 'Clinical Practice Assessment Document (PAD)' which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass / refer / fail mark. The PAD document for year one, two or three was not provided as part of the education provider's documentary submission. At the visit, the programme team were able to provide the PAD document for years one and two, and noted that the year three document was currently still in the draft stage and had not been finalised. As the visitors have not seen what the clinical practice assessment document will be, they could not make a judgement that the assessment throughout the programme will provide an objective, fair and reliable measure of learners' progression and achievement. Therefore, the visitors require further information in order to determine whether this standard is met.

6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.

Condition: The education provider must demonstrate that the assessment policies will clearly specify requirements for progression and achievement within the programme.

Reason: On review of the documentation provided, the visitors read information about the currently approved foundation degree in paramedic science programme and the proposed new programme. It was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. At the visit, during the programme team meeting the programme team went over each module for the proposed new programme, and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need to be revised and updated to form the final version of the modules. The practice assessment documents for years one and two were tabled at the visit, however the visitors did not have sight of the year three document. As the visitors did not have sight of the module descriptors and all of the practice assessment documents for this programme, they were unable to determine the following:

- the module content for this programme;
- which learning outcomes are contained in each module; and,
- how those learning outcomes would be assessed.

As the visitors have not seen the final version of the modules for the proposed programme, the visitors were not clear how the final version of the learning outcomes would be assessed or what learners would be required to achieve throughout the programme in order to progress. As such, the visitors could not determine how

assessment policies will clearly specify requirements for progression and achievement within the programme, as the visitors cannot currently see where progression and achievement will occur, or how this will be assessed.

6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Condition: The education provider must demonstrate that assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Reason: On review of the documentation provided, the visitors found that it was not clear from the modules presented, which modules were for the new programme, or for the current foundation degree programme, or both. As such, the visitors were not clear from the documentation provided, what the modules would be for the proposed new programme. During the programme team meeting the programme team went over each module for the proposed new programme, and clarified what would be the final content of the modules for the proposed new programme. The programme team noted that the modules would therefore need some revising and updating to form the final version of the modules. As the visitors have not seen the final version of the modules for the proposed programme, the visitors could not determine whether the assessment methods would be appropriate to, and effective at, measuring the learning outcomes.

In addition, the visitors noted that part of the assessment strategies include a 'Clinical Practice Assessment Document (PAD)' which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass / refer / fail mark. The PAD document for year one, two or three was not provided as part of the education provider's documentary submission. At the visit, the programme team were able to provide the PAD document for years one and two, and noted that the year three document was currently still in the draft stage and had not been finalised. As the visitors have not seen what the clinical practice assessment document will be, they could not determine whether the assessment would be appropriate to, and effective at, measuring the learning outcomes. As such the visitors require further evidence which demonstrates that the assessments methods used are appropriate and effective at measuring the learning outcomes.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

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

Recommendation: The education provider should consider how they can strengthen the implementation of their service user and carer policy, and should consider how they can increase the range of service users and carers that are involved in the programme.

Reason: On review of the documentation prior to the visit, the visitors could not find information related to service user and carer involvement on the programme. The SETs mapping document referred to the programme handbook, 'The student voice' which did not describe service user and carer involvement. At the visit, the education provider tabled a 'service user carer involvement policy' which detailed the ways in which service

users and carers are involved on the programme. The visitors were satisfied that the education provider were involving service users and carers, and had plans to involve them on teaching and admissions procedures for the proposed programme. However, the visitors note that the education provider could strengthen the implementation of the policy, as it is currently focuses on plans for involvement. In addition, the visitors noted that the service users and carers they met with were previous or current employees at the education provider.. The visitors noted that the education provider could consider broadening the range of service users and carers involved on the programme, to ensure that the involvement continues to be meaningful, and appropriate to the programme.

Section 5: Outcome from second review

Second response to conditions required

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate there is an adequate number of appropriately qualified and experienced staff involved in alternative practice-based learning.

Reason condition not met at this time: In response to this condition, the education provider provided agreements and letters of intent for alternative practice-based learning, and noted that learners will have a named supervisor in each practice-based learning setting, that will be conditional on the practice-based learning taking place. The visitors were satisfied with this response. However, in relation to the ambulance practice-based learning the visitors were not clear, from the information provided, that there is an adequate number of staff in place for practice-based learning in the ambulance setting. In response to this condition, the education provider provided a 'Paramedic Mentor Framework' document, in which there was no information on specific mentor numbers. In addition to this, the education provider provided a response document from the West Midlands Ambulance Service (WMAS) that states they have 298 mentors. From the information provided, the visitors were not clear whether this number of mentors related for this programme only, or if it is the number WMAS has in total for all education providers within their region. If the mentor numbers provided is for learners across all education providers, the visitors do not have information on how many learners this includes, and as such could not determine if the mentor number is adequate for the number of learners on this programme. As such, the visitors could not determine whether there is an adequate number of staff in the ambulance setting for the number of learners on the programme. The visitors require further evidence that there is an adequate number of mentors, which are available to work with learners on this programme.

Suggested documentation: Further information on the number of mentors available to work with the number of learners for this programme to demonstrate there is an

adequate number of appropriately qualified and experience staff involvement in alternative practice-based learning.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

Recommendation: The education provider should consider having consistency across the year one, two and three Practice Assessment Document (PAD) to ensure that assessments remain objective, fair and reliable measure of learners' progression and achievement.

Reason: In response to this condition, the education provider provided the Practice Assessment Document (PAD), which outlines the assessment requirements for practice-based learning. The education provider provided the PAD document for years one, two and three of the programme. On review of the information, the visitors note that the education provider has updated the year three PAD (which was in the draft stage at the time of the visit). However, the year one and two PAD documents have not been updated, and as such, the format of the year three PAD is significantly different to the year one and two PAD documents. The visitors were satisfied with the content of the PAD documents in supporting objective, fair and reliable measures of learners' progression and achievement. However, from the information provided, the visitors found that the differences in the PAD documents could potentially cause confusion for learners and practice educators using the PAD documents, which could have an effect on the objective, fair and reliable measure of learners' progression and achievement. The visitors therefore recommend that the education provider consider updating the year one and two PAD document in line with the year three PAD document, to ensure the assessments continue to provide an objective, fair and reliable measure of learners' progression and achievement.

Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).